

brary Association. The final decision of selection is left to the training college.

The entire study communicates a general quality of conservatism and limitation of viewpoint that is surely not characteristic of British librarianship. It is certainly in contrast with the contemporary library philosophy explicit in R. L. Collison's *Progress in Library Science, 1965* (Washington, D.C.: Butterworth Inc., 1965). The only equivalent to the Furlong work on this side of the ocean is G. R. Lyle's *The Administration of The College Library* (3d ed., New York: The H. W. Wilson Company, 1961). The training college staff will find much that is useful in Lyle, particularly his chapter on the "Interpretation of College Library Service," and in his references to paperback books. Serious students of the college library should add *Library Practice for Colleges of Education* to their personal reading lists.—*Sidney Forman, Teachers College, Columbia University.*

Bibliotheca Medica: Physician for Tomorrow; Dedication of the Countway Library of Medicine, May 26 & 27, 1965.

Ed. by David McCord. Boston: published for the Harvard Medical School, 1966. 248 p.

On the evidence of this book, the dedication of the Countway library of medicine in May 1965 was an enormously happy, wonderful, and rewarding occasion. Here we have the addresses on medical history and library technology, along with the dedicatory incantations, which graced the exercises inaugurating the fine new library structure housing the combined collections of the Harvard medical library and the Boston medical library.

This is, almost inevitably, a miscellany. What holds the whole thing together, beautifully, is the underlying humane wisdom of all the participants, their wit, their urbanity, their learning worn so lightly. This is further cemented, in the book, by the exemplary editorial efforts of David McCord, who furnishes continuity and gives the reader the sense of having heard the words spoken. Finally, the physical book here for once matches the feeling of its contents; the Anthoensen press has given us a fine piece of craftsmanship.

Oswei Temkin, Dickinson W. Richards, George Corner, and Lloyd Stevenson discuss aspects of medical history; Herbert Menzell, Ralph Esterquest, Martin Cummings, Mortimer Taube, and Raynard Swank discuss aspects of library technology. Menzell sets forth some tentative conclusions and some speculations which may be drawn from the user studies he has long been engaged in. Esterquest describes straightforwardly and honestly some of the hopes and beliefs and fears that were particularly his on this proud occasion. Cummings speaks of inter-library cooperation, of the old days and of the present day, and gives some fascinating statistics on NLM services. The essay by Taube, of a somewhat metaphysical kind, is brilliant; it demonstrates again his powers of insight, and his capacity for clarity in description; there is a terrible poignancy in realizing that this was to be his last major public contribution prior to his untimely death a few months later. The following essay by Swank (with Robert M. Hayes) is excellent; in major part a response to Taube's remarks, it proves that a constructive critique can be as interesting, and far more useful, than the intemperate arguments which unfortunately are more familiar to us.

Archibald MacLeish sets the final runic stone in place, as he speaks of "man in his old condition as man, man with his wonder on him." These essays, and their embodiment in this book, fittingly exemplify the aspirations and auspicious rebirth of a great medical library.—*Frank B. Rogers, M.D., University of Colorado.*

***Conference on the Use of Printed and Audio-Visual Materials for Instructional Purposes* [Final Report]. Prepared by Maurice F. Tauber and Irlene Roemer Stephens. New York: School of Library Service, Columbia University, 1966. xii, 241 p. \$3.**

On November 22 and 23, 1965, a conference concerned with materials used for instructional purposes, as indicated in the title above, was convened at the school of library service, Columbia University. Supported as Title VII project, B 546, through the Office of Education, U.S. Department of

Health, Education, and Welfare, this conclave focused primarily upon two questions which may be stated generally: (1) what media are used for instruction by whom, for what reasons, and with what results, as revealed through the literature and research; and (2) what research is needed to provide more definitive answers to question one?

Fourteen participants, expertly conversant with and knowledgeable of communication materials and techniques, educational practice, and research methodology, converge upon the questions through as many papers. These analytical and evaluative discourses comprise the major portion of the volume. A preliminary summary of recommendations, more or less general in nature, is augmented by a concluding enumeration of 112 recommendations, specifically cited in the texts of the presentations, which suggest pertinent research of varying scope and depth.

Through the individual topics explored by the participants, the use of materials for instructional purposes is surveyed from the standpoints of educational level, type of material, and related influences. The first three papers cover the areas of elementary education, secondary education, and college and university education respectively, and are written by two professional educators and a university librarian. The next six contributors consider numerous types of materials used for instruction. These include general books, textbooks, encyclopedias, and bibliographies; reference books; periodicals, newspapers, pamphlets, etc.; audio-visual materials; exhibits, models, and other graphic materials; and motion pictures. A professor of librarianship, a practicing librarian, two professional educators, a research director, and a journal editor review the instructional uses of these materials.

The impact of various media upon communication and social structure; instruction in the use of the library and library use by students; the use of trade books, children's books, and paperbounds as instructional media; implications of curriculum trends, methodology, and content for educational publishing; and possible application of documentation and information retrieval

for instructional purposes; are the topics treated by the five remaining participants. Authors of these papers include two professors of librarianship, a museum director, and two representatives of the publishing industry.

The volume supplies a much needed overview of what is known as a result of research with respect to the uses of many kinds of printed and nonprinted materials as instructional vehicles. It is a treasure trove of ideas from which research aspirants and, indeed, seasoned investigators may draw when initiating future studies relative to the instructional efficacy of contemporary media or to conditions influencing their use.—*Marion B. Grady, Ball State University.*

Documentation and the Organization of Knowledge. By Jesse H. Shera. Hamden, Conn.: Archon Books, 1966. xxi, 185p. \$6.50.

This is a volume of fourteen essays by Dean Shera, and it follows its companion volume entitled "Libraries and the Organization of Knowledge" by less than a year. The essays were written between 1950 and 1965 and with the exception of one essay, have been previously published. They deal in whole or in part with the history of classification systems and of documentation, information gathering habit studies, coordinate indexes in general and the machine-searched coordinate indexes developed at Western Reserve in particular, automation of various library operations, education for librarianship, recruiting of technical information specialists, and the role of the library in society. There are several recurring themes in the essays: the argument for the essential unity of librarianship (Shera believes that librarianship and documentation are or at least should be one), the need for librarians to be more involved with bibliographic organization, and the large potential benefits of automation in libraries.

In the introduction of *Libraries and the Organization of Knowledge* he notes that ". . . one's writings set forth in vulnerable array [are] an invitation to the slings and arrows of the outrageous critic." The slings and arrows have found some but only small