

been included—plus three essays especially prepared for this publication. The contributors are political and social scientists, economists, educators, communications experts, and librarians.

The volume is organized to show a concern first with some of the people who use public libraries as well as those who do not use them; then with libraries themselves; and finally with trends in urban politics, government, and fiscal policies affecting libraries.

Much of what is discussed here has a familiar ring: the effect on the library of the growing student population, the increasing number of older people, the movement (except for ethnic minorities) to the suburbs, the ineffectiveness of the library in reaching the lower half of the working class, and difficulties arising from the library's effort to be all things to all people, to name a few.

The most provocative contributions are those of the social scientists. Howard S. Becker, for example, contributes brilliantly to our understanding of the difference between college and noncollege youth but doubts that the public library is equipped to deal with the problems of the latter. Charles M. Tiebout and Robert J. Willis examine the question of public support for libraries and conclude that, although federal, state, and local governments have a responsibility, the individual library user has not paid his full share. Edward C. Banfield, in the same vein, takes a very hard look indeed at the *raison d'être* of the public library and finds that it has ceased to serve its original purpose and has not acquired a new purpose that it can justify. Banfield believes the public library should be concerned with the serious reader only and suggests that it offer services which, taken together, more closely resemble special librarianship than what is normally conceived of as public librarianship or even present-day research librarianship: provision of cubicles, maintenance of up-to-date, annotated bibliographies, "personal" librarians who would take telephone "orders," arrange home deliveries and pickups, and offer assistance in finding books for readers to buy, as well as tutorial service in specialized subject areas. And Richard Meier thinks that the routine and high-volume demands

for information will in the future be provided by regional data banks and documentation centers, leaving it to the library to serve the needs of adult education and scholarship by making available materials that cannot be stored and retrieved conveniently by mechanical means.

The whole spectrum of the urban library problem is considered here. The need for further exploration is indicated by the inclusion of a chapter called "Some Research Questions." Nevertheless these essays, together with the annotated bibliography which accompanies them, will serve as a useful guide and point of departure for librarians and others concerned with public library service in metropolitan areas.—James W. Henderson, *The New York Public Library*.

The Superior Student in American Higher Education. Ed. by Joseph W. Cohen. New York: McGraw-Hill Book Company, 1966. xvi, 299p. \$7.95 (65-27675).

"The Honors System . . . at its worst . . . is an educational experiment worthy of objective, scientific attention." This, rather than merely "the superior student" is the focus of this volume which, briefly, traces the history of the honors movement in America; spells out some of the characteristics and needs of the superior student (and inadvertently exposes the preciousness of some of them) that lead to the development of honors programs; gives case studies of honors work in such differing academic milieus as liberal arts colleges, private and state universities, and secondary schools; and treats of the differing objectives and methods of departmental and college honors. Few have been so long and so closely connected with the honors movement or done so much to forward it as the editor and principal contributor. His collaborators are equally well qualified.

The honors movement in the United States began early in this century but did not gain real impetus until Aydelotte established his well known program at Swarthmore, and John Dewey laid emphasis on experimentation in education—both in the 1920's. A slow but steady growth eventually led to the founding of the Inter-University Committee on the Superior Student. The trebling of the number of honors

programs between its founding in 1957 and its formal termination in 1965 gives some measure of its importance.

The editor makes two essential points about an honors program: First, that "a beginning must be made" even though lacking assurance of adequate support and with planning that is less than perfect; and, second, that an honors program "must always be something dynamic, something vital, something unstereotyped." (An appendix to the third chapter lists "The sixteen major features of a full honors program—an admirable checklist for those engaged in or planning honors work.") There is abundant evidence in the following chapters that these principles are frequently ignored: too often programs are postponed awaiting ideal circumstances; or, once set in motion, they become, tragically often, dull, routine, sterile. An honors program needs superior teachers as well as superior students.

A chapter of particular interest and significance is that on "Honors and the Sciences," in which the difficulties of honors work in science is explored in depth; and there are indeed problems. Nevertheless, a few science honors programs have been developed, although they are most frequently departmental programs involving undergraduate research than all-college programs for the nonscientist. ". . . some public understanding of scientific doctrine is imperative. In their own self-interest, if not for less selfish motives, scientists must engender sympathetic reception of their proposals. What better audience could be asked than a group of honors students?"

The objectivity of the contributions is noteworthy throughout, and nowhere more than in the chapter on the evaluation of honors programs, in which are summarized critical studies of honors, the place of the honors student in the mind of his peers, his later achievement, and so forth. In all, this represents a useful and valuable contribution to the literature on one of the more interesting and productive aspects of American higher education.

If the librarian wishes some enlightenment of the place of the library in honors work, he will have to look elsewhere. There is literally no mention of libraries in the book! Where, one wonders, lies the fault?

Is the library of no significance in honors work? Does it make no contribution? Perhaps its usefulness is so accepted that it needs no mention? Or perhaps those concerned with honors have not exploited the library? 'Tis a puzzlement!—*John M. Dawson, University of Delaware.*

Library Publications. By William R. Holman. San Francisco: Roger Beacham, 1965. viii, 67p. + pocket with inserts. \$28.50 + \$16.50 (65-28969).

This sumptuous volume, in the tradition of Adrian Wilson's *Printing for Theater*, is a valuable addition to the notable list of beautiful books produced by fine printers in the San Francisco Bay Area. Composed in Monotype *Van Dijk*, with Bruce Rogers' *Centaur* for display, printed on Curtis rag paper, hand-bound with hand-marbled paper over boards, the book has numerous examples of announcements and leaflets tipped in by hand as illustrations. It was designed by Barbara Holman, who also did the hand-marbling of the cover papers, and printed by Graham Mackintosh.

Library Publications contains many valuable suggestions for anyone responsible for the format of library announcements, booklists, etc. Its chapters are titled: Approach to Printing, Simplicity in Design, Planning is Essential, Personality of Type, Paper is Persuasive, The Printing Process, and Printing on a Budget. These chapters are filled with advice on paper, type faces, choice of size of stock, color, illustrations, and methods of printing.

Available only from the publisher (406 Pacheco, San Francisco, Calif. 94116), libraries may list the two parts separately on the order, but both must be included. The volume is recommended for all collections of fine printing.

Mr. Holman's purpose was to "foster a renewal of interest in printing, especially, in printing for the library." Further, he believes that "The book should prove of special value to the medium and small libraries—public, college, and school—who do not have the services of a graphic artist." But there is a difficulty here, as is indicated by the suggested device of separating the prices of the book and the inserts. What small- or medium-sized library budget can stand \$45 for a "a practical 'how-to' book"?