

Book Reviews

Bibliographical Control and Service. By Roy Stokes. New York: London House and Maxwell, 1965. 125p. \$4.95. (65-26280).

The purpose of this little textbook is a modest one, viz., to assist the student who is preparing himself for "Paper Four of Part One" of the recently revised examination syllabus of The (British) Library Association. The result, appropriately enough, is a modest publication in the writing of which one feels that the author, well known for his editorship of the much more distinguished *A Student's Manual of Bibliography*, was somewhat ill at ease in being obliged to follow strictly "the order of the items in the syllabus of this examination."

More than one American librarian must have been surprised in the past year or two by what would appear to be a minor explosion in England in the production of textbooks of librarianship. Time was when The Library Association, The Association of Assistant Librarians, and Grafton, with an occasional and usually more notable contribution from Allen and Unwin, just about covered everything. Today a small bandwagon seems to be rolling and on it we find Deutsch (the London publisher of *Bibliographical Control and Service*), Clive Bingley, Crosby Lockwood, Butterworths, and others. The situation is such that it might well call for a modicum of "bibliographical control" all on its own. Certainly it is a matter for regret that much of this greatly increased output is undistinguished, betraying obvious signs of hasty preparation and carrying with it the unmistakable odor of a British library school classroom (the author of the work under review is head of the Loughborough school of librarianship). Maybe the new examination syllabus is largely to blame for this sad state of affairs. From the evidence revealed in Mr. Stokes's textbook "Paper Four of Part One" must be something of a hotchpotch. In the first chapter, for example, we are brought up against the formidable forebodings of Vannevar Bush; in chapter 5 we are given such bits of information as: "One of these is the *recto*

page, which is the right-hand one when looking at the complete opening of a book while the *verso* page, or the *verso* of a leaf, is the one on the reverse"! Somehow one feels that the author was more on his home ground in this very useful chapter on "Contemporary Production Methods." The difficulty is seeing what it has to do with all that has gone before.

The major part of the book and, presumably, of "Paper Four of Part One" is concerned with a listing of the major general bibliographies, selection aids, and reference works, with which the student is expected to familiarize himself. Whenever possible, references to the Winchell or Walford numbers or both are given. This is a useful device and certainly saves what would otherwise be wasteful repetition. At the same time it scarcely enhances the appearance of the page.

The listings, like the whole publication, are comparatively modest and, in general, somewhat insular. This is perhaps inevitable in view of the purpose of the book. Certainly the librarian of any sizeable academic library in the United States would find the lists of little value as aids to collection building. Indeed there are times when insularity goes too far. Whatever they may do at Harvard, the Library of Congress spells catalog without the *ue*!

The book was produced in Great Britain—again modestly and at an original price of 18s, which is almost half the American publication price at the current rate of exchange.—*J. Clement Harrison, Graduate School of Library and Information Sciences, University of Pittsburgh.*

The Public Library and the City. Ed. by Ralph W. Conant. Cambridge, Mass.: The MIT Press, 1965. xii, 216p. \$6.75 (65-27504).

In 1963, the Joint Center for Urban Studies (MIT and Harvard) and the National Book Committee sponsored a Symposium on Library Functions in the Changing Metropolis. *The Public Library and the City* is an edited collection of some of the papers presented at the symposium—not all of the papers delivered there have

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