ent in city building was the legislative authority that directed the planners and builders toward imaginative and socially useful design rather than to the restoration of mediocrity, monotony, and chaos.

Johnson-Marshall underscores Spreiregen's point that a legislative framework must exist for comprehensive, socially functional, and visually inspiring urban design—and that the three elements interact. One could read into Spreiregen's work, with its concern for principles of urban growth and design, a subliminal authoritarian bias to allow the master architect to work his will on the city. Johnson-Marshall's more empirical work suggests a tempering of this bias, however.

Two statements from Johnson-Marshall's studies of London and Coventry, respectively, make the vital point that building cities is not and cannot be the prerogative of a single intelligence, a single discipline, or a single approach. In discussing the rebuilding of the area about the Tower of London, he attributes as much importance to the blight-removing efforts of the Reverend "Tubby" Clayton of the Church of All Hollows as to the Nazi bombs. Commenting on the complex problems of personal and intergovernmental relations involved in developing and executing the redevelopment program, he concludes thus—"Truly, planning in the modern city is very much a diplomatic activity, apart from the highly complex technical design problems involved." The point is driven home in the study of Coventry—"The lessons of Coventry are clear. Cities are at heart a design problem and need teams of imaginative, devoted and practical designers, with outstanding leadership and with enlightened public patrons in order to create a civilized environment, but all this must be backed by legislation and adequate finance."

In the year of the demonstration city and the urban observatory, those devoted to the improvement in the quality of urban civilization can find both inspiration and practical counsel in the words and pictures of *Urban Design* and *Rebuilding Cities*.

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Honors Programs and Higher Education

The spread of honors programs, education designed to provide the abler student with special experiences, is a remarkable characteristic of the current campus scene. The editor of **The Superior Student in American Higher Education** (McGraw-Hill, New York, 1966. 299 pp., $7.95), Joseph W. Cohen, reports that the number of such programs has more than tripled in the period 1957 to 1965. These were the eight years of the Inter-University Committee on the Superior Student (ICSS), and Cohen, first chairman of the committee, has given us a book that ably summarizes the work of this group. The ICSS served as a clearinghouse for information about honors programs and certainly did much to stimulate their development.

Contributors to the volume detail the organization and operation of honors programs in universities (including professional schools as well as arts colleges), in small, private colleges, and even in a surprising number of secondary schools. In doing so, the philosophy of such programs is well stated, and any reader curious about how the concept of honors has evolved in American higher education will be amply rewarded for his effort. Unfortunately, one curious about the effectiveness of such educational modifications must turn from the book frustrated. Although a very fine chapter is devoted to the evaluation of honors programs, it is something of a disappointment that the focus of the discussion by Paul Heist and Lois Langland had to be how evaluative research *ought* to be done rather than the results of such studies. Too often neglected in the research to date are the absolute requirement that educational goals be translated into testable hypotheses about changes in the behavior of participants, the recognition that the study of change demands careful pre- and post-experience assessment, and, finally, an appreciation for the insights that stem from a comparison of these changes with changes afforded by control groups —"non-honors" students in honors programs and "honors" students in non-honors programs. The growing popularity of such special programs, together with their expense (one contributor estimated the cost for the honors student is one-third greater than that for the student in the usual curriculum), offer the expectation that the academic community must soon have more complete evaluation.

Lest these comments tar me as anti-honors, the evaluation of superior student programs is probably no more deficient than the evaluation of remedial courses or, for that matter, than that of just about any of our conventional college programs. The ever-increasing enrollment pressures that confront American higher education suggest that such ignorance may be only too preciously purchased.

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History of Science

Volumes 1, 2, and 3 of **The Correspondence of Henry Oldenburg** (University of Wisconsin Press, Madison, 1966), edited by A. Rupert Hall and Marie Boas Hall, mark the beginning of another major project to publish the sources of the scientific revolution. Inevitably the reviewer must ask himself what the contribution of such an edition is. The correspondence of Newton, the works of Kepler—with them the reviewer need not put such questions; their justification is so obvious that they require no rationale. But why the correspondence of Henry Oldenburg? As I plowed wearily through volume 1 (558 pp., $12.50), which covers the years 1641 to 1662, I could not help asking the question, and asking it again. Certainly the letters in volume 1 would furnish a major source to the biographer of Henry Oldenburg, but most of them hardly appear worthy of the time, labor, and expense invested in their publication. The Halls are recognized and acclaimed historians of science, and I for one would have preferred to see, not the raw material of biography, but the product they could have made it yield. In volume 2 (704 pp., $12.50), 1663 to 1665, and volume 3 (679 pp., $12.50), 1666 and 1667, Oldenburg the man fades into Oldenburg the secretary of the Royal Society, but many of the letters continue to raise the same query. True, as material relevant to one specific question their value is high; through them we see the growth of an international community of science. Nevertheless, the authors of most of the letters, which come from the corners of Europe and beyond, are obscure, and the scientific content of many of their letters approaches zero.