

In the opinion of this reviewer, these 57 pages (which include a selected bibliography) constitute the best introduction to the subject of bilingualism presently available in print —

even better than Professor Mackey's own excellent and definitive article in the *Encyclopaedia Britannica* (1960, III, 562).

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**David G. Scanlon/ James J. Shields, Jr./editors. *Problems and Prospects in International Education*. New York: Teachers College Press, 1968. 399 pp. \$U.S. 12.50.**

It is a pleasure to preview a book which will almost certainly become a standard text in its field. Without doubt, *Problems and Prospects in International Education* will appear on reading lists in colleges and universities all over North America. It is a series of readings which examines many of the basic assumptions, issues, and complexities of education in international context. It builds on Prof. Scanlon's earlier work, *International Education: A Documentary History* and it complements other collections such as Hanson and Brembeck's *Education and the Development of Nations*.

The editors of this work, Dr. David Scanlon, Professor of International Education and Director of the Center for Education in Africa at Teachers College, Columbia University, and Dr. James Shields, Assistant Professor in the Department of Social and Psychological Foundations of Education at City College, N.Y., have focused on the con-

temporary. Their introduction discusses the scope and purpose of International Education which they define, rather precisely, as "The study and practice of various types of educational relations across national boundaries" (p. xii). They have divided the material into six sections: "Education, Technical Assistance, and Development;" "The Economic and Political Aspects of Education and Development;" "Technical Assistance — The Problem of Transfer;" "Cultural Relations and Education;" "Exchange of Persons — The Promise and the Reality;" and "The Response of the United States — The New International Education Program." They have selected three to seven readings for each of these sections and their authors range from the nameless writers of government reports to well-known educators like Margaret Mead, Adam Curle, and Philip H. Coombs. They conclude their work with an extensive biblio-

graphy compiled by Dr. Shields.

While the material and approaches are diverse, there is a consistent recognition of the need for more basic research in International Education, together with an awareness of the recent switch from pleas for understanding of foreign cultures to more empirical studies of the dynamic processes involved in modernization. The readings in Section I are largely descriptive of major inter-governmental programs, but with Section II they become more critical — for example, Mary Jean Bowman's challenge to the notion that education and manpower planning are panaceas for the problems of developing countries and Selltiz and Cook's assessment that the commonly accepted view of the benign effect of exchange-of-persons programs is oversimplified and unduly optimistic. Adam Curle's study of "Education, Politics and Development" is well worth including, so is Anne Winslow's insightful "The Technical Assistance Expert." However, there might have been better examples of theory building than Niehoff and Anderson's "The Cultural Process of Cross-Cultural Innovation," which seems at once pretentious and shallow. (Perhaps this is the state of theory in International Education so that this paper truly represents one of the *problems* in the field.)

In many ways *Problems and Prospects in International Education* succeeds in its attempt to be comprehensive, yet it is curiously ethnocentric in its selections and even in the bibliography. Its editors are obviously Americans and though they have chosen some works from non-U.S. sources, an imbalance remains. They give little recognitions to the efforts of small nations like Canada or Australia, nor to the mutual aid of Colombo Plan countries, nor even to the substantial international education programs of Europe and the Soviet Union. For example, they say simply, "International education also embraces the variety of programs in *American* universities and colleges . . ." (p. xx, italics mine). It would be unfair to suggest that they are unaware of this deficiency. They note on p. 283 that "Unfortunately, there are few empirical studies of foreign students in countries other than the United States. Thus, it is impossible to make any generalizations about these programs outside the limits of the American setting." Impossible? Perhaps. But a start could have been made by directing the reader, if only in the bibliography, to those studies which have been done elsewhere. Perhaps this will be the task of another volume to expand the scope of this very useful work.

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