

Mill might well have been regarded as a useful "mediator." But such comments present no criticism. They merely reflect this reader's reactions and they simply illustrate again the compulsion upon the Editor of a book of this kind to set limits to her selections and to select according to her own clear plan and purposes.

It is at this point perhaps that attention should be drawn to the fact that each section has been given its own very useful, relatively unobtrusive, explanatory introduction. These sectional introductions, along with certain excerpts that serve to link successive sections, assist in providing and preserving the desired continuity and coherence in the volume as a whole. In

addition there is an Appendix giving information about films, arranged in sections corresponding appropriately to the eight sections of Readings.

Without question this is a book of Readings that for many students of educational history and theory, apart from those who become advanced students and are not so much in a 20th century hurry, will find both helpful and attractive. Indeed it merits a chance to contribute to the development in students of a desire to consult the sources more fully and even, as the Editor clearly hopes, of a lasting interest in "the rich, varied and exciting study that is the History of Education."

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Frank H. Blackington III and Robert S. Patterson (eds.). *School, Society, and the Professional Educator — A Book of Readings.* New York: Holt, Rinehart and Winston, 1968. 416 pp. \$5.45.

As a rule, books of readings are not inspirational documents, because of their "second hand" character or because they are constructed on the dubious premise that quality assembled is quality increased. To their credit, the editors reject the role of passive spectators whose only function is to introduce the material and then quietly withdraw to let the readings speak for

themselves. Rather, they are always in command of the situation, even to the point of advancing a theory of their own regarding the character and function of professional educators.

The underlining message of the book is that the teacher or teacher-to-be is first of all a professional person (defined as one who has "dedication to service of society in and through a special-

ized competence or range of knowledge and skills not generally available to the public") and, only secondly, a craftsman or technician. As a professional the teacher is duty bound to examine, reflect and comment on the crucial issues confronting society and education. The teacher is wrenched from his traditional and pedestrian role of classroom performer and thrust into the role of social commentator. From this conception flows the recommendation that teacher preparation devote less time and emphasis to the "training" function and more time to the "education" aspect. And if, as the editors argue, teachers are social theoreticians before they are technicians manipulating a clientele, to what issues should they devote their attention? The readings are intended to illustrate the outstanding issues.

The editors have assembled a wide variety of readings, both past and present, whose common thread is a deep concern for problems facing society and education. In keeping with the book's approach, the readings deal more with the what and why than with the how of education. The readings center around four major areas: the nature of professionalism in education; aims and purposes of education; teacher preparation; and politics and education. In general, the guest authors are no strangers to the well-read in the social foundations of education, for they include such leading lights as Robert Hutchins, Myron Lieberman, Max Lerner, John Childs, Sidney Hook, Ayn Rand, to name a few. Such a cast goes a long way in making this work a quality book of readings.

Roger Magnuson

Robert Gilpin, *France in the Age of the Scientific State*. Princeton, New Jersey: Princeton University Press, 1968, 474 pp. \$U.S. 12.50.

Students of the social sciences will find this work of great value whether they approach it from the point of view of science-state relations, international relations, or as a case-study of modernization.

In clear, expository style, Gilpin, a Princeton political scientist, chronicles the French re-

sponse to the challenge posed by American scientific and technological prowess. Sensing a threat to the integrity of its civilization, France has ineluctably been drawn to the path followed by the world's major powers, the United States and the Soviet Union, and has thus proceeded to transform herself from