

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-

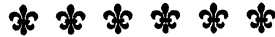
sponse to the challenge posed by American scientific and technological prowess. Sensing a threat to the integrity of its civilization, France has ineluctably been drawn to the path followed by the world's major powers, the United States and the Soviet Union, and has thus proceeded to transform herself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

a traditional to a modern scientific state.

Gilpin's research reveals that one of the major tasks confronting France in its quest for modernity is the reordering of its rigid, conservative educational system. Current reports, coupled with the understanding of French goals provided by the authors, suggest that at last

France has decided to heed the call for radical educational reform sounded by Paul Langevin and Henri Wallon nearly a quarter of a century ago.

Educators will find that this significant study provides a major contribution to an understanding of education in the age of the scientific state.



Philip H. Coombs, *The World Educational Crisis; A Systems Analysis*. New York: Oxford University Press, 1968, 241 pp. \$U.S. 6.

Unencumbered by the theoretical and methodological niceties of the fledgling discipline of comparative education, Philip Coombs relies on the straightforward approach of the economist and the wisdom derived from years of observation and experience for his global view of education.

For Coombs, the problems facing educational systems throughout the world vary in degree rather than in kind. Virtually all nations are confronted by increased demands for education and higher costs on the one hand and corresponding inadequate offerings and facilities on the other. This quantitative problem is compounded by the even more difficult one of the

lack of suitability of the educational system's output or, in other words, the inappropriateness of the process and product in terms of individual and national needs. Taken together, the problems of inadequacy and unsuitability constitute "the world educational crisis."

Both the specialist and the general reader for whom the work is primarily intended can profit from Coombs' diagnosis of the world's educational ills. Likewise, his prescription in the form of a strategy for dealing with the educational crisis and priorities for educational innovation merit serious consideration.

John Lipkin