

Reviews

education in Ontario, as well as occupying the first chair of Higher Education in Canada; the contribution of Arthur Tremblay to the creation of the C.E.G.E.P. in Quebec is equally well known, though perhaps less so than his official work as Deputy Minister of Education. The collaboration of these two gave to this series of bibliographies its characteristic form and flavour.

To the four thousand entries of the initial publication, Harris added a further three thousand in the first supplement published in 1965, and now adds another three thousand in the present supplement, which takes us to the end of 1969. The form is much the same, but additions have been made in both supplements. Nineteen sixty-five saw the addition of chapters dealing with university financing, university government and the first section on Technical Institutes and Community Colleges etc., which in the present edition is transferred to a new section, Non Degree Granting Institutions, a tactic which eliminates difficult decisions about the role of Community Colleges (Alberta style), C.A.A.T.'s and C.E.G.E.P.'s in higher education. It has been possible also to eliminate two large sections which originally constituted the opening chapters, 'Canadian Culture' and 'Canadian Education,' partly because works falling in these categories are now more adequately treated elsewhere than was the case in 1960, but also because the outlines of higher education in Canada are themselves more clearly discernible. The present volume, therefore, opens with a major section on the Degree Granting Universities and Colleges, of which the first chapter, History and Organization, fills out the provincial details, (perhaps in recognition of the provincialization and control of the universities)? The second chapter places together nearly all the newcomers of the previous supplement, fleshed out with details of the University and its external relations, to the Church, the State and the Economy. Chapters three, four, five and

six are the familiar ones, Curriculum, Research, the Student and the Professor. A third section of the work contains much new information upon Agencies and Government Departments connected to or involved in the support of higher education.

The widening coverage of the work, the flexibility of the editor in his arrangement, holding what is important of the earlier framework while indicating both recent and forecast changes in structure, continue to make it the most important single source book for study of Canadian higher education. In his suggestions for work involving annotations, in addition to current digests, we may well see the future development of this series. Perhaps the continued support of the Carnegie Corporation, and the energetic endeavours of editor Harris will bring this about in time for the next supplement. It is a consummation devoutly to be wished!

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John P. Lipkin,

**SECONDARY SCHOOL
TEACHER EDUCATION
IN TRANSITION.**

New York:

Asia Publishing House, 1970.
123 pp.

Like many other new nations, the government in India has established several commissions over the last two decades with the aim of restructuring the inherited colonial system of education in order that it correspond more closely to the integration and development needs of an independent country. One such body was the Secondary Education Commission — also known as the Mudaliar commission after the name of the chairman — whose report in 1953 recommended changing the then high school system providing education of an aca-

democratic nature, primarily as a preparation for university, to a new self-contained, terminal pattern of secondary school education, with a diversified and functional curriculum equipping the student for his vocational and civic requirements and responsibilities. Needless to add, before such a fundamental change could take place for the student, it was necessary to train or retrain the teachers.

In this rather slim volume, whose text covers only 88 pages, Professor John Lipkin has undertaken to assess the nature of changes in secondary school teacher education in India over the period 1953 to 1964 through an investigation of training institutions in Bombay. Both in terms of effort and actual progress in the implementation of the Mudaliar recommendations, the results were found to be disappointing. Only minor, incremental changes had occurred. The content of teacher education remained basically academic rather than functional; textbooks were outdated, even ancient, and entirely unrelated to the country's problems; educational methods were still confined to formal lecture and rote learning; and original thought and research continued to be absent. Lipkin concludes that "either the Mudaliar Report is unrealistic or the training colleges are anachronistic" (p. 78). The terrible weight of inertia of a highly institutionalized and rigid system, compounded by the lack of adequate finances, has prevented any serious attack on the problems of Indian education. Where progressive change has occurred, it has been as a result of outflanking existing institutions through the creation of new ones, such as for in-service training.

Professor Lipkin's is a useful study on the state of secondary school teacher education in India. The overwhelming impression that emerges from it is that the problems that characterize teacher education are no different from those that afflict the educational system in general. The lack of progress in solving them demonstrates how

difficult it is to move a nation such as India except in a situation of crisis. The present study enlightens us on the nature of the problems in the education sector, and the reasons for the lack of movement, but one wishes it had greater depth. Perhaps, a comparative focus, examining Bombay's performance in relation to other areas in India, would have added to the value of the study.

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James Wm. Noll and
Sam P. Kelly,
FOUNDATIONS OF
EDUCATION IN AMERICA —
AN ANTHOLOGY OF
MAJOR THOUGHTS AND
SIGNIFICANT ACTIONS.
New York:
Harper and Row, 1970.
\$6.95.

Foundations of Education in America is a well edited collection, much better than many of its competitors. Its excellent organization traces significant trends through the centuries, trying to relate current ideas to their most remote origins. Unfortunately, the most significant new developments are not given much attention, with only one reading and 5 books in an excellent 11-page bibliography originating after 1965. The book is clearly more suited to the historical approach than to an examination of current issues, although it serves as a valuable background to such courses.

Foundations of Education in America probably focuses unduly on the schooling aspects of education. No attention is given to the significance of other influences in the intellectual skill or moral development of earlier generations, and nothing is said of the current effects of educational technology, television, cars or planes which have served to broaden the awareness of today's population. Some of