

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 The content of teacher education remained basically academic rather than functional; textbooks were outdated, even ancient, and entirely unrelated to the country's problems; educational methods were still confined to formal lecture and rote learning; and original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

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these inventions have not only affected education, they virtually dominate it, and control of education argued in terms of church and state is increasingly incomplete.

The readings selected include most of the typical authors, but the editing provides continuity in theme, despite the ruthless pruning necessary to provide breadth of coverage within a 519 page paperback for \$6.95. Few books can offer all these advantages. The concise introductions do not explain the rationale for including Rickover, sandwiched between Bruner and Conant. They display curious understatements like, "The immigration to America of tens of thousands of Europeans during the 19th century was another factor in shaping American education", (p. 172). They also display historical lapses, i.e. as the educa-

tional achievements of minor nations like Switzerland and Scotland are ignored despite their approach to the improbable goal of universal education. Even so, the rapid lucid sketches will be a useful guide to the novice.

The Canadian reader will be pleased to note that most of the content is appropriate to the kinds of educational issues usually discussed in Canada, and, supplemented by one or two other sources dealing with Canadian and particular European inputs, would find the materials needed for a typical history of education course. One such extra collection is provided in the 1969 Proceedings of the Comparative and International Education Society of Canada.

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