

of theory in child development through the readings concerning the Canadian children around them.

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T. H. McLeod, ed.
POST SECONDARY
EDUCATION IN A
TECHNOLOGICAL SOCIETY.
(L'enseignement
post-secondaire dans
une société technologique).
McGill - Queen's University
Press, Montreal, 1973.
247 pp.
\$7.50 paper, \$13.75 cloth.

Post-Secondary Education in a Technological Society is comprised of papers prepared for the Nuffield Canadian Seminar held at Cap-Rouge, Quebec, 25-27 June 1971 together with a summary by the editor T. H. McLeod.

Collectively the papers represent a wealth of information for persons interested in comparative education or for those charged with planning post secondary education facilities. Each paper, with the exception of the summary, is statistical in nature and attempts to present facts without philosophical reasonings for their existence. This accumulated data falls into four categories: cost, goals, manpower and accessibility. With regard to cost, there is little consensus except to note that "the honeymoon is over." The open hand appears to be closing as society scrutinizes the social benefits it is said to receive from education.

An examination of the goals of post secondary education, the second of the four points, spotlights the shift from an approach designed to service the intellectual elite to a far broader base. This expanded role is however fraught with problems as the universities attempt to maintain a balance between community involvement and complete academic independence free from external influence and control. The third major point examined is the relationship between

education and manpower needs. There appears to be no immediate relationship between general increases in educational opportunity and increases in productivity or aggregate income of the community. The problem may be two fold: on one hand there is the difficulty in finding accurate manpower forecasts and on the other there is the sluggishness of the university community to respond to public need.

On the last point, student accessibility, there were many definitions of "right" and "privilege." Universal accessibility was less popular than an elitist policy whose roots lie in the high school system. This policy has imposed strains on the present system as noted in the paper, *Post-Secondary Education in Canada*, which quotes liberally from the Parent Commission's report. In some cases this dichotomy of thought has produced a tertiary system, such as the Australian Colleges of Advanced Studies, in an attempt to provide higher education for larger numbers of students.

Many of the problems encountered by the several countries represented at the Conference are remarkably similar — for example the surplus of Ph.D's in pure and applied sciences and the difficulty of undergraduates in the arts securing a position. Perhaps now that the problems and interests have been established the solutions can be collectively found!

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CONCERN AND
COMPETENCE IN
CANADIAN EDUCATION.
D. A. MacIver, ed.
Toronto: Fac. of Ed.,
University of Toronto, 1973.
151 pp. \$7.50.

This anthology of essays reflects, to use two of the words of the book's title, the intelligent *concern* and literary *competence* of a scholar-philosopher whose four decades