

It is worth emphasizing that my reservations about this book are mainly limited to the section on sample centres. I feel the value of this book is in the first 139 pages. I recommend it as one of the best books of its kind I have read. I believe its helpful suggestions and procedures make it useful to teachers, principals, student teachers, and others concerned with elementary language arts. It will be particularly valuable for the teacher in a traditional classroom who would like to start developing learning centres gradually, without creating havoc with administrators, parents, and the children in her class. The book is a welcome addition to the field.

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**Manuel Zymelman.**

**THE ECONOMIC EVALUATION OF VOCATIONAL TRAINING PROGRAMS.**

**Baltimore: Johns Hopkins University Press, 1976.**

**122 pp. \$6.60.**

Manuel Zymelman has reviewed fifty-four books and articles dealing with different types of vocational programs in developed and undeveloped countries in order to produce this synthesis of material. To a certain degree he hopes that his findings will provide a basis for analyzing and evaluating all types of vocational education programs. This, he declares, is necessary; for whereas it is generally recognized that a trained labour force is essential for economic development, the method of selection of a specific program is less clear and the choice of teaching method even more diverse.

What the book does in fact do is provide a broad overview of the complexity of the subject. To a person relatively unfamiliar with the field it provides a neat, curt insight into the historical aspects, different methods of training both on-the-job and off-the-job, economic and institutional factors that affect the selection of a particular training mode, methods of evaluating vocational school programs, and finally evaluation of proposals for vocational training.

The breadth of this material indicates the difficulty which the author has in reaching any clear-cut decisions. Although he provides data which can be used to analyze and evaluate vocational programs, the reader is brought to the realization that there can be no answers which are right for all situations. Moreover, the search for possible solutions to key questions invariably raises additional questions.

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