

BOOK REVIEWS

John R. Thelin (1976). *The Cultivation of Ivy: A Saga of the College in America*. Cambridge, Mass.: Schenkman. 90 pp.

In the introduction to his book, Professor Thelin states that he wishes to focus upon the Ivy League's collegiate ideal within the context of the larger American civilization. "Ultimately," he adds, "I am concerned with the relation of institutions to culture". A study of the Ivy League is important in that although there are various histories of its member institutions, there is no definitive history of the Ivy League as a composite. Even more important is an institutional history of the Ivy League which would relate it to its larger social and cultural framework. Such a project is a momentous undertaking. Unfortunately Professor Thelin attempts to complete the task in a very short volume (80 pages of text). Whether by editorial design or author's choice, the result is less than satisfactory for readers who wish to follow the growth of the Ivy League within the larger context of American society.

Much of this book is devoted to athletic rivalry between Ivy League schools. The author defends his focus upon football as an important basis for further institutional cooperation between Ivy League schools. However, if football led to higher forms of institutional activity it is not made readily apparent. Football has certainly not been unimportant to the Ivy League and any author who neglects it entirely would be remiss. Nevertheless, it is given far too much attention in a book that purports to foster a broader understanding of the development of the Ivy League's collegiate ideal.

Much is lost in the wake of the Crimson Tide and the din of the Yale Bulldog's bark. For example, Professor Thelin indicates that one finds each college believing that it is losing its traditional clientele to its neighbors yet little follows this observation. Only a few pages are devoted to rivalry between institutions on the basis of the type of students they wished to attract or the kind of image associated with their undergraduates. One is left wondering what kind of an ideal, if any, the Ivy League colleges communicated to the public and to prospective students.

The political climate of the Ivy League campuses and the political propensities of students are given brief and uneven attention. The author offers two pages of commentary on the 1940's and 1950's and makes some observations on the student protest of the 1970's. The appearance of Socialism and the establishment of Intercollegiate Socialist Society chapters on the Ivy League campuses during the teens goes unmentioned. The author permits a serious lacuna in omitting any consideration of the Ivy League's political climate during the depression years. (After all, Norman Thomas was a Princeton graduate!). In addition the much discussed conservatism of the Ivy League is unattended.

In summary, this study falls short of dealing in a meaningful way with the Ivy League's contribution to and relationship with the American society. Discussions of class and caste, the nature of highly selective institutions and the students they educate are thwarted by the author's concern with intercollegiate athletics. It is only at the very end of this book, in a section entitled, "The Colleges and the Country," that the author makes an attempt to define the place of the Ivy League in its larger cultural setting. The issues which he raises here, had they been pursued throughout the book, would have promoted

Professor Thelin's initial intention of relating the Ivy League's collegiate ideal to the larger American civilization.

Patti McGill Peterson
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William D. Hyde, Jr. (1976). *Metropolitan Vocational Proprietary Schools: Assessing Their Role in the U.S. Educational System*. Lexington, Mass. and Farnborough, Hants.: Lexington Books. xviii + 149 pp. £ 10.30.

This book examines a somewhat neglected sector of American higher education: private schools or colleges offering vocational training at the post-secondary level. The author believes that in the past, these private (or, in American terminology, proprietary) institutions have been wrongly regarded as an insignificant, or peripheral part of the education system in the U.S., and suggests that the reason for this is that profit-making schools are "hybrids" – both a commercial enterprise and an educational institution – and as such have been regarded with suspicion. He attempts to correct this neglect by examining proprietary schools as an "industry" representing a major source of vocational training. The study presents information on proprietary schools in the state of Illinois, compares them with public institutions offering similar vocational courses and examines the influence of labour market conditions on student enrolments, costs and the profitability of the schools.

One obvious characteristic of these schools is their diversity. The typical private school is a profit-making institution, owned by a single individual, or a small group, enrolling 50 to 100 students, and offering a range of trade or technical courses leading to employment in a skilled occupation. But the sample of schools included some with only one or two students, and others with an enrolment of over 1,000. Schools offering trade, technical or business courses accounted for 35 per cent of the total; the remainder offered an immense variety of courses, ranging from data processing or salesmanship to dog-grooming or ventriloquism. One the whole, the schools were profitable, and the average rate of return was rather higher than the average for manufacturing firms, but about a quarter of the sample were making a loss, whereas some were outstandingly profitable, with a rate of return of over 100 per cent.

The existence of such a diverse sector of higher education raises interesting questions. For example, are proprietary schools in competition with public institutions, such as community colleges, or are they complementary? How do they compare in terms of quality, efficiency and responsiveness to labour market conditions? The book tries to answer some of these questions by looking in detail at three types of school: those offering training in cosmetology (beauty culture), an electronics institute and a business school. No clear pattern emerges. In the case of the electronics institute, an uneasy "settlement" seems to have emerged with the local community college, with the private school specialising in certain courses, but in the case of cosmetology, private schools dominate and provide 90 per cent of all training.

It is sometimes argued that increasing competition between schools would lead to greater efficiency: if schools or colleges were dependent on fees as their main source of income, they would have to pay more attention to relationships between cost and quality. The evidence in this book does not support this view. Private cosmetology schools,

which appear to constitute a “classical competitive market,” vary considerably in quality, and fees range from \$ 200 to \$ 1,300, but the study found “no discernible relationship between tuition (i.e. level of fees) and quality of training”.

This is one example of the interesting questions that this book raises for educational policy. Unfortunately, it provides few answers, partly because of the diversity of the schools, and partly because it deals with only one state, and hardly discusses whether this picture is representative of the U.S.A. as a whole. It is particularly difficult to collect representative data on this subject. Nevertheless, readers of this book may be sceptical about whether its rather fragmented evidence is sufficient to justify the general conclusion: “proprietary schools contribute a degree of flexibility, responsiveness and diversity not so evident in public schools and may provide many services more efficiently than other institutions”.

Maureen Woodhall

Ronald King (1976). *School and College: Studies of Post-Sixteen Education*. London: Routledge and Kegan Paul. 222 pp. £ 5.95.

It is indicative of the speed of recent developments in Britain in the 16–19 sector that Ronald King’s *School and College* is now less interesting and challenging than it might have been at the time it was originally written. Another indicator of the growing wealth and variety of provision is that there are one or two gaps in his coverage – for example there was at least one other “tertiary” college partly in operation in 1972 and fully in action by August 1973. This was followed by others in 1974 and 1975 and it seems a pity that there was not some recognition of this.

In addition, it is not unfair to say that knowledge of gaps in further education rules and practice are obvious. There are, for example, one or two suggestions that all further education courses are funded from a “central pool” and need the approval of Regional Advisory Councils.

The first premise is regrettably not true and the second is equally false though not so desirable. Indeed it is doubtful whether “A” level courses in colleges would have developed so well if they had been subject to any approval system outside the colleges.

However, in spite of these reservations, this is a useful and well researched book for the student of the development of new forms of educational organisation for the 16–19 age group over a fairly limited period. Sixth forms, sixth form units, sixth form centres, sixth form colleges, school-college consortia, colleges of further education and tertiary colleges are examined in turn by King, whose study was supported by a grant from the Social Science Research Council. The book contains ample references, some of which lead to some interesting reading. Similarly, but even more rewardingly, there is a good explanation of the case for each style and form of 16–19 by the proponents of each at the time, although it is quite amusing to notice how hysterical and out-of-date some of the impassioned pleas are.

For those who are already familiar with the fairly recent history of these developments perhaps the most rewarding chapter of the book is that concerned with ideologies, identity and interest groups. In this particular chapter, King adroitly exposes the basic ideological differences between school and college, although again one feels that he is a

little shaky when on college ground. Perhaps this is because so many of the older college men take great delight in presenting an anti-school face to outsiders.

One must congratulate Dr King on his perception, particularly if his conclusions were based purely on the evidence given in the book. There is no doubt that his suggestions of a national system of comprehensive colleges is already showing distinct signs of life. There are still battles to be fought and there has not been time to demonstrate fully that these colleges can be educationally, economically and organisationally effective. This task could not be achieved within the scope of *School and College*; nevertheless the book is required reading for those involved in future policy debates as well as higher degree students seeking rich sources of factual information in fairly small packets.

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Ralph Keyes (1976). *Is There Life After High School?* Boston: Little, Brown. xii + 240 pp., \$ 7.95.

Michael Medved and David Wallechinsky (1976) *What Really Happened to the Class of '65?* New York: Random House. xiii + 285 pp., \$ 11.50.

"1964 *Kaleidoscope*," *National Lampoon*, I, 7, (Summer 1976), \$ 2.50.

"High school, for some reason, just sticks with us," Ralph Keyes observes toward the beginning of *Is There Life After High School?* "I've found that:

- a) high school is the source of indelible memories,
- b) these memories focus on comparison of status, and
- c) status comparisons continue long after graduation, in a society shaped fundamentally by high school."

Keyes bases the conclusions of his lively and readable account, authoritative despite its casualness, on an informal survey of the high school memories of people all over the country, concentrating on persons who, like Mike Nichols or Frank Zappa, are now generally regarded as highly creative and, conversely, on classmates of very prominent people who have lapsed into obscurity after having been "wheels" in high school. "Early in my search," Keyes writes, "I called Robert Logue, who works for the Arizona Highway Department in Phoenix. I wanted to know how it felt to beat Richard Nixon for senior class president in 1930. After I asked, there was a long pause at the other end of the line. Then a man's voice replied, 'that was *student body* president'."

Keyes also attended class reunions, from fifth to fiftieth, at different high schools throughout the United States, observing the character, consistency and durability of recollections of high school. Presumably, self-selection tends to bring to these reunions graduates with relatively happy memories, somewhat sweetened and sentimentalized by the passage of time. Graduates at reunions deal gently with each other, the more gently as they age. Nevertheless, most of Keyes' informants seem to share a momentous, even a historical experience. High school is a nightmare from which they are trying to awake.

Medved and Wallechinsky have written an even more interesting and revealing book, though one more difficult to generalize. They are themselves members of the class of 1965 of Pacific Palisades High School, which draws its students from the wealthiest

part of the Los Angeles area. One of the most important things to be learned from their book is how heterogeneous, socially and economically, even Brentwood, Bel Air and Pacific Palisades are. There was even one Black in the class of '65, whom the authors tracked down at M.I.T. where he was finishing his Ph.D. in physics. And the graduates, if not their parents, have experienced a decade that has brought poverty, imprisonment, and troubles in plentiful variety as well as, for some, a measure of the anticipated prosperity.

What Really Happened to the Class of '65? does not pretend to report on a representative sample of anything. Pacific Palisades is not a typical American community. It is glamorous, which is doubtless why *Time* selected it and its new eight-million dollar high school for a January, 1965 cover story on "To-day's Teenagers". It had about 500 seniors; Medved and Wallechinsky include interviews with only thirty, including themselves, having eliminated eleven others they also interviewed. The basis for selection is not given, but it seems to have been manifold. They have included a wide range of possible "types"; they have also included people they themselves remembered vividly. Their intent was to "provide a clue to the fate of an entire generation. Of course, every high school is different, but in some respects they are all the same. Each class has its own leaders and pariahs, intellectual achievers and buffoons, intimidating tough guys and social queens and car enthusiasts and athletic heroes and quiet, pleasant, ordinary kids." It seems clear they have succeeded.

Some of the most striking findings reported in this book are probably peculiar to the time and place. Several of the boys (none of the girls) have become ensnared in very dubious para-religious sects. Three of the five members of the class who had died were killed in automobile accidents and one in a plane crash, one by suicide: all violent deaths. What is particularly depressing is the minimal role love has played in sustaining the lives of these young people. Most of the girls have not only been betrayed by their lovers, they speak as if they always knew they would be. From the responses of the boys, who give little or nothing, their hypotheses were clearly reasonable.

But for the readers of this journal, the most interesting finding – shared by both *Is There Life* and *The Class of '65* – will probably be that high school teachers just don't leave indelible traces in their students' memories. They guard no treasures and have no help to offer, they just aren't a part of the action. They remember their students and contributed helpfully to the interviews in *The Class of '65*. But they themselves are recalled as headwaiters and customs officials are: as people who may hassle you as you try to get where you're going, and are remembered if they have been especially nice or especially nasty. But they don't normally play a role in what comes after.

Meanwhile, the struggle between the "innies" and "outies" does, indeed, continue after high school. *What Really Happened to The Class of '65* closes with an account of the class's tenth reunion that would have fit perfectly into Keyes' book. Keyes shrewdly suggests that many people who become successful do so just to show the squares and jocks they bitterly remember as their high school oppressors. The converse proposition seems even more important. High school is not only a universal experience for North American youth. It is also the only social arena in which Middle Americans are allowed to win the more conspicuous, though not the more valuable, awards. The experience of defeat and humiliation at their hands is enough to keep America's future journalists,

film-makers, poets and artists – little else as they have in common – on their toes to see that it doesn't happen again to the best and brightest.

The 1964 *Kaleidoscope* makes this perfectly clear. It is to the other two books what the Gustave Dore engravings have become to the *Inferno*, except that neither Dante nor Dore saw the humour in the situations they depicted. (Though De Palma, in directing the motion picture *Carrie* so as to show high school as, almost literally, Hell, did – and *Carrie* is the demonic counterpart of the books reviewed here). The 1964 yearbook of C. Estes Kefauver Memorial High School of Dacron, Silage County, Ohio – with additional documents including school and police records of Kefauver Senior Lawrence Kroger, who appears in the 1964 *Kaleidoscope*, sample copies of the school newspaper and literary magazine, and even portions of homework, textbooks and a most remarkable basketball program – all this illustrates with stunning precision and macabre detail the institution depicted more soberly in *Is There Life. . .* and *What Really Happened. . .*

The 1964 *Kaleidoscope* is much more than a parody; it is a labor of loving and hateful attention to detail and internal consistency that makes it a work of quasi-pornographic art. You can't skim it; it looks as if you could, but you miss too much. Not only does this apparently trivial work corroborate its more formal companion volumes by its content; it does so by its very existence. No group of humorists, however gifted, could put so much into a task unless it really mattered: mattered like Hell a decade or so later. Keyes discusses the forthcoming issue of *National Lampoon* in *Is There Life* and interviews its editor, who actually went to high school in Toledo, rather than Dacron, Ohio. But, as often happens with real works of art in any medium, the final achievement outstrips the author's intent. This may have happened to the rear cover of 1964 *Kaleidoscope*.

Why do these books all focus on the mid-sixties as an inflection point, or point of no return, in the socialization of American youth? I think because this was the time when the "innies" and "outies" finally met eyeball to eyeball, and it looked as if Middle America might in its wrath slay everybody's children but its own – leaving them to die in Southeast Asia. Watergate cooled Middle America out, at least for a time. But the costs of its hegemony in matters of style and expression had come into question, especially among the young; and the high school, as these books attest, came to be recognized as the temple in which human sacrifices were made on the altar of democracy. These books record the observations of the survivors.

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Christine H. Moor (1976). *From School to Work*. London: Sage. 191 pp., £ 8.00 (cloth); £ 4.05 (paper).

Any publication that deals seriously with the transition from full-time education to the world of work is a welcome addition to that small, but well-thumbed stock of books on the subject that rapidly become dated as social, economic and educational conditions change. This publication by Sage, the third in their Studies in Social and Educational Change series, will therefore be of interest to all those concerned with advising school-leavers on their future plans or engaged in activities involving teaching or researching young people.

Christine Moor's study focusses attention on the problems of the transition from school to work for boys in Newcastle-upon-Tyne, an area of high juvenile unemployment in the North East of England. Data collection took place between 1968 and 1970 as part of a doctoral thesis and is, not suprisingly, limited in its scope, involving two sets of structured interviews with school leavers from five schools in Newcastle.

Fifty-five boys participated in the study at the first stage but only a quarter of these were available for the follow-up interview after they had left school. It is difficult to agree with the author's assertion that there was "no evidence to suggest that these boys were particularly unrepresentative or atypical of young school leavers in Newcastle at the time" (p.49). Elsewhere in the book one finds that boys from one-parent families were the most difficult to contact for the follow-up interview. Undoubtedly other groups within the sample were similarly elusive for other interesting reasons. This suggests that those boys Christine Moor was able to contact again were *not* typical of the population as a whole.

The word "sample" is used above to mean the group of boys who participated in the study, for in no strict statistical sense of the word can one apply the word "sampling" to the methodology of the research. The five schools that participated were selected by the author in consultation with Newcastle's Education Department. Two schools were used in the piloting exercise and again in the main research. All the boys leaving at Easter were interviewed in three of the schools, but in the other two, teachers selected boys for interview after the author had "calculated the total number of boys who could be interviewed in the time available" (p.45).

In addition to a discussion of the research findings, the book includes sections on the roles and functions of the education system, its uneasy relationship with employers and employment, and occupational and educational guidance facilities available to school leavers. There is some overlap here with the second of Sage's Studies in Social and Educational Change, *Post Compulsory Education II: The Way Ahead* (Sage 1975), which Christine Moor co-authored with Edmund King and Jennifer Mundy.

The book as a whole adds little to the total stock of knowledge in this area. The rather dated research findings, based as they are on imperfect methodology and elevated claims, are interesting enough, but still fail to come to grips with the *transition* from school to work in any meaningful sense. Given the tight web of sample size and location an in-depth approach to the research might have been more fruitful.

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Paul L. Dressel (1976). *Handbook of Academic Evaluation*. San Francisco and London: Jossey-Bass. xviii + 518 pp., \$ 17.50.

During higher education's good times, times of prosperity like the period from the end of World War II to the late 1960s, resources are plentiful and growth is the order of the day. During hard times, like those since the late 1960s, resources are meager and retrenchment is required. Because higher education grew by addition in good times, there is a need during hard times to integrate the mass of newly adopted activities and programs within the older core, but more importantly the decline in resources means that some things have to be eliminated.

Evaluation is a word reserved for hard times. It is the way colleges decide what to eliminate. Evaluation is, of course, equally necessary during good times, but the presence of abundant resources makes it easier to forget. The almost 25 years of good times American colleges experienced after World War II permitted a lot of forgetting and the development of widespread ignorance of evaluation. For this reason a handbook on academic evaluation is a needed addition to the literature of higher education.

Paul Dressel's book consists of 18 essays concerned with the nature of evaluation, the evaluation of student educational experiences, and the evaluation of programs and personnel. The book is to be admired for its breadth of coverage. In addition to presenting a theory of evaluation, Dressel discusses the evaluation of most major aspects of higher education including admissions, the learning environment, examinations, courses, grades, credits, curriculum, graduate education, faculty, administration, institutional self-study, and state coordination. In each instance Dressel highlights what he believes to be the key issues and needs in evaluation of the topic rather than offering a cookbook or how-to-do-it solution.

Yet the *Handbook of Academic Evaluation* fails as a handbook. Dressel cites few references, asking the reader to suspend judgment on the basis of the author's wide reading in the area of evaluation as evidenced by a large concluding bibliography. The result is a book liberally sprinkled with unsubstantiated assertions and Dressel opinions masquerading as fact. The chapter on evaluating student grading, for instance, is an unabashed endorsement of letter grades that sweeps under the rug or ignores criticisms of grades that many consider significant.

Equally disturbing are comments by the author of which the following are but a tasty sampling. On students, advanced placement, and acceleration, Dressel says, "They [students] have no desire to reduce the four-year term, and neither have they any desire to enter advanced courses which would require intensive effort and possibly result in lower grades" (p. 153). With regard to schools embracing highly humanistic views of education, Dressel feels they "appear chaotic and are even disruptive of the neighborhoods in which they are located" (p. 258). On pass/fail grades, Dressel thinks they "may encourage rather than discourage poor teaching, inadequate curriculum planning, and student aversion to scholarly effort" (p. 284). At best such statements are simply not credible; at worst they are irresponsible.

This is not to say that Paul Dressel's book is without merit. It is a most worthwhile book. But the title is inaccurate. A more appropriate title might be *Paul Dressel's Opinionated Guide to Colleges, Universities, and their Evaluation*. The book is a product of Paul Dressel's many years of evaluation in higher education and is chock-full of perceptive and original observations not only on evaluation, but many aspects of higher education. The essays vary in length and comprehensiveness with Dressel's experience on the topic. When the essays are good, they are very, very good; when they are bad they are still worth reading. At present this is the best book that I know of on academic evaluation, but a well-referenced *Handbook* produced by several authors expert in different aspects of evaluation would certainly be welcome.

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L. B. Curzon (1976). *Teaching in Further Education*. London: Cassell. 218 pp., £ 2.95

University Teaching Methods Unit (1976). *Improving Teaching in Higher Education* London: University Teaching Methods Unit. 154 pp., £ 1.95.

Roy Udolf (1976). *The College Instructor's Guide to Teaching and Academia* Chicago: Nelson-Hall. 155 pp., \$ 9.95.

Recently, there has been a growing concern that academics in tertiary education should be better prepared (even trained!) for their teaching role. Here are three books which have been produced to support such training.

L. B. Curzon has written a very workmanlike text book on the principles and practice of teaching in further education and it is already accepted as a standard text on a number of established courses of initial and in-service training. The book is in four parts. Part 1 is modestly entitled "Aspects of the Nature of Learning" and incredibly yet competently it reviews the main developments in learning theory from Pavlov and Watson through the Gestalt school to Skinner and Gagné in just twenty-seven pages. Part 2 establishes the basic model of the teaching process and this hinges on communication, control and the definition of objectives. Curzon's approach is a systems approach and *control* here is used in the systems sense of feedback and adjustment. Part 3 deals with the practicalities of everyday teaching and it is the part I suspect most new lecturers will turn to first. Here they are given practical advice and background on class discipline, the lecture, seminars, tutorials, case studies, team teaching, audio-visual aids and student assessment. Part 4 is a concise review of the organisation and development of further education in the UK. There is no doubt that Curzon has written an extremely competent text book for trainee teachers in further education; but how will it be viewed by new entrants to higher education? I imagine that few university lecturers will readily identify with many of his examples taken from classes in engineering and commerce at various sub-degree levels. This is a pity because, although there are aspects of undergraduate teaching which are quite different, they are not as different as many university teachers like to believe. It would be extremely short-sighted to dismiss the book merely because most of the illustrations and examples are unfamiliar. Most of the principles are common and Curzon is very strong on principles.

Each September the University Teaching Methods Unit (UTMU) of London University holds a week-long training course for new lecturers. *Improving Teaching in Higher Education* has developed from the sets of background papers sent to new lecturers to read before coming on the course. It follows a very similar pattern to Curzon's book with a first chapter on the principles of learning and teaching followed by chapters on lecturing, group work, simulations, practicals, projects – in fact there is something on virtually every kind of teaching method likely to be encountered in higher education. The last three chapters on educational objectives, designing courses and the evaluation of teaching are less likely to be of immediate concern to new lecturers but valuable as indicators of future lines of professional development. Talking to new lecturers on one of these courses, I formed the impression that few of them had read much of this background material before coming on the course. Many complained that it was difficult to understand and much of it did not seem immediately relevant; such complaints pin-point a very significant problem for anyone trying to produce initial training material for teachers in higher educa-

tion. Because their clients are academics, it is axiomatic that the material should be academically rigorous; yet because they are also inexperienced and naive even the most obvious points need pointing out. Yet the obvious soon seems trivial and the newly emerged academic goes on to believe that all teaching principles belong to the trivial “tips and wrinkles” category. How then are materials to be produced which will be immediately understandable, relevant and useful to the greenest novice yet at the same time academically respectable and rigorous? It is obviously a very difficult task and no one can be more aware of these problems than the staff of UTMU, but their book falls uneasily between the two stools. In the preface the authors excuse the “sketchiness” of some of the chapters by claiming that the book is intended to provide a point of departure for hard pressed new teachers rather than an exhaustive review and evaluation of all the topics treated. Yet “sketchiness” in this book is the last thing that hard pressed young teachers are going to complain of. They are much more likely to be bewildered and confused by some of the attempts at academic rigour and respectability.

Both these books are conventional text books. Each one proposes a theoretical model for teaching in further or higher education and goes on to assemble a considerable quantity of illustrative and analytical material to provide a groundwork of principles upon which a new lecturer may develop as a professional practitioner. Both books contain adequate references to supporting research and both contain useful bibliographies.

The College Instructors Guide to Teaching and Academia makes no pretence to be anything other than the accumulated wisdom of one very perceptive individual. Roy Udolf has practised as an engineer, a psychologist and a lawyer as well as a professor. His experience therefore is very broad and from it he has distilled a wealth of practical wisdom which he has written up in a lively, readable style. His views are personal and he can afford to be provocative. He has more to say in favour of the lecture than is fashionable these days and he has a novel suggestion for dealing with overlong and badly constructed dissertations. He tells a class that “. . . I regard my obligation limited to reading the first five pages . . . If the students want me to read beyond that point they have five pages to convince me that it is worth my time to do so”. His one chapter on methodologies – what he calls the tools of the trade – reveals a very limited tool kit, certainly by UTMU standards. Lectures, seminars and practicals just about complete the set. However, the book is a guide to teaching *and* Academia and he deals sensibly with matters such as faculty inter-relationships and politics, the interminable arguments about teaching versus research, the publish or perish syndrome and the peculiarly American problems of tenure.

However much these three books differ in emphasis and origin, they are at one in their insistence that education is about learning rather than teaching and that the activities we call teaching do not inevitably lead to learning.

“Teaching is the deliberate and systematic creation and control of those conditions in which learning does occur” . . . Curzon. “Learning is an individual matter, accomplished by the learner himself, at his own pace and in accordance with his own interests, values, competences, states and readiness, background and opportunity for study and practice” . . . UTMU. “. . . no teacher ever teaches anyone anything . . . learning is an active process and each of us must do his own” . . . Udolf.

So we have it. Agreement on basics but very different in approach and style. Curzon is precise and definitive. The extract above is his working definition of teaching, one of eight such definitions in the first nine pages. It is rare but welcome to find a writer so compulsive about defining his terms. The UTMU book is produced in a style which is formal and at times convoluted in its attempts to be comprehensive and reasonably rigorous. Udolf on the other hand writes in a racy, anecdotal style, often pedantic and provocative but never dull.

None of these books can be recommended unreservedly to a new lecturer as a do-it-yourself guide and reference book to carry him through the first months in his new profession. Curzon and the UTMU book are both worthy in their own ways for their own stated purposes – as text books to support a formal course. Either, taken on its own, would prove rather indigestible and neither says much about the fun and enjoyment and stimulation to be had from teaching. Udolf on the other hand demonstrates the fun and will be read for pleasure as well as for profit. But induction into a profession demands something more rigorous than the homilies of one individual, however wise and perceptive.

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Dyckman W. Vermilye, (ed.), (1976). *Individualizing the System: Current Issues in Higher Education*, San Francisco: Jossey-Bass. 217 pp.

This collection of papers presented at the annual meeting of the American Association for Higher Education in March 1976 should appeal to a general audience interested in the contemporary crises of enrollment and finances; quality and equality; human development; and institutional retrenchment. But the reader should expect no more than a broad treatment of these themes.

The quality-equality debate is touched upon by several contributors who agree that commitment to diversity of access and opportunity holds the most promise for achieving quality. This principle is applied to fiscal economies (Bernstein, Weathersby); learning processes and outcomes (DeMott, Cross, Nolfi); faculty evaluation and professional development (Gaff, Sagen); and the status of women and minorities (Brown, Gambino, Tidball, Norton). However, enthusiasm by practitioners to accommodate the principle of diversity may be dampened by the prospect of fluctuating enrollments, faculty resistance and declining public support of higher education. Interesting contrasts are reflected in the articles on social mobility (Holmstrom) and learning and earning (Kreps), and those on financing the independent sector (Silber) and open admissions (Healy).

Like earlier volumes in this series on “current issues,” the individual speeches are far too brief to add anything new or penetrating for those who are familiar with higher education in the United States. As a whole they reflect the collective conventional wisdom of certain acknowledged spokesmen selected by the American Association for Higher Education.

Samuel E. Kellams
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M. M. Chambers (1976). *Keep Higher Education Moving*. Danville, Illinois: Interstate. 342 pp., \$ 12.95.

An author's selected papers can provide the reader with a well-pruned orchard and selected fine fruit. At the same time, collected writings and speeches can suffer from undesired repetition of some species and a lack of variety. M. M. Chambers' most recent book, like other works of its genre, has both the strengths and weaknesses of such a well-tended garden.

His book divides 37 (including Appendices A and B) writings and addresses of the past decade into six parts – openness to the new and the diverse, rights and access of students, teacher rights, public financing, tax support, and coordination and governance. Not surprisingly, about half the book is devoted to financial matters, and sizable proportions of those parts labeled otherwise also have a dollar message. Several major aspects of higher education receive little or no attention – curriculum, philosophy, faculty, and organization, for example.

Even more germane than the substance of the book are Chambers' messages. (The book's title provides a clue. "Keep" is a command, not a descriptor of content.) Colleges and universities still have access barriers that need to be dismantled for many in society. Insufficient attention is accorded the social benefits of higher education, including the economic (higher tax) return to society for those who take advantage of it: Healthier colleges and universities will result from lower (or no) tuition fees, a stance contrary to that of the Carnegie Commission: Federal aid should go directly to both private and public colleges for operational expenses. These are important messages and are advanced with strong supporting data and arguments. They are, however, repeated more often than need be for the expected reader of this book.

It is more than the author's content and policy stances which make this the worthwhile book that it is. What is revealed about M. M. Chambers is an equally important ingredient. Those who have followed his more than 400 articles and 35 books one by one know that his social concerns predate the "discovery" of injustices in higher education (see, for example, his 1963 piece in Appendix B). For others who know M. M. Chambers almost exclusively from his economic and legal writings, they now have an opportunity to see his wide scope as well as his faith, passion, and optimism. It is always an exciting pleasure to meet a person who after half a century of work in higher education is still heading for the zenith of his career.

Robert T. Blackburn
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Alain Nicollier, (ed.), (1975). *The European Universities 1975–1985*. 5th General Assembly of the Standing Conference of Rectors and Vice-Chancellors of the European Universities convened in Bologna from 1 to 7 September 1974. Oxford: Pergamon. viii + 232 pp., £ 7.50 (UK and Eire only); US \$ 15.00.

The Conference of European Rectors (CRE) convenes General Assemblies at five-year intervals. The 5th General Assembly took place in Bologna from 1st to 7th September 1974. The venue was to have been Bologna in 1969, but was changed to Geneva at short notice because of student unrest.

After the meeting in Geneva the CRE, through the initiative of its energetic President, Albert Sloman, Vice-Chancellor of the University of Essex, had begun to organise twice-yearly conferences for a limited number of participants and on specific themes. The organisation of the General Assembly around a comprehensive theme was the logical next step: it serves to provide a focus for knowledge and experience and to bring to light topics worthy of further study by the CRE.

This report includes both invited papers and the final reports of the five working parties: they reflect the lively discussions which took place, thanks to good organisation of this major event, which was attended by over 300 members from 25 countries.

The first working party examined the problem of "The University and the Changing Needs of Society". The introductory contributions dealt with society at large, the admissions problem, continuing education and manpower needs, while in the discussions which followed concepts such as the "knowledge explosion" and "continuing education" were prominent, although a warning was given against an over-estimation of the latter. Also discussed was the problem of the migration of university graduates from the Third World to Western countries.

The second working party was concerned with aims and methods of learning against the background of larger student numbers in more countries than hitherto and in changed circumstances.

University research was the subject of the third working party. There was, however, no discussion of the question of whether research should continue to take place in the university; attention focussed exclusively on the conditions for the realisation of essential research activities.

The subject of the fourth working party, "University Government" must be set alongside the problem of autonomy and leads inevitably to the thorny issue of the participation of different groups in the planning process of universities. Here planning ability must be seen as a test of the right to autonomy.

The fifth working party studied different systems of finance, which showed a tendency towards standardisation, together with financial support for students.

Appended to this volume is the report of the Permanent Committee for the period 1969–74. The report also indicates the problems which arose in consequence of a resolution of the Education Minister of the European member-states of Unesco at the Conference in Bucharest in 1973 and presents information on activities during the period covered by the report.

Those who did not take part in the Conference will find in these proceedings a useful summary of current problems in higher education in Europe, and, to a greater or lesser degree, thoroughgoing statements on common prospects with indications of probable future developments. Those who took part will, in reading this volume, be indebted to the Conference President and host, Rector Tito Carnacini, and, above all, to the highly successful President of the CRE, Albert Sloman, whose term of office came to an end in Bologna.

Hans Draheim
Universität Karlsruhe

Association of Commonwealth Universities (1976). *Research Strengths in the Developing Countries of the Commonwealth*. The Association, 36 Gordon Square, London WCH OPF. 148 pp., £3.10 (U.K. £2.50).

This extremely useful reference book has 1300 entries by 68 universities in 18 countries, indicating the areas in which they claim to have research strength. University staff interested in faculty exchange will find this book invaluable.

Central Office of the Swiss Universities (1977). *Spezialbibliographie Hochschulplanung/Bibliographie spéciale: planification universitaire*. Schweizerische Zentralstelle für Hochschulwesen, 8032 Zürich, Sophienstrasse 2. 22p. (Mimeo).

A comprehensive list of material on the planning of higher education published in Switzerland and Germany and a useful compilation from the rest of Western Europe and the United States. Works on the physical planning of university buildings have not been included.

International Development Research Centre (1976). *Education Research: Priorities*. Ottawa: I.D.R.C. 26pp.

This is an extremely useful pamphlet on research in relation to education in developing countries. It stems from meetings held in N. America, Asia and Africa on priorities in educational research in developing countries. The report emphasises that research could help to provide better education to more people, despite minimal resources, if policy-makers were involved in the research process and if research could be aligned more closely with local conditions and needs.

Alec Ross
University of Lancaster

Unesco (1976). *World Guide to Higher Education: A Comparative Survey of Systems, Degrees and Qualifications*. Paris: The Unesco Press. 302 pages. \$18.00

This volume is a quick guide to higher education systems, academic degree terminology, length of course requirements and other details concerning most of the nations of the world. Listed in alphabetical order, each country is presented along with relevant information. The strength of the volume is its capsule descriptions of degree requirements, academic terminology and the like. Data concerning the numbers of individuals, universities, and so on is *not* included. Thus, the usefulness of the book will be limited to these specific kinds of information. The listings vary in length from a paragraph (for such small countries as Trinidad and Tobago) to eight pages for the United States.

Centro de información y documentación en educación superior (CENIDES). *Informador Universitario*. Consejo Nacional de Universidades, Caracas, Venezuela.

This regular publication abstracts articles of interest principally to students of higher education in Latin America. It may be obtained from Oficina de Planificación del Sector Universitario, Apartado 1346, Carmelitas 101, Caracas, Venezuela.