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BOOKS REVIEWED

A useful new journal directed toward African interests —



Teacher Education (Vol. 1, No. 1), May 1960. (Oxford University Press).

Teacher Education grew out of the Education Conference held in Salisbury in September 1958, and has as its goals "the communication of concepts, methods, and experience of practical interest to the educationist in Africa." Edited by Mr. J. Wilson of the University of London Institute of Education, the new Journal is fortunate in having on its Advisory Board such stalwarts as Professor B. A. Fletcher of Rhodesia, Mr. A. Taylor, Director of University of Ghana Institute of Education, and Prof. R. G. Macmillan of Natal, among others; and with the support and experience of the Oxford University Press, there was the promise of a publication of unusual standard both in format and content.

The Editor's article on **The Teaching of English in a Bilingual Partnership** should introduce a topic of increasing interest and urgency in Africa. His gentle strictures on the modern concept of Structural Linguistics, for instance, with its imposition of gradings of language forms which ignore the motivations of the children and their need to have verbal tools to express their wants and needs, might well be expanded into a major criticism. Allied to this theme is the over-meticulous care for form in immature speakers, and the resultant rise of anxiety and blocking of initiative. "Certainly," comments Mr. Wilson, "if either of the two languages involved is confined by the tyranny of the timetable, school organisation, or examination system to a few set periods, then the school situation is not bilingual, and bilingualism will not result from it." One wonders just how far this comment may justly apply over wide areas of Southern Africa. "'Language," he adds, "cannot be taught, least of all when bilingualism is involved, by teachers who are no more than cogs in some instructional scheme born of a mechanistic conception of the nature of language." We hope that the Editor will allow himself space in future issues to develop this very well-presented theme.

Professor R. G. Macmillan, in discussing Teacher Training in the Union of South Africa, sees the necessity to move some issues from a Provincial to a National level, but adds that "National control . . . of a delicate function like teacher-training would be a tragedy in South Africa . . ."

Professor Fletcher reports on some of the research projects in the Federation, which certainly reflects a stimulating range and variety. The intrusion of personal detail, such as the bald statement of the number of lectures given by the Director in the United Kingdom, seemed to us matter for an Annual Report rather than material of consequence to his Journal colleagues. This private statement descends to the Director's membership of the Inyaiti Centenary National Committee, one of many items which proves that he is considerably occupied, but which is hardly in place here. We hope that Teacher Education will make better use of the talent of this most able and energetic educationist in its later issues, who so considerably impressed audiences at the Natal Conference.

We noted with much interest the establishment in London of the Overseas Visual Aids Centre, which offers up-to-date advice on aids of all sorts, their use, purchase and application. This body, the O.V.A.C. is "anxious to co-operate with persons and organisations overseas in research into problems connected with visual and aural aids in education." We found the Reviews informed and informing — which is all one can ask, surely?

But we could not help feeling that so able a group of educationists could have produced a Journal of slightly more even standard and level. There are times when its excellencies are off-set by material of lesser tension and significance. But we have no doubt that **Teacher Education** will fill a very real need, and will grow in stature. One's first number — as we know very well ourselves — is by no means the easiest to manage.

R.T.P.

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Deep thinking on the direction of modern education.



Patterns of a New Philosophy by Frederick Mayer and Frank Bauer (Public Affairs Press. Washington).

One of the very real perplexities facing the teacher is that of keeping abreast with modern thinking. One tends to enter into spirited arguments with material that was fresh a quarter of a century ago. The verities remain, beyond time: but problems change over a quarter-of-a-century, and it is therefore most pleasant to read this book which, apart from offering a new philosophic perspective for educationists, provides an excellent survey of the major philosophies that have influenced education. Professor Mayer is rapidly becoming one of the most influential educational thinkers in the United States, and discussions with the reviewer's colleagues disclosed that he is by no means unknown beyond his own country, too. It is difficult to give a comprehensive survey of this thoughtful, responsible and provocative book. Among the **bon mots,** for instance, that we noted with enjoyment: "Education thus involves a process of rebellion. Merely to conform is to end in a petrified wasteland in education." Or again: "It is not an exaggeration to say that probably the future of our schools may decide the future of our civilisation." Or again: "Nationalism is the political expression of a ruthless form of Darwinism; it symbolises a return to the jungle with all modern conveniences."

But this work is much more than a christmas pudding from which one may fork out an occasional succulent verbal plum. It is a wise book — wise in a way so often lacking in works by philosophers. "To rely solely upon force and to expect miracles