

Book Reviews / Comptes Rendus

Altbach, P. (Ed.), *International Higher Education: An Encyclopedia*, Volumes 1 and 2. New York: Garland Publishing Inc., 1991, pp. 1165.

Reviewed by Alice Boberg, University of Calgary.

Since the books being reviewed are reference tools, this reviewer read them from this perspective. The first thing I look for in a reference book is accuracy and comprehensive coverage of topics. This books are divided into two categories: Topics, and Regions and Countries, with approximately 325 pages allotted to Topics and twice that amount to 52 continental Regions and Countries. While the coverage of the Regions and Countries is quite comprehensive, I found the Topics coverage limited in scope. Why "University Research and the Development of Scientific Capacity in Sub-Saharan Africa and Asia" was included as a topic baffles me, especially since the topic is covered fairly well in the separate sections on each country. A thorough reading of this section provided no enlightenment. So what is missing? Governance which is discussed in many, but not all, of the writings on the Regions and Countries could have been included. What is included, however, is a matter of editorial choice.

Has anyone ever read an encyclopedia from cover to cover? I admit that I did not, but I suspect that the editor has not either, judging from a number of hyphenated words in the middle of sentences that should not be hyphenated (e.g., dis-tributed, p. 147; unem-ployment, p. 151; con-straints, p. 218; de-partment, p. 187). There were ten such errors in all and they appeared in three Topic sections: The Costs of Higher Education; History of Universities; and Higher Education and the Labour Market. Sloppy editing, which also includes references to "Tables above" (p. 113), when Table 4 is actually above, and Tables 9 and 12 are on pages 118 and 121 respectively, is inexcusable in a reference tool.

I did read all of the topics sections and will comment on a few. The lead topic is "Academic Freedom" by Shils. While the topic is thoroughly covered, I

was disappointed at the lack of gender neutral language. With two exceptions, academics are still "he" and "him." An individual consulting a reference text looks for is a decent bibliography on a topic. There is none at the end of this topic. The reader has to go to the end of Volume 2 to find it. Speaking of bibliographies, why are Shirley Clark and Robert Blackburn, well-known scholars in this field, not included in the section on the "Academic Profession" by Altbach? It raises the question of the comprehensiveness of other bibliographies.

There are a number of sections which are accurate and comprehensive enough to provide the reader with a beginning knowledge on the topic. Sanyal's "Higher Education and the Labour Market" is an excellent introduction to labour market theory, and I gained knowledge from reading Perkins' "History of Universities," but noted that it had only nine footnotes. There are things to be learned in sections that one might not read simply because of the topic. For example, the topic on "New Universities: Their Origins and Strategic Development" by Davies includes several typologies of how these institutions "stayed alive." Administrators facing cuts may want to read this section, especially administrators in the new universities in Australia. My criticism of the section is that it makes reference to "strategic analysis by Keller" and his name does not appear in the bibliography. For some reason, I forgot to write down the page of this quote and short of reading the topic again, the quote cannot be found because there is no author index.

I will now address some of my concerns about some of the topics. First, anyone reading the section on "The Expansion of Higher Education" by Ramirez and Riddle will need to read the explanation provided for interpreting the tables very carefully. Second, when authors are citing statistics they should provide a reference (e.g., "84 percent of employed doctoral candidates are at the same institution in which they got their first university degree" on page 139). The quote is in the section on "Graduate Education" by Rhoades which, with the exception noted above, has excellent reference notes. This section is worth reading by anyone planning to go to graduate school outside of Canada. Third, be wary of the statistics in the section on "Women and Higher Education." Kelly herself notes "UNESCO Yearbooks, from which much of the data in this chapter are drawn, are notoriously inaccurate, incomplete, and outdated" (p. 297). My advice to anyone consulting this topic is "don't bother," and readers should check all tables for the sources of data to make sure that it is not UNESCO data.

We can now move on to the section on Regions and Countries which is the largest section. There are too many countries covered to list them all. The coverage is quite comprehensive and accurate based upon the sample that I read. I cannot attest, however, for the accuracy on many of the countries

because they use national or regional data. I do have some questions on the number of pages allocated to each one. The majority range from 12 to 16 pages, including the United States which has over 3,000 institutions of higher education. This section is woefully inadequate and really deserved more coverage. "The Development of University Education in Sub-Saharan Africa" by Court is 20 pages long and this is just after 33 pages on almost the same subject in the *Topic* section. Why Hungary and Czechoslovakia need 24 and 36 pages respectively is not clear, especially since Czechoslovakia no longer exists. One of the unfortunate aspects of this type of encyclopedia is that it could be out of date by the time it goes to press, as in the case noted, and the case of Ashwill's "The German Democratic Republic" and the "German Federal Republic" by Naumann and Kraus, but the editor had the foresight to treat the countries in the former USSR separately.

Of the sections that I sampled, I had concerns with only one and that is Teichler's "Western Europe." The author refers to Eastern Europe quite often and has tables that include countries that are not even in Western Europe (e.g., Turkey, Cyprus and USSR). If you want to know something about a specific country, I recommend that you read the section on that country first. The section on "Canada" is a well-balanced presentation. Skolnik discusses the historical forces, as all of the sections do, that created the current system (p. 1867) and the major structural characteristics shared by the provinces.

I put in the names of the authors where appropriate so the reader could determine if they are the leading writers in the field. Readers themselves can determine if they want to consult the encyclopedia on any of the topics. Additionally, I recommend graduate students and academics consult the regional sections if they are planning on studying or taking a sabbatical in an unfamiliar country. The information provided is quite informative.

Dilworth, Mary E. (Ed.), *Diversity in Teacher Education*. San Francisco: Jossey-Bass Publishers, 1992, pp. xxv, 278. Price: \$38.95 (Cdn).

Reviewed by Murray Elliot, University of British Columbia.

This is another of the well-conceived and carefully documented volumes on key issues in teacher education sponsored by the American Association of Colleges for Teacher Education. Mary Dilworth has presented papers that, from differing perspectives, address aspects of an issue of as critical importance to teacher education in Canada as elsewhere. That issue is "how to best to prepare