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 One of the unfortunate aspects of this type of encyclopedia is that it could be out of date by the time it goes to press, as in the case noted, and the case of Ashwill's "The German Democratic Republic" and the "German Federal Republic" by Naumann and Krais, 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

prospective teachers for the culturally, racially, and linguistically diverse classroom of today and tomorrow" (p. xii). Underlying this apparently straightforward question, however, is the more fundamental one whether, and if so, how we might need to restructure and even re-conceptualize both teacher education and school education in order to honour increasing classroom diversity. Answers given by the various authors are sometimes refreshingly tantalizing and sometimes disturbing provocative, but always carefully stated and responsibly presented. The result is a volume which merits a careful reading by all engaged in teacher preparation.

Although the twelve papers which comprise the book are not formally divided into the usual three or four sections, the editor does provide a too-brief Preface in which she groups them under sub-themes with *fundamental challenges, varying contexts,* and *directives for delivery.*

Carlton Brown opens the first set by providing conceptual and historical background to the nest of issues which the book addresses. He does this within a context of the now-familiar concern that to remain economically buoyant within increasingly vigorous international competition, America must be more intentional competition, America must be more intentional about satisfying the educational needs of the increasing diversity of its population. Although the exclusively American contextual content he presents is limiting, the events narrated have been a significant part of the international environment of Canadian developments, and Brown's account places our recent teacher education changes within a broader context. That context is one, as he puts it, of "only minor, inconsequential, and non-controversial elements of reform" (p. 6) within school systems themselves. Even those minor reforms, he laments, have not been fully incorporated into teacher education programs. More radical reform is urgently needed. Teachers must come to understand the complexities of ethnic and racial relations and must learn to teach in that environment.

This theme is extended by other writers in the collection. Antoine Garibaldi argues that new teachers must learn to create "novel pedagogical techniques to accommodate the varied learning styles" (p. 26) of students from different racial and cultural groups, and she suggests how this might be accomplished. Nancy Zimpher and Elizabeth Ashburn remind us that if prospective teachers are to be prepared to work with students from diverse cultural and racial backgrounds, teacher educators must enable them to transcend their own cultural parochialism. They do not establish conclusively that such parochialism actually pertains; their argument is more circumstantial, building on others' research findings that teachers as a group contrast with the increasing ethnic and racial diversity of school classrooms by being relatively homogenous: white, middle class,

unilingual, English-speaking, female, of reasonable means, and with small-town or suburban backgrounds. The challenge to teacher educators is particularly acute because, demographically, they look much like their students, apart from gender and age. They do not, crucially, exhibit the cultural and racial diversity of America's classrooms and they are not, accordingly, well-positioned to assist prospective teachers easily to transcend their parochialism. But precisely this they must learn to do.

Along with race, class, and ethnicity, gender must figure centrally in planning multicultural education, Donna Gollnick argues, because gender is equally central in defining people's self-identities. She suggests particular studies to help prospective teachers transcend such preconceptions and limitations, but stresses that the key to honouring diversity is to increase the racial, ethnic, class, and gender diversity among students and faculty in teacher education institutions so that prospective teachers will benefit from wider personal interactions.

Similar themes are developed in greater detail and in complementary ways in other papers in the collection. Various suggestions for improving the situation are presented: curricular change, faculty and student recruitment, school and college restructuring. Some papers build upon a particular interest of people of the Afro-American tradition, while some contextualize concerns in relation to Hispanic-American or Asian-American populations. Although the particulars of these situations may differ from the Canadian context, the papers provide helpful perspectives on related challenges to Canadian teacher education.

Especially interesting are the detailed presentation of the papers of the final theme, *Directives for Diversity.* Richard Arends, Shelley Clemson, and James Henkelman look at attempts to recruit and prepare a multicultural teaching force. They note attempts to tap non-traditional sources of minority teachers and they describe in some detail a collaborative attempt of the University of Maryland College Park and the Montgomery County Public Schools to tailor a teacher education program to a particular group of prospective teachers. Although the authors caution against assuming the program can be replicated, they highlight features worth considering in planning other similar programs.

The paper by Linda Winfield and JoAnn Manning contrasts well with the previous paper. Rather than discussing multiple aspects of a single program, they present results of multiple investigations on one key aspect of program design and implementation, viz.: changing school culture. This they argue to be a – of perhaps even, the – key to enabling schools to deal adequately with the student diversity. They analyze the notion of school culture, enumerate its central features, and present research results relating these to school effectiveness.

As well, they document specific implementation projects and strategies for accommodating student diversity and for promoting equity.

A further point is made by Leonard Beckum in his contribution. If we wish to honour diversity and enhance equity, we must broaden the scope of testing procedures to eliminate culture-based bias in assessment results. Assessment alternatives must be expanded at all stages and phases of education, not solely in the measurement of student learning. This must occur within teacher education programs as the appropriateness of curriculum is considered and it must occur in applicant selection. The challenge is to maintain goals and standards while broadening assessment procedures and allowing different institutions to develop significantly different teacher education curricula consonant with recognized needs.

In their concluding chapter, Sharon Nelson-Barber and Jean Mitchell extend and focus the notion of assessment to the controversial area of teacher assessment. They ask "How can the education and testing of teachers be used to increase the humanity as well as the utility of education for all peoples?" (p. 229). Through case studies of initiatives from Alaska to Florida, they wrestle with the dilemma of wanting on the one hand to honour the diverse backgrounds and strengths of beginning teachers and on the other to ensure some commonality of standard and achievement for those who would teach the nation's children.

Although throughout the book there is an avowed intention of recognizing both the wide diversity of students present in, and the wide diversity of teachers needed for, classrooms across America, Native Americans remain invisible throughout almost the entire volume. In spite of the broad purview of some of the papers and in spite of the declared intentions of the authors and editor to address the full diversity of American schools, there is but a single index reference to Native Indians, and that is to a report that there are few American Indians on predominantly Black campuses (p. 140). Why the more extensive discussion of teacher education for Native American classrooms (pp. 243-246) is not indexed remains unclear, though that is perhaps a further aspect of the general invisibility of Native people throughout the volume.

The omission is surprising in view of the increasing strength and importance of Native American voices in educational debate; it is doubly surprising in view of the editor's opening declaration that "a critical mass of...*[inter alia]* Native American teachers is essential, not only to serve as role models for students...but also to provide greater variance in knowledge and skills for those who will teach" (p. xi). Native Americans are not as numerous as either Afro-Americans or Hispanic Americans, but they do bring significantly different

educational traditions, challenges, and resources to the make-up of schools and society. It is hard to see a collection which purports to deal with teacher education for the diversity of schools without addressing more explicitly both the education of teachers for Native children and also the professional education of Native American teachers. Although the book's various analyses, proposals, and themes may by extension have application for education of and by Native Americans, there are important cultural, legal, and moral differences between them and the post-contact majority and minority groups, and these need to be recognized land considered in discussions about preparing teachers for all students. It is a weakness of the collection that it pays so little attention to the Native American reality.

The book does, however, have many strengths. The style is clear and readable throughout, thus freeing the reader from wrestling with the text to wrestle with the issues. Extensive references at the conclusion of each paper are a real bonus for those who are tantalized, provoked, or disturbed by what they read and who are stimulated to pursue matters further.

Russell, Conrad, *Academic Freedom.* New York: Routledge, 1993, pp. xi, 119.
Reviewed by Michael Skolnik, Ontario Institute for Studies in Education.

Conrad Russell is Professor of British History at King's College, University of London and an active member of both the House of Lords and the Liberal Democratic Party. As one with a foot in both camps, he intended this book as a contribution to the task of working out new terms of cooperation between the universities of the United Kingdom and its government. In addition to his capacity for demonstrating an historian's insights into the relationship between the universities and the state over the centuries, there is another aspect of Lord Russell's relationship to the topic of the book which merits a footnote. His father, Bertrand Russell, had the notoriety of twice being dismissed from academic positions for expressing opinions which were at the time unpopular or controversial.

In the frontespiece, Lord Russell quotes the Academic Freedom amendment to the Education Reform Bill of 1988, moved by Lord Jenkins:

> The freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions.