

fied is best seen by reading Birdsey Grant Northrop's *Education Abroad and Other Papers* published in 1873, and recently resurrected by Professor Stewart Fraser of George Peabody College for Teachers (Stewart E. Fraser, ed., *The Evils of a Foreign Education, or Birdsey Northrop on Education Abroad, 1873*. International Center, George Peabody College for Teachers, Nashville, Tennessee, 1966). While the Reverend Northrop's demand to undergraduates to obtain their collegiate training on this side of the Atlantic, no doubt nourished by his correspondence with Joseph Parrish Thompson, is no longer supported by the Charles W. Eliots and James B. Angells of today, one can justly criticize the lack of cosmopolitanism in many a high school curriculum of the late 1960's.

Those who recall Anthony Bailey's documentation of the attempts of Vice-Chancellor, Hebdomadal Council, and Congregation at Oxford University to accommodate themselves to the age of the automobile (Anthony Bailey, "The Road and the Meadow," *The New Yorker*, May 8, 1965, pp. 129-164) will find much of interest in Commager's description of current struggles between town and gown. To be sure one such struggle involves the automobile. But Commager sees a waste of human resources in the failure of urban universities to make very much impact on American community life. This failure is due, perhaps, to the historical commitment of the American partriciate to patronize the rural and ivy-clad college. In urging that the American university give up its pastoral image, Commager alludes to the impression that Henry P. Tappan had of American university education in the mid-nineteenth century, i.e. that this education was utterly devoid of any amenities of culture. This void, Commager claims, is still characteristic of the American urban university (p. 153).

But to say that Commager is completely pessimistic about the vicissitudes of American educational policy in the past three centuries would be doing him a great injustice. The pages of this book exemplify his boundless faith in the ability of the American commonwealth of learning to accommodate new eras and new ideas.

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Thomas O. Buford, ed., *Toward a Philosophy of Education*. Toronto: Holt, Rinehart and Winston, 1969. Pp. 518. (Paperback)

Thomas O. Buford's book, *Toward a Philosophy of Education*, is one of the many edited readings on philosophy of education which have been coming out with regularity from different publishing houses. Despite their differences in approach, content, and organization, authors of these textbooks are unanimous in their intention to aid students to think critically and philosophically. Buford, likewise, intends "to guide students in educational philosophy courses to see how issues in