only are experts suspect, but educators, too: "Most educators look on
talent as the ability to absorb the
knowledge communicated by the
school." Husen demands that teach­
er education institutions foster a spirit
of inquiry and experimentation and
that students, teachers, method lec­
turers, and researchers work together
to develop and disseminate innovative
reforms.

Although Husen dwells on post-
1945 research in Sweden, he frequent­
lly cites examples from other coun­
tries. For him, the educator's outlook
must be international. While some
readers may readily question the
worth of his few comments about
Soviet higher education (pp. 96-97)
or his implication that American
teachers are no longer held in low
esteem, none can deny that The
Learning Society is the work of a
forward-looking scholar whose vi­
sions, values, and appraisals are
neither blinkered nor ethnocentric.
Husen's practical thinking and wide
experience are seen at their best when
he advocates paths along which re­
search in education can go. (pp. 186-
196) One hopes with Husen that co­
operation can indeed take the place
of competition in future educational
milieux and systems.

Both author and publisher are to
be commended highly for this stimu­
lating and well-edited book. It is a
model for both educational scholar
and potential author and deserves
the widest possible readership.

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George Martell, ed.
THE POLITICS OF THE
CANADIAN PUBLIC SCHOOL.
Toronto:
257 pp. $4.95.

The Politics of the Canadian Public
School is a thought-provoking and
sincere, if uneven, work. As the sec­
ond collection of articles from This
Magazine (formerly This Magazine is
About Schools), it is committed to a
critical examination of the structure
and meaning of contemporary edu­
cation in Canada. The materials are
organized around the theme that the
public school system in Canada has
been shaped and maintained to meet
the needs of the corporate ruling
class.

The first two parts of the book
deal with the socialization function
of public schools. George Martell sets
the stage with his article, "The
Schools, the State and the Corpora­
tion." The "Park Brief" goes on to
examine the way in which the class
relations of society are replicated in
the school system. The essays in part
two elaborate on this socialization
process, showing the use and impact
of behavior modification drug con­
trol in the classroom, the manipula­
tion of middle-class students through
an "illusionary ideology of free
choice," the assimilation and "down­
ward streaming" of ethnic children
under the rubric of "new Canadian­
ism," and, finally, the colonization
and undermining of Canadian liter­
ature and culture.

The third part concerns the grow­
ning militancy of teachers' organiza­
tions. This section describes the
growth of the Quebec Teachers'
Union, the Common Front strike, the
politics of unionism, and the activities
of the British Columbia Teachers'
Federation and the Ontario Secondary
School Teachers' Federation.

One disturbing fact about The Poli­
tics of the Canadian Public School is
that no attempt is made to distinguish
among regions in the analysis of the
"schooling" phenomenon. For Mar­
tell, the public school — be it in
British Columbia, Ontario, or Que­
bec — is an institutional sphere tied
to the State infra-structure. Schools
everywhere indoctrinate, oppress, and
sustain class relations, all under the
guise of providing people with an
education. An elementary knowledge
of comparative historical educa­
tional data would have assisted Martell
in clarifying his overly generalized
conception of public schooling. Are
there not gradations of power and in­
fluence held by the corporations and
the State depending on a region’s
political-economic structure?

The fundamental problem with this
collection is that most of the articles
are non-analytical. The authors are
at their best in debunking myths, and
it is a testament to the breadth and
scope of their work that there is
scarceiy one educational cliché which
does not come under attack. Un-
fortunately, the writers are not as
impressive in providing concise ex-
planations. While they assert that
the public school system is in the
service of the ruling class, they are
unable to show clearly the linkings
between empirical data and theory.

They say that there are strong in-
terconnections between business and
education. They do not show what
these connections are nor how they
were forged and operate today. There
is, in effect, no concrete analysis of
the mechanisms of the “structure of
domination” of public education in
Canada. Further, some of the articles
suffer from unclear use of terms such
as “ruling class,” “working class,”
“capitalist production,” as well as
from meandering, repetitive styles.
One is left with the impression that
the writers had considerable difficulty
conceptualizing and concretizing their
theoretical assertions.

Yet, despite their conceptual ambi-
guities, the authors do hold to a dia-
lectic of conflict and change. Unlike
so many other “radical” thinkers on
education, they do not end in pes-
simism or idealism. The writers
clearly assume that major political
decisions related to education are best
viewed as a product of a conflict be-
tween two opposing interests: interest
in the preservation of existing power
relationships vs. interest in the rear-
rangement or destruction of these
power relationships. And teachers are
an integral force in this process.

In spite of its weaknesses, The
Politics of the Canadian Public
School is at least a basis for under-
standing the operations of public
schooling in Canada and deserves a
wide readership.

John L. McMullan
Vanier College

Enrico Arcaini.
PRINCIPES
DE LINGUISTIOUE
APPLIQUÉE.
traduit de l’italien
par Elise Pedri et
Claude Darmouni.
302 pp. $16.00.

S’il est vrai que la didactique des
langues est une discipline trop com-
pexe pour qu’on puisse se targuer de
connaître la solution de tous les pro-
blèmes qu’elle comporte, on est du
moins universellement d’accord pour
reconnaître qu’on y a dépassé le
stade de l’empirisme, de l’improvisa-
tion et qu’on ne peut s’orienter dans
cet enseignement spécialisé sans avoir
acquis, au préalable, de bonnes con-
naissances linguistiques. Sous cet
angle-là, l’ouvrage d’Arcaini, les
Principes de linguistique appliquée
de-vient un instrument d’étude des plus
précieux, peut-être un classique dans
cette secteur de la connaissance scienti-
fique appliquée.

Documenté sérieusement et enri-
chi d’une bibliographie commentée,
l’ouvrage débute par une revision
assez rapide des fondements de
l’analyse structurale. On y présente
les notions de synchronie, de dia-
chronie, de signe linguistique, de sys-
tème, de norme et d’usage; le rappel
de ces notions donne lieu de réaffir-
mer aussi les principes qui leur sont
sous-jacents et de montrer en quoi
ces notions sont d’un intérêt certain
pour la didactique des langues. Sur
la question toujours contestée de la
norme, entre autres, on trouvera fort
utile de s’attacher aux principes rap-
pelés dans cet ouvrage.

“Les niveaux du système: problèmes
et orientations” forme la seconde par-
tie du livre d’Arcaini, c’est celle qui
est le plus développée. L’auteur con-
sacre un chapitre à chacun des ni-

*Témoignage du renouveau italien de
la linguistique appliquée, ce traité mé-
rite encore aujourd’hui qu’on le pré-
sente à l’attention du public nord-
américain.