

William H. Boyer.

**EDUCATION FOR
ANNIHILATION.**

Honolulu:
Hogarth Press, 1972.
162 pp. \$3.25.

Boyer's book is a condemnation of the militaristic orientation of society as shown through the military establishment and the ROTC programs in the American public schools and colleges. He leaves no question about his desire for a world without war. He regales us with all the faults of war and builds up a very tight case against the abuses of the military, even to the misplaced allegiance of the chaplain. The bias throughout the book is unabashed, indeed, the thrusts against the military are reinforced so often that one can tune out before reaching the heart of the thesis.

In Chapter IV, "Education for Survival," Boyer shines particularly well, especially since his global ends for education are important for the future of mankind and are difficult to argue against. He supplies the reader with an ample number of desirable outcomes but does have difficulty in coming to grips with the means to accomplish these ends. Boyer's philosophical position is well taken but the practical processes to attain his world without war seem to be based wholly on political activity — not a bad idea at all, except that he did not cover the politics of world problems. Furthermore, this world without war would seem to produce other kinds of wars which Boyer touches upon only briefly, if at all; for example, poverty, prejudice, greed, apathy, lethargy. All of these as well as Boyer's wars are important components of society and cannot be laid to rest solely at the doorstep of education.

Teachers are surely a part of society and as such are influenced

by the same politics that Boyer wants to use to implement "international conflict management." But how do we get the political momentum to provide "that the processes in which people become involved constitute their education" (p. 129 — italics are Boyer's)? If the conflict in Vietnam were still hovering over our covered heads, then I could see support for Boyer's perspective on a broad scale. However, skeptic that I am, it appears to me that the world when peaceful and without wars returns to its old individualistic habit of self-righteousness and leaves the dialectic to the scholars.

R. Tali
McGill University

Douglas Barnes et al.

**LANGUAGE, THE LEARNER
AND THE SCHOOL.**

Hammondsworth
Middlesex:
Penguin, Revised ed., 1971.
168 pp. \$1.25.

"In the average classroom someone is talking for two-thirds of the time, two-thirds of the talk is teacher-talk, and two-thirds of the teacher-talk is direct-influence." (Ned A. Flanders, 1962).

The authors of this opening edition of the Penguin Papers in Education deal with an important problem in the classroom: how the linguistic behavior of the teacher affects the learning ability of the students. As Piaget has noted, the process of learning in the child develops through his assimilation of knowledge and his accommodation to this new information. If the child meets with a dead-end in this process, if a word is totally alien to him and no attempt is made to assist him in coming to grips with it through voicing his opinions and listening to those of his peers, then that word may