

**Earle F. Zeigler and
Marcia J. Spaeth, eds.**
**ADMINISTRATIVE THEORY
AND PRACTICE
IN PHYSICAL EDUCATION
AND ATHLETICS.**
Englewood Cliffs, N.J.:
Prentice-Hall, 1975.
495 pp. \$14.30.

In recent years an increasing number of books have been written which deal with administrative problems as seen through the physical educator's eyes. Almost without exception, each writer has taken a prescriptive approach in dealing with the practical problems of planning, decision-making and evaluation. These books tend, therefore, to be nothing more than a compendium of tidy solutions to day-to-day problems.

In *Administrative Theory and Practice in Physical Education and Athletics*, the authors provide the most substantial contribution to literature in physical education administration to date. Zeigler and Spaeth bring the reader abreast of current administrative theory by drawing on the vast body of knowledge regarding human interpersonal relations and the decision-making process that has been accumulating in other disciplines. They have edited the contributions of some nineteen writers and have written several chapters themselves.

The work is divided into four parts. The first section outlines the research findings and theoretical constructs on which the book is based. Parts two and three comprise eleven and six articles respectively, which deal with general and specific administrative processes and technical administrative concerns. In the final section, the co-authors invite the reader to employ philosophical analysis as a means of examining present administrative practice and also to take a look into the future.

This book is an unique addition to administrative literature for the physical educator and should prove of

value to students as well as administrators in the field.

Robert E. Wilkinson
McGill University

Torsten Husen.
THE LEARNING SOCIETY.
London: Methuen, 1974.
268 pp. \$6.30.

This book comprises nineteen educational essays and lectures compiled under four main headings: The School and Society; The Internationalization of Education; Research and Innovation; and The Future. Throughout, Husen urges the need for fundamental changes in attitudes towards education and institutionalized educational practice. But Husen, a psychologist whose eminence in international education follows thirty years of involvement in educational research and reform in Sweden, is neither an Ivan Illich on the one hand nor a Rhodes Boyson on the other. He is hopeful that solutions to the school as an institution will be middle road: neither a deschooling nor "further bureaucratic formalism and institutionalization."

Husen believes that "We have crossed the threshold of the 'learning society' . . . that calls for lifelong mass education." Such education he continuously champions for both democratic and functional reasons. He touches on the old chestnut of environment and heredity, wanting the most efficient use of the educational dollar in all countries. He questions, too, whether the amount of instruction a child receives makes much difference and notes that influences beyond the school are more important. The schools should make full use of the mass media and various innovative techniques to improve the quality of skills and knowledge. Reminiscent of other writers about "meritocracy," he emphasizes the need for a democratic "functional participation" in education to avoid the dangers of rule by experts. Not