

**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
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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

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 teacher education institutions foster a spirit of inquiry and experimentation and that students, teachers, method lecturers, and researchers work together to develop and disseminate innovative reforms.

Although Husen dwells on post-1945 research in Sweden, he frequently cites examples from other countries. 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 visions, 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 research in education can go. (pp. 186-196) One hopes with Husen that cooperation can indeed take the place of competition in future educational milieux and systems.

Both author and publisher are to be commended highly for this stimulating 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:
James Lewis & Samuel, 1974.
257 pp. \$4.95.

The Politics of the Canadian Public School is a thought-provoking and sincere, if uneven, work. As the second 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 education 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 Corporation." 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 control in the classroom, the manipulation of middle-class students through an "illusionary ideology of free choice," the assimilation and "downward streaming" of ethnic children under the rubric of "new Canadianism," and, finally, the colonization and undermining of Canadian literature and culture.

The third part concerns the growing militancy of teachers' organizations. 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 Politics of the Canadian Public School* is that no attempt is made to distinguish among regions in the analysis of the "schooling" phenomenon. For Martell, the public school — be it in British Columbia, Ontario, or Quebec — 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 educational data would have assisted Martell in clarifying his overly generalized conception of public schooling. Are there not gradations of power and in-