

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.

John H. Wise
University of Newcastle, Australia

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-

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 scarcely one educational cliché which does not come under attack. Unfortunately, the writers are not as impressive in providing concise explanations. 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 interconnections 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 ambiguities, the authors do hold to a dialectic of conflict and change. Unlike so many other "radical" thinkers on education, they do not end in pessimism or idealism. The writers clearly assume that major political decisions related to education are best viewed as a product of a conflict between two opposing interests: interest in the preservation of existing power relationships vs. interest in the rearrangement 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 understanding the operations of public schooling in Canada and deserves a wide readership.

John L. McMullan
Vanier College

Enrico Arcaïni.
**PRINCIPES
DE LINGUISTIQUE
APPLIQUÉE.**
traduit de l'italien
par Elise Pedri et
Claude Darmouni.
Paris: Payot, 1972.*
302 pp. \$16.00.

S'il est vrai que la didactique des langues est une discipline trop complexe pour qu'on puisse se targuer de connaître la solution de tous les problèmes qu'elle comporte, on est du moins universellement d'accord pour reconnaître qu'on y a dépassé le stade de l'empirisme, de l'improvisation et qu'on ne peut s'orienter dans cet enseignement spécialisé sans avoir acquis, au préalable, de bonnes connaissances linguistiques. Sous cet angle-là, l'ouvrage d'Arcaïni, les *Principes de linguistique appliquée* devient un instrument d'étude des plus précieux, peut-être un classique dans ce secteur de la connaissance scientifique appliquée.

Documenté sérieusement et enrichi d'une bibliographie commentée, l'ouvrage débute par une révision assez rapide des fondements de l'analyse structurale. On y présente les notions de synchronie, de diachronie, de signe linguistique, de système, de norme et d'usage; le rappel de ces notions donne lieu de réaffirmer 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 rappelés dans cet ouvrage.

"Les niveaux du système: problèmes et orientations" forme la seconde partie du livre d'Arcaïni, c'est celle qui est le plus développée. L'auteur consacre un chapitre à chacun des ni-

*Témoignage du renouveau italien de la linguistique appliquée, ce traité mérite encore aujourd'hui qu'on le présente à l'attention du public nord-américain.