

McClellan advises us to purge the theories that guide educational research and practice of all statements that commit us to the existence of mental selves and consciousness. And he says that if we cannot make our theories consistent with "our scientific theory of the world," the thing to do ". . . is to organize with the working class to seize the means of production and smash the capitalist state." (288) But he has not made it clear that we are not required by our theories to admit mental selves and consciousness. Even if knowing propositions were believing and believing were being in a material disposition or state, it is not clear that that material disposition or state is not just a tendency to know and to believe — not clear that mental selves and consciousness are not with us all the while. But that we should engage in revolution is a desperate non sequitur, and the desperate act of revolution itself, is one we need contemplate a good deal less than that McClellan pulls the reader's leg.

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Townsend, Richard G. and Lawton, Stephen B. *What's So Canadian About Canadian Education Administration?* Toronto: OISE Press, 1981. \$8.75.

Described by its editors as a "text with a consistent Canadian approach to school administration", this set of essays promises to perplex, provoke and underwhelm its readers. Although a seemingly researchable question is posed, the essays are best characterized by one contributor (Erickson) who introduces his piece by noting "I do my best work when unhampered by hard evidence." That same author also provides an apt counter question: "Canada is different from the U.S., Manitoba from Ontario, Flin Flon from Medicine Hat, and Prince of Wales High from Lord Byng." So what?

The purpose of the monograph is never stated, although it seems evident that contributors were invited to draw from their experiences and comment on Canadian education in whatever area suited them. The result is a collection whose strengths vary widely and which lack a disciplined context. Many contributors wander into a curiously dated round of implicit yankee-bashing. Canadianism is equated with non-Americanism.

When *this* author draws on his experience in education, he is reminded of how superior tans distinguished the visiting Australian cricketers from the host Oxford team; of how a Swedish colleague chided gently about the attention we paid to our 75th anniversary activities; and, of how a Chicago school administrator described the court cases pending in his area. Whether those anecdotes are more appropriate to EAQ, or Chatelaine depends on how rigorously they are reported, what disciplined analysis is applied and what lessons are learned.

The 28 essays are organized around 7 topical themes: Frameworks For Understanding; Equality of Opportunity; Policy Environment; Structures of Governance; Political Processes; Working Administrators; and, Academics. The collection is introduced with a pragmatic analysis by Hickcox which acknowledges the theoretical base of education administration as being shaped by American scholars. On the other hand he points out that ill-founded efforts to struggle with a Canadian uniqueness may deflect efforts away from more effective applications. Problems arising from Canadian geography, history, sparse population, and distances require solutions which are not logically limited in their national origins.

With respect to conceptual frameworks and styles of research, the aging debate between the subjective humanist and those preferring goals and measurements is displayed. The sources cited in the three essays in this section draw heavily from the educational literature of the 1970s. One must wonder if the continuing tendency to look within the educationist Community over the recent past will provide the conceptual tools to overcome the impasse.

The section dealing with equality of opportunity apparently tries to ask an American question of a Canadian context. Indeed, the observation that Canada's inherent elitism requires a different definition of equality is perhaps the most important observation to draw from this section.

The policy environment for Canadian education is treated from several viewpoints. For example, based on Parson's framework, Hills finds the fundamental differences between the United States and Canada to be modest. Taking the policy context quite literally, Manley-Casimir draws on the legal environment to describe the Canadian context as more predictable than the American.

Governance structures are reviewed from national, provincial and local perspectives; the principal curiosity about Canada being the lack of a federal department of education. Predictably there is almost no discussion of the

federal-provincial cash and tax point transfers which are vital to post secondary education and hold implications for the schools as well.

The section concerning political processes draws on a range of literature somewhat beyond that of the education specialists and somewhat deeper into the recent past. The influence of interest groups and the basis for local school board activity provides some useful insights. The vital focus "where politics and expertise collide" provides an important if brief discussion by Coleman concerning the opportunities in Canada for improving the effectiveness of schooling.

The sixth section, concerning working administrators, includes an advocacy of administrative roles in developing systems of education. It also acknowledges the problems of constraints in resource flows, including the commitment of administrators to their roles as practical, perhaps detached, actors who do get dissatisfied at times.

The final section concerns university professors of educational administration and includes a disparate set of works. Of particular value are the observations which urge looking beyond the standard confines of the education or Canadian context to find conceptual and empirical strengths and problems to address. Finally, a personal essay provides a vicarious insight into the problems faced by one immigrant American academic back in 1974, and a possible stimulus for the collection.

Overall, one is reminded of the stages of ego development or analogous stages of moral and intellectual development. One wonders if the state of the sub-discipline which may be called Canadian educational administration has achieved one or another degrees of reliance on knowledge and information as a vehicle for theory and practice. Regretably, such a question is neither posed nor answered in the present collection. Of course, the collection is offered as a text, rather than a research piece and professors will find various elements of it useful for introductory course reading and discussion pieces. Overall, however, one must conclude that the collection is limited in its ability to provide major direction for the scholarship of its readers.

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R.S. Peters, *Moral Development And Moral Education*. London: George Allen & Unwin, 1981. 192 pp. \$8.95.

Moral Development and Moral Education is not a book which contains anything new; rather, it is a collection of the writings of R.S. Peters on this topic over the last twenty years or so. The first seven chapters are contained in his *Psychology and Ethical Development* (Allen & Unwin, 1974) although, as Peters himself notes, that is a rather expensive and not well known volume. The remaining chapter first appeared in the *Journal of Moral Education* (vol. 7, No. 3, May 1978). As is perhaps inevitable in a series of articles written on similar topics over a period of years, there is a certain amount of repetition in the ideas. More interestingly, however, despite the time involved, there is a remarkable consistency in the arguments presented and in the position developed. Peters is a man whose own background gives him a sympathetic and insightful understanding of psychological procedures and findings together with the concepts and perspectives of normative and analytic philosophy. The result, then, is a systematic philosophical treatment of a series of psychological writings in the area of moral development and moral education by such figures as Freud, Hartshorne and May, Kohlberg, Piaget and Skinner. Thus, Peters has given us a convenient compilation of his ideas and a useful volume to have to hand: it is well worth \$8.95, and I shall be making good use of my copy. It will be especially valuable to those of us who have, over the years, looked to R.S. Peters for ideas, insight and direction. Though not always recent, Peters' ideas are still well worth reading — and worth reading with some care.

In spite of his work in both psychology and ethics, Peters is probably best known in educational circles as an exponent of the analytic approach to philosophy. The focus of his attention, then, is frequently the way in which quite common concepts would ordinarily be used. This seems a particularly appropriate approach for a subject which is a matter of frequent public debate and concern, and it perhaps enables Peters to address the interests of parents and teachers in a straightforward and helpful way. He is able, so to speak, to make sense of a lot of the things we commonly think or find ourselves wanting to say. For Peters, of course, this is not simply a matter of studying words or how they happen to be used. Rather, for him, it is a question of exploring the conditions which are logically and conceptually necessary for understanding and making sense of one form of human activity — "an argument of a Kantian form which attempts to arrive at what is presupposed by our use of different linguistic expressions." (p. 46) So, for example, he reminds us of the different ways in which we think of teaching — from