

unemployment are stressed, as well as race riots as an answer. The British policies are presented as contradictory: they include antidiscriminatory legislation, but also definitions of blackness which, particularly in the domain of immigration, legalize harassment. The different laws governing immigration in Britain are analyzed and compared with immigration in other European countries after W. W. II. Racism in Britain is analyzed in terms of the general political structure of British society: a kind of brokerage between the state and the people created a consensus, but at the expense of minority and individual rights. Legislation controls immigration, on the one hand, but on the other hand recent laws and programs to alleviate the plight of racial minorities have not stopped the growth of racism. In the field of education, immigrant children were first perceived as making problems and assimilation was the policy in the 1960's. In the 1970's, minority children were studied and it was discovered that their educational achievement was much lower than that of indigenous white children. The author then reviews the West German experience for comparative purposes; he then returns to general issues in Britain, such as teacher preparation, curriculum changes, teachers' attitudes and the fact that many racial minority children live in the inner city and attend lower class schools. The author analyzes the different policies and practices as oscillating from remedial to multicultural and anti-discriminatory; he also stresses that minority groups have been very patient with the state of things. On the whole, this article gives an interesting account of the lack of policies and the hesitations of the different levels of government and education, but its shortness does not give room for further indepth comparisons with other societies and between groups in Britain.

On the whole, this book includes many informative elements; its focus on education is sometimes rather limited, but it also provides some sociological analysis of the general state of ethnic and race relations in which educational issues arise. Besides the efforts of the editor, it does not offer a general theoretical and methodological framework, or directions towards an integration of the different texts and the issues they present. Its usefulness for educators will come from general information on several case studies.

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Roberts, Tessa, *Child Management in the Primary School*, Winchester, Mass.: Allen Unwin, Inc. 1983. 106 pp. \$19.50(U.S.).

Tessa Roberts' book is about management in the primary and elementary school. It could be casually and too easily classified as a practical book, for contained between the covers are numerous strategies for how to manage children and young adolescents. However, it is more than that. *Child Management in the Primary School* offers some reorientation to the question of what is customarily and unfortunately called child or classroom discipline. This reorientation is the more significant contribution of Roberts' timely, thoughtful and often entertaining piece of work.

Proper management, to Roberts, is a necessary constituent of a classroom setting that is characterized by effective teaching and productive learning. A managed setting is one in which there is order, a *Zeitgeist* conducive to teaching and learning, and leadership.

It simply makes good practical sense to have properly managed classrooms. In such classrooms, effective teaching is possible. However, Roberts also argues that managing children is part of a teacher's moral duty. Primary and elementary aged children are immature and cannot conceivably see what may be in their own best, long-term interests, and external control is necessary to the development of their sense of autonomy. Roberts, nonetheless, does not entertain any consideration of the relationship between autonomy and rational thought. It is unfortunate that she failed to justify the development of a child's sense of autonomy to self-discipline which she acknowledges to include self-control, self-direction, self-reliance, and a sense of responsibility, with all of these simply being unquestioned good ends for managing children.

Roberts divides her remarks on the principles of and conditions for managed classroom settings which constitute the bulk of her work into nine chapters. She discusses, first, the problems associated with establishing a constitution that describes and determines how classroom decisions are to be made and how the rules implicit in those decisions are to be enforced. Next, she considers the role of rewards and punishments and how they affect teacher-student relations in the classroom. Third, Roberts examines the relationship between the physical environment and an effectively managed classroom setting. Fourth, she addresses the question of how to keep students "on task" as it were in the classroom. Fifth, she considers the role of the student peer group in forming the classroom's constitution, and how it should participate in its operationalization. Roberts then identifies three

types (or groups) of individuals which affect the nature of the relationships among teachers and the students they manage. In three chapters she addresses the effects of exceptional children, problem children, and other adults in the school on classroom relations. Finally, she ends her book with a brief consideration of the influence of a broad range of factors external to the classroom and the school on the nature of managed relations there.

One presupposition that seems to underpin Roberts' principles of proper classroom management is that in matters of personal conduct children should be exposed to and learn from the consequences of their actions. This notion is clearly not new and is firmly embedded in our pedagogical and parenting folklore. Roberts presents examples that are variations on Rousseau's and Spencer's theme which can be cautiously encapsulated by the shop-worn example: the burnt child dreads the fire. The distinction between natural consequences (those that follow from a person's confrontation with the laws of nature, without human interference) and logical consequences (those that are arranged or applied by a teacher or parent) would have been most useful to Roberts.

Many of Roberts' principles for proper management can be classified quite safely within the rubric of logical consequences. Implicit within the idea of logical consequences are knowing the rules about proper conduct, enduring the consequences if the rules are violated, and subsequently, choosing to act according to the rules. Such a discrimination seemingly would have justified Roberts' discussion of punishment as a somewhat separate entity from her analysis of proper management practices.

Roberts' focus on the word "management," rather than on the narrower "discipline" seems to be what enables her to look at classrooms in an enlightened fashion. Management denotes the judicious use of means to accomplish ends; the handling of someone in graceful, studied action; the conducting or supervising of something. What is significant to the definition of management is the responsibility of the manager for those whom are managed and for the ends of the management process. It is clear that discipline can be equated to the socializing ends of schooling, and the practice of discipline in our classrooms would necessarily serve us well in this case. However, schools are institutions in which we intend to educate our children. Education, by definition, denotes something more than discipline as means and socialization as goal. Education, as a goal, would be ill-served by discipline as a form of conduct in our classrooms.

It is unfortunate that we have lost one very potent and useful definition of the word management. The *archaic* definition of management is moderation (as in conduct) from respect for the feelings of another. Management, in this archaic sense, incorporates within its definitional horizon notions of consideration and indulgence. It is this meaning of management which seems to flavour Roberts' conceptual stance and practical prescriptions. It is this subtle flavour that creates her novel roux in which many of the customary ingredients are immersed. Essentially a different dish is prepared and served.

Unfortunately, Roberts failed to grapple with the significant relationship between management as means and education as end. Had she done so, *Child Management in the Primary School* might have become much more than a sensible piece of thinking about the way students and teachers should get along in the classroom. Not only would she have turned our heads, but, she might have turned our language and our presuppositions about, and encouraged us to think further about the ways to bring about our most valued goal of schooling — an educated young Canadian.

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Loukes, Harold, Wilson, John, and Cowell, Barbara. *Education: An Introduction*. Oxford: Martin Robertson, 1983. 138 pp. \$4.95.

Intended for teachers and student-teachers, this is an unusual and thought-provoking book.

John Wilson and Barbara Cowell wrote this book after the death of Harold Loukes. (p. xii) It was based upon Loukes' unpublished writings. Most of Loukes' published writings dealt with moral education, religious education and the education of young children and adolescents. This book was written as an introduction to the study of education. Loukes was Reader in Education at Oxford University and it is possible that he intended to publish a book like this. The manuscript for Loukes' seminars on 'The Pedocratic Oath', a large quantity of fragmentary notes, Wilson's recollections of students who attended his seminars form the basis of this book. (pp. ix-x)

Using this material of Loukes, Wilson and Cowell develop ideas about education that have their roots in "clarity, common sense and freedom from various kinds of prejudice", (p. vii). Education, in their view, is