

MALLOY, DAVID CRUISE, SAUL ROSS, AND DWIGHT H. ZAKUS. *Sport Ethics: Concepts and Cases in Sport and Recreation*. Toronto: Thompson Educational Publishing, 1999. Pp. xii + 216. Illustrations, cases, questions, glossary and index. \$21.95 pb.

The authors of *Sport Ethics* are clear at the outset of their goal in writing their work: "The purpose of this text is to provide the student and the practitioner with frameworks for making comprehensive ethical decisions (i.e., good, right, and authentic)" (p. 13). They argue that ethical studies have become critical to a field that has become primarily positivist and technological, studying quantifiable man "as a functioning athlete." As they explain, "When the sciences are given predominance, the perceived importance of the *moral component* is minimized. Certain consequences result from this hierarchical order" (p. 14).

While their example alludes to concerns that medical education must no longer produce "moral imbeciles," we might also remember the concerns over the morality of developing the science behind atomic weapons and current concerns about developments in genetic research and cloning. As they imply, science without moral standards is a formula for disaster. Indeed, perhaps the first book warning about where science without ethical standards leads was written almost two centuries ago: Mary Shelley's *Frankenstein*.

The authors explain that "this dominance is undertaken at the expense of understanding human existence and essence in and through physical activity. We strive to teach our students to know the potential of the athlete's body to go higher, faster, and grow stronger, yet we seem to care little for the potential of the athlete as a sentient human, as a role model, as a member of the community" (p. 14). Despite our focus on performance, most of this reviewer's students note in freshman essays that their reason for choosing this field was that they want to help and positively influence students as they were helped and influenced by others already in the field.

This text is a well-designed international approach to studying real world sport ethics. The writers are professors at universities in Canada and Australia, but their examples and cases are equally recognizable and useful for teachers and students in the United States. As they note, "In this text we endeavor to enhance [an ethical] awakening in the reader by providing a variety of ethical 'tools' and the means to implement these tools" (p. 11). They summarize their text as including: 1) an introduction to ethical concepts and theories; 2) two theoretical frameworks providing a basis for comprehensive ethical decisions; 3) a discussion of necessary ethical principles in sport and recreation; and 4) cases that help put the theory into practice.

The work falls into two larger sections, the first providing seven chapters that introduce and discuss sport ethics, followed by a second part providing fifty-five brief but useful cases, complete with guiding questions. The first section discusses: 1) new approaches to sport education; 2) recreation and sport in the new millennium; 3) an introduction to ethics; 4) the sources of ethical decision making; 5) moderators influencing ethical decision making; 6) the process of ethical decision making; and 7) ethical principles of sport and recreation.

The chapter on ethical principles discusses the concepts of sportsmanship and fair play then examines three conceptions of sport that the authors describe as our models of sport practice: 1) Winning is the only thing; 2) How you play the game; and 3) The mutual quest for excellence. They then discuss four ethical sport principles: 1) promise keeping; 2) respect for persons; 3) responsibility and/or duty; and 4) balance.

The case chapters open with a discussion of applying a particular model, using an example case, then providing a number of cases, each with suggested discussion questions. The first chapter uses a simpler model, and the thirty-six cases average a page or so in length. The second chapter uses a more complex model, and the nineteen cases are also more complex, averaging two pages in length.

Regarding the cases, the authors stress, "We have intentionally refrained from including our perception of the 'correct' decisions or processes with regard to the case studies. We believe it is up to the student, his or her colleagues, and the instructor to work through the cases, guided by the models provided, in order to render moral judgment" (p. 12).

Sport ethics is hardly a new area of study. This reviewer devoted a full chapter to it in an introductory textbook first published in 1977, and specialists such as Sharon Stoll have devoted the last two decades to examining the topic. The need for a greater focus on sport ethics in our field continues to grow.

This is an extremely useful text, ideal for a basic undergraduate course on sport ethics or for a major unit on sport ethics within a larger course, such as sport philosophy or an introduction to majors in any field in sport and recreation. It would be equally valuable at the graduate level, which increasingly fails to address the essential humanity of its subject: human beings.

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