

(p. 344), while Mao in China, he argues, came significantly closer to Marx's ideals; and Mao's China, although it had much to achieve, had begun to ask the more pertinent questions. In both systems reality speaks louder than the rhetoric which is characteristic of the two countries.

Well organized and clearly written, with a sound theoretical framework, a very informative and perceptive analysis, and a succinct bibliography, this volume is highly recommended for courses in comparative education and for people interested in socialist education.

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Paula Menyuk.
LANGUAGE AND MATURATION.
Massachusetts: MIT Press, 1977.
180 pp. \$12.50.

Language and Maturation is offered as an attempt "to summarize some of the findings on the language behaviour of children and adults, during periods of development that seem to be somehow different from each other; and to summarize some of the findings concerning the possible causes of these differences." To this end, the author's summary of the current research in language behaviour and development is divided into five chapters.

The first chapter, "Description of Language Use and Development," serves as an introduction to the topic, by briefly describing the major theories proffered by researchers from various fields to explain language acquisition in the child and language behaviour in the adult. In subsequent chapters the author traces language development from "Infancy" (a period which begins with vocalic babbling and ends with the child's production of his first words) to "Early Childhood" (a stage which ends with the child's having achieved basic linguistic competence) to "Middle and Late Childhood" and "Adulthood" (periods of further elaboration and development of competence at all levels of language). The author describes the achievements made as the individual moves through each of these stages, and discusses the proposed determinants of these observed behaviours.

A major weakness of a work such as this is that it is a tremendously difficult task to provide a brief but integrated picture of language development from infancy to adulthood. The book adequately summarizes the current descriptions and proposed causes of the maturing individual's competence at those stages which have been well-researched. However, gaps in the literature and perhaps the author's own

biases have resulted in some areas receiving less attention than others in this summarization. This is certainly true for the period of adulthood and for the areas of language development in the disabled and the dialectally different learner. Similarly, the environmental and affective domains, as key variables in the developmental process, are weakly addressed.

The basic format of the book is to introduce each chapter with questions which represent the major research interests of those in the field of language acquisition. The discussions which follow are designed to provide answers to some of those questions. However, there are times (for example, Chapter 3) when it is difficult to determine which questions the subsequent discussions are designed to answer. This organizational weakness could prove burdensome to the reader who is unfamiliar with the research in this area.

One final point: the discussions in this book are at times technical. For this reason I would recommend the work only to those having a background in linguistics and a familiarity with language acquisition research.

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Helen Robison.
EXPLORING TEACHING IN EARLY CHILDHOOD EDUCATION.
Boston: Allyn and Bacon, 1977.
550 pages. \$13.25.

In recent years there have been numerous books dealing with early childhood education. This one follows a familiar pattern. Well-known philosophical, psychological and sociological theories are considered as they relate to the physical, emotional and cognitive development of the child. Intended as an introduction to educational theory and its practical application to classroom teaching, the book is addressed to students and teachers.

Topics discussed cover a wide range of subjects from teacher-parent relationships to discovery learning, from the effects of television on children to social learning through block building, and from Piaget's stages of intellectual development to behaviour modification. While some chapters are devoted to specific subjects such as art, music and science, others are more general and deal with broader areas such as communication and social learning. Each chapter is concluded by practical exercises for further study and a bibliography.

The book is interesting to read, illustrated throughout by descriptive studies and examples of teaching. One is impressed by the