

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.

Michele Page McCullough
University of Michigan

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

author's commitment to the importance of effective teaching as she stresses the significance of accountability, the humanistic approach to education, and competency-based teacher education. However, the book ultimately suffers as a result of its encyclopaedic approach. In its attempt to be all things to all readers it fails to come to grips with some major issues in a meaningful and substantial way. For example, the author lights upon current issues such as cultural pluralism, bilingualism, women's liberation and child abuse, but gives them only passing attention. Other areas are dealt with in such detail that they become tedious, as in the suggestions for classroom organization, or school visits.

It is unfortunate that the author's emphasis on current trends such as accountability and competency-based education dates the book. Such issues are already regarded by some educators as *passé*. Nevertheless, much of what the author has to say is relevant to the teacher of young children, and this book would be useful to those searching for yet another interpretation of educational theories and their practical application to the classroom.

Heather Trump
McGill University

David Nyberg (editor).
THE PHILOSOPHY OF OPEN EDUCATION.
London: Routledge & Kegan Paul, 1975.
213 pp. \$12.95.

The word "open" is a definite "yum" word, writes Brian Hill, in the first essay of this collection of papers from a working conference on open education held at the State University of New York at Buffalo in March, 1974. That is to say, "open" calls to mind such positive notions as "free, candid, generous, above board, mentally flexible, future-oriented," and can be contrasted to "yuk" connotations such as "closed, restricted, prejudiced, or clogged." "Open education," then, is a powerful though non-specific slogan which usually elicits a sympathetic response without conveying a very clear meaning. To oppose open education is not necessarily to espouse education of the closed variety. Any argument pro or con must begin with a definition of terms, which several of the contributors set out to do.

Don Tunnell makes a useful analysis of the concept and claims that in its primary sense "open education" refers to educational practice characterized by the following rules. 1) The freedom rule: students are free to pursue educational activities of their own choosing; 2) the environment rule: teachers are to create an environment rich in educational possibilities; 3) the individual instruction rule: teachers are to