

made since that time and detailed in this report, progress has been and remains too slow. It is no longer sufficient to lay plans that may never reach fruition and to then blame the failure on the inadequate education or on the lack of determination of native peoples. It is no longer acceptable to offer prescriptions for cultural salvation and expect native peoples to gladly rubber stamp them. A total shift in the way educational programs for native peoples are funded, planned, and delivered is required throughout this country. First and foremost this involves the transfer of control over these educational matters to the native communities. After all, as Cardinal puts it, "How could even the most stupid Indian create a worse mess than has been handed him -- over the past one hundred years?" (Cardinal, 1969, p.61).

If you want to get to know the reality of educational programs and opportunities for native peoples in this country, don't read this report. Ask an Indian, a Metis, or an Inuk.

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**Jack Keogh & David Sugden.**  
**MOVEMENT SKILLS DEVELOPMENT.**  
**New York: Macmillan, 1985.**  
**426 pp. \$9.95.**

**Movement Skill Development** is divided into three sections. The first is a brief introduction to the concept of development in the movement context. The authors stress the development of movement control, rather than perfection, in relation to often changing environmental conditions. Thus, for example, the study of movement development must include the description and explanation of catching projectiles of varying speeds while running instead of simply catching easily predictable balls while standing.

The second section of the text is devoted to a description of movement development from reflexes **in utero** to proficiency

in adolescence. Included in this section of six chapters are postural control, locomotion (walking, running, hopping, etc.), manual control (writing, drawing, throwing and catching) as well as the development of spatial and temporal accuracy. Movement patterns such as throwing are analysed and described from the earliest attempts of the infant to the smooth execution of the young adolescent.

The focus of the third section is on understanding the descriptive data base presented in the second section. Keogh and Sugden admirably attempt to sketch the influences which may explain the wondrous development of a child who has minimal head control at birth yet will have, in the span of approximately 12 months, attained upright locomotion. They identify three broad influences: biological structures and systems, sensory-perceptual systems, and information processing capabilities. Each of these systems is explained in one chapter and related to movement development in a subsequent chapter. The final chapter of the text deals with general contribution to movement development including personal social influences such as child rearing practices and group membership.

This book is destined to become a standard in the field. The descriptive chapters, while in some ways similar in content to other movement development text, remain among the most comprehensive written to date. Indeed, the book as a whole is well illustrated with graphs and figures which help explain troublesome concepts. Tables are detailed, often including important cross-study and cross-cultural comparisons. Thus the authors do not succumb to the temptation of simply chronicling their own work. Instead they wisely include a host of studies investigating carefully the development of skills.

There is also an excellent mix of summarizing results and the detailing of particularly important or exemplary work. There is a series of "boxes" throughout the text which outline a study or two in some depth. These "boxes" provide additional information about research designs, their rationale, and the findings. In this manner the student can gain some insight into the motor development research enterprise without trekking constantly to the library for primary sources.

The latter chapters, which attempt to explain the movement development previously outlined in earlier chapters, are a particular strength. They are of sufficient detail to avoid a glossy overview but also present a clearly written and illustrated guide for the individual who lacks extensive course work in neurology, physiology, perception, and information processing. Indeed, inclusion of such chapters moves us beyond the all too common motor development treatise which is primarily descriptive rather than explanatory in nature.

Despite its high quality the book is not without its shortcomings. As noted previously, it does not include anything approaching a comprehensive survey of major theoretical positions applicable to motor development. The maturation hypothesis of Gesell, for example, while historical in nature by contemporary standards, is not even mentioned. Also overlooked are the difficulties in ferreting out the relative contributions of nature and nurture.

While development is described in chapter one as a lifelong process of change toward competence there is no discussion of the older adult. Can the changing patterns of movement seen in many persons of advanced age be considered a change toward competence? Similarly the motor development and performance literature dealing with the handicapped was omitted. The fine work of Rarick with non-handicapped children is given particular prominence but his equally influential work with the mentally retarded is absent. It would seem that our textbooks should begin to integrate these researches of elderly and handicapped persons if the student is to gain an appreciation and understanding of the wide variability of movement development from a life long perspective.

In sum, Keogh and Sugden have produced an excellent text which should stand as a significant contribution to those concerned with movement development. Teachers, physical educators, and occupational and physiotherapists are among the professionals who are likely to benefit from reading and studying the contents.

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**Viv Edwards.**

**LANGUAGE IN MULTICULTURAL CLASSROOMS.**

**London: Batsford Academic and Educational Ltd., 1983.**

**160 pp. \$14.95.**

The modern world has rejected the notion of linguistic homogeneity whereby a major language, such as English, would develop into the general language of intercommunication among people. Instead we pay homage to linguistic and cultural multiplicity and have witnessed in recent years the emergence of numerous school programmes for the promotion of bilingualism and biculturalism, second and foreign language teaching, and mother tongue maintenance. Yet despite these valiant efforts we are at times painfully aware that such programmes have fallen short of their goals.

In *Language in Multicultural Classrooms*, Viv Edwards, a British sociolinguist and educator, confronts sensitively and knowledgeably, the complex issues and problems which arise in