

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

British immigrant schools where "half of the ethnic minority children have a mother tongue other than English." Her timely, highly-readable and useful text has many practical implications for all those concerned with the education of immigrant children and provides especially valuable insights for teachers and school administrators.

Throughout the book, Edwards pleads for a change of attitude towards language and for the application in the class room of more recent linguistic and sociolinguistic theories. Indeed, as she points out, the problem in immigrant schools is not one of "linguistic diversity" but rather one of teacher/administrator attitude towards language. Reminding us repeatedly throughout the text's eight well-documented chapters that all languages and dialects are equally adequate, well-formed and rule-governed, Edwards castigates "linguistically naive" teachers who ignore the vast, intuitive knowledge of language which children bring to the class room. Why do teachers not build on this creative source of information? Why do they so often reject (and consequently stigmatize) the child's tongue, preferring to implant an artificial, standard form? Even a superficial understanding of modern linguistic theory would enable these "culprits" to be less prescriptive and dogmatic. In this harsh, judgmental, and essentially ignorant class room, teachers pay attention only to linguistic well-formedness and overlook the content which the child wishes to convey.

A change of attitude as well as a knowledge of the true function of language are imperative in a "school system in which white, male-dominated middle class language and values have until recently remained unchallenged." Reading this volume certainly allows us to travel a long way from the position that the "moral well-being of society depends on the propagation of standard English." It is also refreshing to find several pages devoted to the debunking of Basil Bernstein who provided with such aplomb "a veneer of academic respectability to prejudices about the inadequacy of non-standard English and the linguistic shortcomings of dialect speakers."

Fortunately for the practising teacher, Edwards does more than chastise. She provides an informative chapter, for example, on language in the British Black community which includes an over-view of the linguistic features of West Indian Creoles. Teachers will find this information very helpful as well as the excellent and intriguing analyses of the main areas of difference between standard English and the innumerable British dialects.

Other chapters deal with bilingualism as it relates to the teaching of English as a second language and to the teaching of the mother tongue. What is the role of the classroom teacher and how can she/he become a "language assessor", guiding and evaluating the learner through several stages on the road to

linguistic fluency? We need to abandon the relaxed, laissez-faire approach of the 1960s, when bilingualism was considered an "educational handicap", in favour of rigorous teacher education. Language policies need to fit specific needs and must be based on sound linguistic principles.

The final three chapters of the book provide the reader with state-of-the-art information as to what really happens when immigrant children talk, read, and write. At this point Edwards makes us aware of the value of acquiring sophisticated knowledge in the linguistic sciences. She demonstrates very admirably how current theories in psycholinguistics, discourse analysis, second language teaching, and learning theories are applicable in the multilingual class room. Not content only to theorize and preach, she proposes on every page ideas and information which the interested teacher can adapt and use.

It is to be hoped, therefore, that this informative, dense (but never dull) text will find appreciative readers among educators and parents.

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Harold B. Disbrowe

A SCHOOLMAN'S ODYSSEY.

London, Ontario: University of Western Ontario, 1984.

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The superannuated man, according to Charles Lamb, says: "I am come to be known by my vacant face and careless gestures...I walk about, not to and fro." No such meandering for Harold B. Disbrowe after his retirement in 1965 as principal of Elmira Secondary School to round off a thirty-year career that "brought an extraordinary amount of satisfaction...through the momentous years of the twentieth century."

In his 24-chapter **A Schoolman's Odyssey** he includes stories and articles previously published in Ontario newspapers and magazines. First he focuses on his roots in rural Malahide Township, Ontario, complete with its little red schoolhouse and an eccentric but highly literate English remittance man who stirred Disbrowe's interest in classical culture. (Could the present Minister of Immigration add a few similar literates to the list of preferred immigrants for distribution across Canada?)

In 1918 Disbrowe entered the Ontario Agricultural College, Guelph, which later launched John K. Galbraith into orbit. In 1924 he received a three-year appointment to teach agriculture at the International College, Izmir, Turkey. His opportunity to serve close to the "ringing plains of windy Troy" was a trial run