

Education, Viking Penguin, 1988). This autobiography, describing how Jean Little transcended her blindness to become an author of books for young people, should have a special appeal for readers in grades six to nine.

In this day of educational cutbacks, it is hard to imagine teachers or school librarians being able to order all the books they would like. And no doubt, they want to support Canadian writers and publishers. However, one can imagine their being tempted by the enticing book reviews in *Your Reading*, should resources allow. And our teenage students will be all the richer for any morsels of this sumptuous feast.

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William Crain.

**THEORIES OF DEVELOPMENT:
CONCEPTS AND APPLICATIONS, 3rd Ed.
Englewood Cliffs, NJ: Prentice Hall, 1992.
368 pp.**

Theories of Development: Concepts and applications provides readers with an overview to a number of theorists and to their beliefs about cognitive, moral, physical, and social development in humans. The theories of Rousseau, regarding development according to a natural, biological maturation, form the foundation from which to understand and compare the ideas of other thinkers, such as Gesell, Piaget, Kohlberg, Bandura, Erikson, and Chomsky. The third edition of this work introduces a chapter on L.S. Vygotsky and his insights into the social-historical influences on development. As well, the chapter on ethological theories has been expanded to include a section on Mary Ainsworth's work concerning patterns of attachment in infants. The chapters have been updated to include recent studies, comparisons, and criticisms, as well as additional implications for education and applications to other areas concerned with human development.

Each of the seventeen chapters is organized basically the same way. First, Crain sets the stage by reviewing past perspectives to provide a rationale for the particular theorist's positions and postulations. For example, in the chapter on Vygotsky, Crain explains an overview of Marxist views of human nature to the effect that changes in human technology produce changes in the human condition. The reader is then in a better position to understand Vygotsky's beliefs about the importance of speech in helping people to reflect upon their past and to plan for the future, and the propensity for people to create "psychological tools" to regulate their own behaviour (p. 197).

Second, the theorist's point of view is explained in a clear, direct way. The language used is appropriate for all students of education and psychology.

Illustrations and photographs are incorporated to elucidate the various ideas, such as Piaget's views on the ways in which children understand the conservation of number and quantity.

Third, at the end of each chapter, Crain establishes connections beyond the field of educational psychology. In the section describing Ainsworth's patterns of attachment, for example, Crain postulates how her studies have implications for child-rearing, specifically the effects of separation from parents and of day care. Crain goes on to explain how Vygotsky's insights into the self-regulatory functions of speech are being used by clinical psychologists working with people suffering from neurological disorders. The author then shows how the new theory complements or contradicts previous positions and presents a synthesis of opinions commonly held about the theorist's ideas. Finally, Crain evaluates the theory as to its significance in helping us understand the human condition. He calls for educators interested in developmental traditions to join forces, exchange insights and compare practices, in an effort to learn even more about "children's spontaneous development and methods of fostering it" (p. 330).

In any book presenting an overview of various theories, there is always the tendency to abbreviate the information to such an extent as to lose the substance or the full implications of the theorist's ideas. This does not seem to be the case in *Theories of Development: Concepts and applications*. Crain's discussions are clear, direct, lucid, and free from ponderous jargon. His purpose to introduce students to a number of different theorists has been achieved. The background information and applications to education and other fields are well presented. The name and subject indexes are useful and complete. The only serious complaint that can be made about *Theories of Development: Concepts and applications* is that it would have been better, in a work like this, to have references presented at the end of each chapter, rather than only at the end of the book, thus facilitating the student's ability to track down additional information about a selected theory.

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Jay L. Lemke.
TALKING SCIENCE:
LANGUAGE, LEARNING, AND VALUES.
Norwood, NJ: Ablex Publishing Corp., 1990.
261 pp. \$24.95.

The title of *Talking Science* is deceptive. In the introduction Lemke states: "Talking Science does not simply mean talking about science. . . it is teaching students how to do science" (p. xi). This, and other statements, give