

more stable, interesting employment, although the economic return on educational investment is generally less than it was during the 1960s.

Finally, the identification of six characteristics that were common features in all of the institutions, regardless of specific curriculum, has relevance to Canadian readers because they are undoubtedly a component of Canadian higher education. These characteristics include: growth of interdisciplinary curricula, curricula that is socially relevant, an emphasis upon breadth of courses and of outcomes, a concern with long-term employment needs, a desire to produce graduates who are critical thinkers, and an openness to new partnerships with business and industry.

In summary, *A Liberal Vocationalism* makes three important points, beyond that of the "yes but" statements of educators who teach vocationally-oriented students (p. 245). First, educators, regardless of their professional orientations, should explore their values within the contexts of changed social realities. They must place "educational traditions and ambiguities under sustained scrutiny" (p. 252). Second, policy must reflect not the "zigzags of national planning," but "relationships between curricula and institutional identities" and current social and cultural contexts (p. 251). Third, research must be conducted at all levels of education to assess the standards, purposes, and consequences of educating students. If this book stimulates an interest in evaluating the missions, aims, objectives, or accreditations of the educational systems, it will have accomplished both the liberal and the vocational objectives of the researchers.

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Roth, J. (1990). *The disturbed subject: Epistemological and ethical implications of reactivity in videotape research*. (American University Studies, Series VIII, Psychology, Vol. 20). New York: Peter Lang, 134 pp., \$30.50 (hardcover).

In the past few decades, there have been a number of significant concerns and developments that have negated the attention of those who study the behavior of human subjects in field settings. One was the issue of reactivity and generating methods that would eliminate or reduce its impact. A second matter was the ethics of their activities and methods. A third development was the adoption of the audio-visual media as a method of data collection and analysis and for the reporting of research results.

educational field research.) Although Roth may not be able to garner too many "converts" to his nonpositivist, collaborative media research approach, he should cause many social science researchers to question and clarify their "faith" in, and perhaps even to "expurgate" current methodological "dogma."

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Mitchell, J.J. (1990). *Human growth and development*. Calgary: Detselig, 281 pp. \$16.95 (softcover).

John Mitchell has written a very readable text with a practical orientation which should appeal to many undergraduate students. After a chapter on basic concepts in developmental psychology, the chronological order of development is explored chapter by chapter from prenatal development through middle childhood. Each chapter ends with a summary of the main concepts presented in it. There are boxes scattered through the chapters in which topics are discussed in detail. These include the common 19th century practice of giving infants opium to calm them and using preschoolers as witnesses in court trials. Also helpful are the number of tables which detail the chronology of growth, such as the emergence of various emotions during the first two years of life and the development of the motor abilities of skipping, hopping, and climbing during the preschool years. A light touch is added with a peppering of anecdotes including an opinion by Mark Twain that each person's biography should begin with a discussion of the wine shared by the father and mother on the night of conception.

The section on prenatal development is especially up-to-date and appealing. A multitude of factors that influence prenatal development are discussed, including the relationship between maternal diet and social class and the effects of AIDS, drugs, alcohol, and cigarettes on prenatal development. The topical issues of in-vitro fertilization and surrogate mothers are dealt with in a sensitive way. However, there is no discussion concerning the controversial issue of whether emotional stress on the part of the mother may have adverse effects on the infant. Although the pregnancy screening procedures of amniocentesis and chorionic villus biopsy are described, the related issue of elective abortion is not discussed. Nevertheless, a great deal of practical information about pregnancy and the newer methods of childbirth is included in the book.

The portrait of the newborn is presented in an engaging way. Mitchell points out that one of nature's unsolved mysteries is how parents can perceive the newborn as beautiful when confronted with the wrinkled skin, misshapen head, flattened nose, and scraggly hair of the average baby. The newborn's reflexes