

the ecosystem far more than those of other animals and tend to reduce this diversity, sometimes intentionally but more often in ignorance.

The final chapter is perhaps the most impressive as it succeeds in covering, albeit too briefly, a variety of topics which effect human impingement upon the natural environment. On the philosophical side, our rather woolly notions of "independence" together with our cherished ideals of economic growth, are shown to appear ridiculous when viewed in the ecological context; and, rather ironically our recently renewed interest in wildlife is itself seen as a potential threat to the environment in that the facilities set up to accommodate "nature lovers" often result in an increased pressure being brought to bear on what little is left of the wilderness. In the more practical vein, various types of conflict over use of the environment are examined, such as the use of land for food production as opposed to the accommodation of urban sprawl, or the use of bodies of water for sewage disposal versus their use as sources of fresh water both for industry and recreation. Most importantly, the political and economic implications of these conflicts are underlined.

The only drawback to this otherwise most commendable little book is that it might be rather difficult to fully appreciate without sufficient familiarity with ecosystem dynamics. But, then, as the author has informed us, there are numerous texts already available to provide this.

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Joe L. Frost.  
**REVISITING EARLY  
CHILDHOOD EDUCATION:  
READINGS.**  
New York:  
Holt, Rinehart and Winston,  
1973.  
548 pp. \$7.50.

Practising teachers of young children usually like to read new pub-

lications on the subject of early childhood education. They want to discover whether the book will shed a realistic light on the education of young children in the modern classroom or whether it will bamboozle the interested reader with theories, measurement analysis and experimental situations. It is reassuring to find that Joe L. Frost's *Revisiting Early Childhood Education*, a new series of readings following-on from his earlier 1968 publication *Early Childhood Education Rediscovered*, is a comprehensive view of the developments since the mid-60's both in theory and practice.

In his book, Frost has taken "early childhood education" to mean a wide range of opportunities from day-care and community health and care programs to pre-schools and public kindergartens. The book is in eight sections each with an introductory review of the reading to follow. The 51 contributors deal with the rationale behind early childhood education; settings for programs; the input into this field from Montessori and Piaget; child-development in the spheres of cognitive, affective, conative and play learning; language development; Head Start, open schools and free schools; and a final section on the practical aspects of planning, analyzing and evaluating early childhood programs.

The progression of ideas through the readings allows the reader to come to the same conclusions as the teacher in the classroom. There must be more questioning regarding the ways young children learn and are evaluated — this comes out in the stimulating pro-and-con arguments of Greenfield and Bruner versus William Labov in the language development section and the heart-searchings about the effectiveness of open and free schools by Paul Goodman and Jonathan Kozol. "It is clear that our ideas about teaching are inadequate, but is it possible that they are simply false?" (Stretch p. 470)

A teacher is also reassured to

find that the obvious ways to progress in early education are brought out in the book: the necessary co-operation between home and education-program; the need to broaden the scope of early education to include infancy as well as the first years in the public school system, to provide more opportunities to learn a diversity of knowledge not just social orientation; the development of programs that will use the advantages of cultural, economic and language differences rather than trying to fit everyone into a middle-class image.

It is not often that the practising teacher and the educational-theorist agree, but I think that Frost reveals through these readings the essence of early childhood as seen by both teacher and theorist. This is the young child's basic desire to learn and it is up to us to find out the optimum kinds of learning-situations that will enable the child to overcome the shortcomings of his genetic or economic background, at the same time as conserving his identity and individuality. Frost's book makes obvious the need for more research into human development and various kinds of programs for young children. I hope many students will have the opportunity to read it and be stimulated to enter this very vital field of early childhood education.

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**Lois Brockman,  
John Whiteley & John Zubeck.**  
**CHILD DEVELOPMENT:  
SELECTED READINGS.**  
**Toronto:**  
**McClelland and Stewart,**  
**1973.**  
**454 pp. \$7.95.**

**CHILD DEVELOPMENT: SELECTED READINGS** is both informative, because it includes basic selections by the foremost authorities in the study of child development, and unique, because its authors, having decided that there

exists today a lack of in-depth Canadian literature concerning child development, have skillfully incorporated into their anthology topics of special interest and relevance to the Canadian university student.

Therefore, in one volume, the student is offered the core information laid down by those such as Piaget in "Thought of the Young Child" and Terman in "The Discovery and Encouragement of Exceptional Talent"; and, in addition, there are articles of specific concern such as Storm and Cameron's "Achievement Motivation in Canadian Indian, Middle and Working Class Children."

Such diversity might be disruptive reading, yet this is not the case. The book is organized into an introduction and nine section topics which serve to group the thirty-eight articles into divisional aspects within the complex field of child development. These include topics such as: Heredity and Environment; Learning and Motivation; Intelligence; and Cognition. The Appendix which concludes this anthology is also organized into sections: the first, "Student Aid Material," instructs the student in how to understand scientific articles; the second reviews statistical procedures; and the third defines terms used in the book.

However, it is natural that the question evolves: should not the intensified study of Canadian child development be pursued only after a general comprehension has been gained? I think not. Rather, I agree with the authors who assume that it is beneficial for the student to be exposed to fundamental concepts of child development concurrently with issues of immediate concern. N. E. Lambert's "Child Training Values of English Canadian and French Canadian Parents," along with Mary L. Northway's "The Sociometry of Society: Some Facts and Fancy," will reinforce the general concepts in H. F. Harlow and M. R. Harlow's article, "The Effects of Rearing Conditions on Social Behavior." Thus students gain reinforcement