

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

of theory in child development through the readings concerning the Canadian children around them.

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T. H. McLeod, ed.
POST SECONDARY
EDUCATION IN A
TECHNOLOGICAL SOCIETY.
(L'enseignement
post-secondaire dans
une société technologique).
McGill - Queen's University
Press, Montreal, 1973.
247 pp.
\$7.50 paper, \$13.75 cloth.

Post-Secondary Education in a Technological Society is comprised of papers prepared for the Nuffield Canadian Seminar held at Cap-Rouge, Quebec, 25-27 June 1971 together with a summary by the editor T. H. McLeod.

Collectively the papers represent a wealth of information for persons interested in comparative education or for those charged with planning post secondary education facilities. Each paper, with the exception of the summary, is statistical in nature and attempts to present facts without philosophical reasonings for their existence. This accumulated data falls into four categories: cost, goals, manpower and accessibility. With regard to cost, there is little consensus except to note that "the honeymoon is over." The open hand appears to be closing as society scrutinizes the social benefits it is said to receive from education.

An examination of the goals of post secondary education, the second of the four points, spotlights the shift from an approach designed to service the intellectual elite to a far broader base. This expanded role is however fraught with problems as the universities attempt to maintain a balance between community involvement and complete academic independence free from external influence and control. The third major point examined is the relationship between

education and manpower needs. There appears to be no immediate relationship between general increases in educational opportunity and increases in productivity or aggregate income of the community. The problem may be two fold: on one hand there is the difficulty in finding accurate manpower forecasts and on the other there is the sluggishness of the university community to respond to public need.

On the last point, student accessibility, there were many definitions of "right" and "privilege." Universal accessibility was less popular than an elitist policy whose roots lie in the high school system. This policy has imposed strains on the present system as noted in the paper, *Post-Secondary Education in Canada*, which quotes liberally from the Parent Commission's report. In some cases this dichotomy of thought has produced a tertiary system, such as the Australian Colleges of Advanced Studies, in an attempt to provide higher education for larger numbers of students.

Many of the problems encountered by the several countries represented at the Conference are remarkably similar — for example the surplus of Ph.D's in pure and applied sciences and the difficulty of undergraduates in the arts securing a position. Perhaps now that the problems and interests have been established the solutions can be collectively found!

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J. M. Paton.
CONCERN AND
COMPETENCE IN
CANADIAN EDUCATION.
D. A. MacIver, ed.
Toronto: Fac. of Ed.,
University of Toronto, 1973.
151 pp. \$7.50.

This anthology of essays reflects, to use two of the words of the book's title, the intelligent *concern* and literary *competence* of a scholar-philosopher whose four decades