

The author concludes *Small Beginnings* with a chapter that acknowledges the "army of people" whose names could not appear in the text, but all of whom played very important roles "in the maturing of The Priory, and to whom Phonsine Howlett and I owe a debt of gratitude. . . this is just a sampling to indicate life and progress" (p. 46). A "who's who" list of The Priory's Board members over the years appears in an Appendix, beginning with the Founding Board of December 1948, and ending with its Board of 1990-1991.

The author praises Martin O'Hara, retired Professor of McGill's Faculty of Education, not only for his assistance in "shaping this book," but for his help in organizing The Priory School's language programme.

This book is really a tribute to Frances Ballantyne and Phonsine Howlett, whose tenacity, determination, professionalism, high standards, sensitivity, love, and dedication formed The Priory's foundation. These attributes are as relevant today as they were during those "small beginnings" of The Priory.

I thoroughly enjoyed reviewing this book with its humorous anecdotes, sprinkled with nostalgia and bits and pieces of history.

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Alleen Pace Nilsen, Editor.

YOUR READING: A BOOKLIST FOR JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS (Eighth Edition).
Urbana, IL: National Council of Teachers of English, 1991.
342 pp. \$16.95 (NCTE members, \$12.95).

As articles in the *New York Times Book Review* make adult mouths water in anticipation of delectable reading, so must the book reviews of *Your Reading* surely whet the appetites of students in grades six to nine. In *Your Reading*, almost 1200 books are reviewed by teachers, students, and librarians. One can imagine that these books (culled from review copies of 1988, 1989, 1990 publications) would awaken the taste buds of all – the starving poor readers as well as the insatiable good ones.

Of special interest are book reviews marked with stars, designating a "best book" of the year. Three of these books are based north of the US border; one fiction about a young Blackfoot Indian girl in western Canada (*Sweetgrass*, Jan Hudson, Philomel Books, 1989); one written from thoughts during an Iditarod sled dog race in Alaska (*Woodsong*, Gary Paulson, Bradbury Press, 1990); and one by Canada's own Jean Little (*Little by Little: A Writer's*

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.