

Draftsman proved too easy for boys who have had training in technical drawing. However, it was "easy to understand to a person who never had any basic training."

Lawyer, to a future lady attorney was "fun to read and I could imagine myself in the same position."

High-school students liked the kits and appear to learn from them, and that is their purpose. If counsellors use the Job Experience Kits as part of an enjoyable micro-information centre, and not as teaching tools, they are well worth the money.

EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE

By Evelyn Weber. Worthington, Ohio: Charles A. Jones Publishing Co., 1970. Pp. xiii + 202. \$7.50.

Reviewed by Harold Altmann,
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The text is a result of a one-year survey, by the author of Early Childhood Education Programs, mainly in the United States. The text can be divided into three divisions (1) theoretical trends in early childhood education; (2) programs in early childhood education; and, (3) directions for change in early childhood education.

In the first part of the book, the author reviews the theoretical influences in the field. Special emphasis is given to the field of child psychology and the works of Gesell, Piaget, Bloom, and Hunt. Dr. Weber pays particular attention to two dominant theories — conditioning theories of the stimulus-response reinforcement family, and the cognitive theories of the Gestalt field family. The author suggests that early childhood education up until the 1960's has emphasized "character training" or "social and emotional adjustment" according to a middle class code of ethics. She endorses those programs that involve experiences in cognitive development. Dr. Weber sums up this section of the text by stating that psychological theory has been so rapid in recent times that it has led to a great deal of confusion in the ranks of early childhood educators:

Many, so imbued with the necessity of waiting for a genetically determined unfolding of growth, find it hard to accept a focus upon intellectual stimulation. The split, often involving overtones of hostility, exists between those with a growing concern for cognitive development and those devoted to adjustment and the affective domain (p. 44).

Part (2) of the text entails a description of the programs that the author observed, and this section includes over half of the text. She describes many of the unique programs in detail as to why new programs have developed and the theoretical framework supporting them. The author herself notes in the text that she did not attempt to give the details of funding, specific locations, and populations, along with research techniques utilized in the programs. While teachers and helpers can benefit from unique ideas of programs being described,

administrators, school boards, and parents would show little interest without such vital information. The author's observations and reactions to different programs are to be commended; however, her brief visits at some locations along with lack of research to support or negate her observations leaves much to be desired. Although "curricula style" of particular locations is advocated by the author as being superior to other programs, she fails to pay a great deal of attention to certain "facilitative" conditions of the teachers, which perhaps was more responsible for claimed success than the style of curricula itself.

In Part (3) of the text, the author makes suggestions for the future. Early in the chapter, she extends a plea for scientific research to evaluate the learning process. The author supports the current cognitive trend in early childhood education.

The author recommends the need for continuity in education as this was lacking in many of the surveyed situations. She felt that systems of values adhered to by primary grades are very different from the pre-school years. She feels that at this time more discontinuity in early childhood education is evident than any other level of education. Dr. Weber makes a final recommendation to involve parents to serve as aids to the teacher and to provide a link with the home and the community which is so desperately needed.

The author has made a comprehensive study of this level of education which will prove quite interesting to some readers. However, the lack of research to support advocated programs is a serious shortcoming of her efforts. Was it the particular program or certain teacher facilitative conditions, or a combination which led to claimed success? These are the variables which must be drawn out by scientific research if one is to gain full benefit of such efforts. All in all, the text gives a very good description of programs in early childhood education; however, it is lacking in the area of intellectual stimulation.

FOCUS ON SELF DEVELOPMENT KIT: STAGE ONE: AWARENESS

Developed by the Guidance department of Science Research Associates, 1970. Complete kit \$113.05. Specimen Set, \$11.75.

Reviewed by Phyllis Hymmen,
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This kit is the first in a series which is planned and prepared by Science Research Associates for the elementary school guidance programme. *Stage One: Awareness*, is designed for kindergarten to grade two but could, I feel, be used in grade three as well, depending on the maturity level of the children. The kit is a multimedia guidance programme and is comprised of five 36-frame colour filmstrips with accompanying records, four story/activity records, twenty 17"x20" photoboards (two photos per board), a pupil activity booklet, and a guide.