

are: 1. to reduce the briefing preparation time, 2. to reduce the presentation time, 3. to reduce the number and complexity of charts, 4. to increase the confidence of the briefer, 5. to improve the reception by the audience, and 6. to evaluate results.

After defining a briefing, Morrissey presents the six steps necessary to the preparation of a briefing, i.e., establish objectives, analyze the audience, prepare preliminary plan, select resource material, organize material, and practice the presentation in advance. The selection and use of visual aids and tips on making the presentation are discussed. A practical appendix covers the important subjects of audience analysis and evaluation techniques.

The content of *Effective Business and Technical Presentations*, while not profound, is practical and is obviously based upon real world experience with both good and bad briefings. For example, a chapter on Audio-visual Aids contains such basic instructions as "set up the equipment before the session" and "don't stand between the audience and the visual aid." Though these and other similar words of advice may appear to some key executives to be quite elemental, Morrissey knows that such mechanical rudiments may make or break a briefing.

Like other books of this kind, the real value lies not in the content, but in the application. This book was not written so much to be *read* as it was to be *used*. In an attempt to make application practical, brief exercises or assignments are provided at the end of each chapter. A succinct and valuable bit of advice is contained in the opening sentence of the preface of the book itself: "This book is useless—unless you approach it with the idea that, with careful thought and adequate preparation, an effective oral presentation or briefing can be made on any subject."

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Herbert J. Klausmeier and William Goodwin. *Learning and Human Abilities*. 2nd Edition. New York: Harper and Row, 1966. 720 pp. \$8.95.

Ever since the appearance in 1913 of Thorndike's original massive three volumes, educational psychology has had difficulty in achieving a sense of identity as an academic discipline. A chronological sampling of *Psychological Abstracts*, a reading of the history of Division 15 (Educational Psychology) of the American Psychological Association, and analyses of Thorndike's "Briefer Course" (an abbreviation of the three volumes) and textbooks since Thorndike by such representative authors as Starch, Gates, Trow, and now Klausmeier and Goodwin will reveal

the professional anguish and ideological confusion which the long search for identity has involved.

About 1960 the academic air began to clear. Perhaps it was Sputnik, or the growing and pervasive recognition that ours is becoming a "Learning Society," plus the availability of lush new funds for research and demonstration. Whatever the cause, the teaching-learning enterprise, which under the label of "pedagogy" was in earlier years the whipping boy of the academic elite, has finally emerged as a respectable field for research and theoretical endeavor and promises to be an equally respectable domain for professional practice. Moreover, in so emerging after forty-plus years of uncertainty, the teaching-learning process has become the dominant theme for organizing the heretofore ambiguous interrelationships of education and psychology into a legitimate program of systematic inquiry. Klausmeier and Goodwin's text is a reflection of this fact. In brief, if one is looking for a broad-gauged, research-based and practice-oriented prototype of the current *Zeitgeist* in the field, he will find the reading of this text to be a profitable experience.

Some idea of the topical scope of the book is contained in the titles of its four major divisions: Components of the Teaching-Learning Situation, Achieving Learning Outcomes Efficiently, Desirable Conditions of Learning, and Evaluation and Measurement.

Reference to selected features of the presentation will help place the contribution of the book in perspective.

First, and consistent with the use of K-12 as the age grade boundaries of its clientele, it focusses primarily on the teaching-learning transaction in the classroom with little attention to non-school, non-learning processes of physical, social, and emotional development.

Second, well grounded in research and amply supported by prevailing theory, it is principally designed for the use of the performing teacher. Particularly impressive are the nine models of instruction which the authors propose for achieving such learning outcomes as factual information, concepts, problem solving, creativity, psychomotor skills, personality integration, etc.

Third, Klausmeier and Goodwin give the field of educational psychology a much needed dimension of continuity. For example, in a review of transfer of training one encounters the historic theories of identical elements (Thorndike) and generalization (Judd) as well as the more recent transpositional theory of the Gestaltists and the yet more recent distinction between horizontal and vertical transfer. Or in the case of problem solving the reader begins with Dewey's famous and influential five steps, followed by Wertheimer's work on productive thinking as a background for Guilford's recent exposition of convergent and divergent thinking.

Fourth, the dimension of continuity does not detract from the contemporaneity of the content. The book is representative of the developments in theory and research which have been such an impressive characteristic of the last fifteen years of academic production. The reader will note the increasing attention being given to the cognitive processes, especially those embodied in the work of Piaget and Bruner. Here also he will find reference to research on creativity, operant conditioning, and imitative learning, as well as discussions of team teaching, educational television (ETV), computer learning, foreign language laboratories, group dynamics of the classroom, and so forth. Because the advances of recent research and theory show much promise, the reader will discover an optimistic tone pervading the authors' discussion of the learning potential of pupils and the teaching potential of the classroom.

Fifth, despite the authors' optimism, they temper their text with a reassuring sense of realism, a quality largely attributable to their judicious use of the results of relevant research. For example, the authors state that the outcomes of research provide strong support for the advantages of foreign language laboratories and programmed learning as instruments of instruction, yet they are careful to specify the conditions under which this is true, and even then they do so with restraint. In reviewing the investigations of educational television (ETV) Klausmeier and Goodwin report that the results of 393 studies disclose "no significant difference between ETV and other instructional procedures."

Finally, the text is much more than an exposition of the work of other writers in the field. To be sure much is traditional and familiar. Even a discipline as relatively new as educational psychology possesses a core of consensually acceptable subject matter. But throughout the book the authors place the discussion of their material in a context that is uniquely their own and at the same time make their own special contribution to the exegesis of the field. Illustrative is their concept of "emergent human abilities" which they offer as a means of handling the inter-relationships of learning and maturation. Even more to the point for this reviewer is their formulation of a theory of purposeful learning as a conceptual base for their instructional models and related issues.

After having expounded the very substantial merits of the book, in all frankness we must report that there is little here of direct and explicit relevance for the adult educator. At one point the reader will find a reference to Havighurst's developmental tasks (p. 119-120) but the authors conclude their discussion with the period of adolescence. At another point we note the use of Strong's work on the stability of interests with only a peripheral concern for interests in the adult years. Only in the presentation of teaching characteristics do we find any acknowledgment of the relevance of the life-span dimension for the

teaching-learning enterprise. But even here the argument is not very convincing.

The preceding reservations are not intended to imply that there may not be value in the textbook for the adult educator. At least in the rapidly growing and significant domain of school learning he will discover what results are relevant and can be trusted. He may also secure some assistance in determining priorities that should be attached to the burgeoning innovative media of instruction, and if he is sufficiently flexible, he may be able to translate some of the material on creativity, vertical transfer, effective and purposeful learning to the learning of adults. But he will have to do his own translating!

The authors have an obvious and plausible defense. They can simply remind the critic that they have written a book intentionally designed to facilitate the classroom teaching of children and youth. And with this defense we return to our introductory theme about the historic struggle of Educational Psychology to achieve a substantial identity as an academic discipline. Perhaps the educational psychologists have their professional hands full in consolidating their recent and hard-won position as specialists in the teaching-learning processes required by K-12 schooling. This explanation is understandable, but its acceptance should not obscure the point that one of the overwhelming facts of modern life is that we are now living in a society characterized by an ever accelerating rate of change and that in such a society lifelong learning must increasingly become a necessity for all members of the population. Already, and even more in the future, the educated youth of today will, unless he continues his education, become the obsolete adult of tomorrow.

In the judgment of this reviewer this fact has profound implications not only for adult *but for childhood and youth education as well*—implications which Klausmeier and Goodwin have failed to exploit. It is hoped that sometime in the near future, with their professional identity securely established, the educational psychologists will be prepared to rewrite their material with the irreversible and fundamental importance of the fact of lifelong learning in mind. If so, we can safely predict that educational psychology will possess a dimension not now apparent in the current exhibit of publications, one which will not only enrich and contribute added relevance to the field, but which will also assist which in further consolidating its position in the fraternity of academic disciplines. For if the teaching-learning process has now become the accepted domain of educational psychological concern, why be guilty of age discrimination and stop the inquiry at eighteen?

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