

chology. Motor Behavior offers an excellent discussion of the often used, often misused, "time-on-target" as a measure of tracking behavior, a must for the novice in psychomotor research. Child Psychology refers to the use of children as subjects. A good treatment of the advantages and problems in using children for experimental work is presented. One chapter each on Digital and Analog Computers, completes the text.

A useful addition to the text is the 38 page appendix listing sources of supplies and equipment for research studies. Items listed range from turtle food to computers.

That any book of this size would have its share of faults is not surprising. The chapters vary considerably in emphasis, technical sophistication, and length. Quality ranges from excellent to mediocre. Chapter two on Basic Instrumentation is apparently designed for the novice in electronics; unfortunately, the large number of diagrammatic errors, contradictory statements, and overall poor organization greatly reduce its usefulness. In addition, the authors have performed a gross disservice by presenting and advocating the technically poor, and very dangerous, technique of dropping the A. C. line voltage with a resistor. This procedure should never be used under *any* circumstances.

The majority of the text is lucid, organized, and, in this reviewer's opinion, well worth acquiring. It will provide the seasoned investigator with a valuable reference work and handbook of methodology, as well as initiating the novice into the science, and often art, of designing and implementing a reliable study.

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Conditioning and Instrumental Learning by Wendell I. Smith and J. William Moore. New York: McGraw-Hill Book Company, 1966. Pp. xv + 169. \$4.95 and \$2.50.

This book is intended for use as a supplement to, or substitute for, sections on conditioning in introductory psychology texts. The authors feel that the material covered by their work "deserves thorough treatment at the undergraduate level—in introductory psychology and in courses in educational psychology, experimental psychology, medical psychology and psychology of learning."

The first four chapters in the book are "semiprogrammed," that is, they are divided into subsections with questions at the end of each unit covering the immediately preceding textual material. These four chapters include, first an introduction to the psychological study of learning. This is followed by one chapter devoted to

classical conditioning. Next is a chapter on instrumental learning. The fourth chapter deals with variables affecting habit acquisition, e.g., schedules of reinforcement and amount of practice.

The semiprogrammed format is dropped in chapters five and six; they contain no questions. Chapter five is a cursory comparison (two pages) of classical and instrumental learning. The last chapter is a reprint of an article "Reinforcement and Punishment in Control of Human Behavior" by C. B. Ferster.

The unique format of this book is commended to the student by the authors as "an attempt to present the matter of this book in the most stimulating and challenging way possible." In fact, the questions (mostly fill-in type) are tedious repetitions of the text. In most cases they ask for specific recall of recently introduced terms. Slow students might find this practice helpful but neither they nor their more adept classmates are likely to be challenged or stimulated by the presentation.

Some of the programmed frames are designated as test questions. Usually answers (feedback) are provided for these test frames, but in many cases they are not—ironic in a book on operant learning.

The written material is uneven in quality. The clarity of expression and care with which programmed frames are written is superior in the sections on operant learning. The writing of both text and questions in the other sections of the book is less clear.

The material covered in this book is most appropriate for a beginning course in learning or perhaps for one part of an introductory psychology course. It is not, however, relevant for work in educational psychology. The discussion is designed to produce an understanding of concepts which are used in the learning laboratory. An effort is made to transcend this academic provincialism by using Ferster's article as a bridge. The effort fails however because the necessary questions about differences between the organism from which the data come and those to which they are being applied are not resolved. There is little in this book of relevance to the educational enterprise.

In summary, this is a short introductory discussion of the concepts and terms used by the psychologist in his laboratory investigations of learning. It provides some programmed frames to aid the student in learning. The cumulative effect of the presentation on students is more likely to be boredom than excitement and curiosity.

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