

and the philosophy of scientific psychology. The book is not a collection of findings or results of experiments. Rather, the author has selected examples of investigations concerned with certain controversial topics and has organized the text around these topics. The six headings of Lyons' "Library of Controversy" sub-sections are: Research and Psychotherapy, Sight and Space, Race and Intelligence, Mazes and Learning Theory, Experiments on ESP, and Learning and Awareness.

In summary, this is a brief, interesting, well-written book on the factors which go into designing, conducting, and interpreting the results of experiments in psychology. Lyons gives an overall view rather than spending much time on particular matters, and the examples which he employs as illustrations of specific ideas and methods are uniformly captivating ones. The book will be useful as supplementary reading for students who have some background in psychology and for the professional psychologists, but it is not recommended for the tyro.

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*Learning and the Educational Process* by J. D. Krumboltz (Editor). Chicago: Rand McNally and Company, 1965. Pp. xiii + 277.

In the summer of 1964 a conference was held at Stanford University with the aim of stimulating research on educational problems. Support for the conference came from the Cooperative Research Branch of the U.S. Office of Education and the Carnegie Corporation. The idea for the summer program was generated by a Social Science Research Council Committee which had as its goal stimulation of basic research on educational learning. From the many who applied only 40 young researchers could be chosen to attend. Fortunately for the rest of us who were not there, a written record of ten conference presentations has been made available in the present book.

*Learning and the Educational Process* was compiled with the same goal that motivated the conference; that is, to stimulate research on educational problems. It is intended that the book serve as a resource for instructors and their graduate students, for professional educators, and for researchers in fields related to education.

A review of the general topics covered in the volume reveals three areas of emphasis: research methodology, motivation, and language. Three chapters have as their theme the methodology for research on educational problems. Robert Gagné argues for the statement of educational objectives in terms of human performance. Lawrence M. Stolurow suggests the use of a teaching model for

investigations into problems of school learning. His comments about the distinctions between descriptive and predictive models seem particularly appropriate. In a chapter titled "School Learning over the Long Haul" John B. Carroll asks for longitudinal research into the long-term effects of curricula. He identifies aptitudes, perserverance (motivation), opportunity to learn, the quality of instruction, and ability to comprehend instruction (language) as relevant variables needing longitudinal study.

John W. Atkinson, Daniel E. Berlyne, and Jerome Kagan write about their particular areas of concern within the general topic of motivation. Atkinson presents a clear statement of the effects of need for achievement and fear of failure on human performance. His work is an example of the methodological approach about which Gagné writes. The role of conflict in arousing curiosity drive and of various methods of presenting information to reduce this drive is discussed by Berlyne. It is worth noting here that at several points the authors of the various articles seem to be in disagreement. Atkinson argues persuasively against the use of drive reduction theories in education; Berlyne uses one. Kagan's contribution is concerned with the differences in behavior of children identified as impulsive or reflective.

Ernst Rothkopf's article on ". . . Problems in Written Instruction" has more general interest than its title might indicate. It bridges the gap between the "motivationalists" and those whose primary concern is with language. It is, along with Atkinson's chapter, a good methodological model for the educational researcher. The major focus of his concern is the behavior involved in successfully learning from written material, something which Rothkopf calls "mathemagenic" behavior.

The positive effects of middle class homes and the negative effects of lower class homes upon the language development of children is discussed by Strodtbeck. Loban echoes this theme in a brief report of the findings from his longitudinal study of the language proficiency of school children. Evan R. Keislar and Larry Mace report on their research into the effects of the sequence of speaking and listening training upon learning in foreign language.

This is a brief overview of the ten conference presentations. The general competency of the work presented is high. The reviewer believes that the book will serve well its purpose of generating better research into educational problems. Though the sampling was not chosen to be representative, it is instructive to observe the areas of research which these authors are pursuing. Concern for sound methodology and research into language and motivation represent the major themes of this book.

The editor of this volume must be commended for choosing the articles presented here. However, it must also be said that no at-

tempt is made to provide a structure for the overlap and diversity in the book. Occasionally, one author refers to the work of another within the book, but this seems less integration than afterthought. Krumboltz hopes that the dissonance produced by the diversity of views "will result in constructive efforts at resolution." The constructive direction of dissonance resolution could have been made more likely, however, by the introduction of a summary chapter, or, perhaps, the exchange of comments by the authors on one another's papers.

*Learning and the Educational Process* or, what would have been a more appropriate title, "Research and the Educational Process," hits the mark. It is provocative reading for those who identify, or would like to identify, educational research as their working domain.

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*School Psychology* by Roger Reger. Springfield, Illinois: Charles C. Thomas, 1965. Pp. xv + 213. \$7.75.

Within the last two decades the school psychologist has emerged as a significant figure in the educational system. Unfortunately, the profession, in its evolution, has never had a well defined role within the educational system. Because of this, educators frequently question the value of the school psychologist's services and relegate the psychologist to the role of test administrator and reporter.

Roger's book represents a recent trend on the part of several concerned individuals to clarify the aims and goals of the professional school psychologist. The book is the work of a practicing school psychologist who has been taking some very critical looks at the practices in the profession. This worthwhile, though difficult task is accomplished by discussing a number of contemporary problems, practices, and issues in the field which have hindered the development of the profession.

The book is divided into three main parts: (a) the roles and identity of the school psychologist, (b) issues in school psychology, and (c) a theory of special education. In part one Reger sets forth his major argument that the school psychologist should be considered an educator, by first pointing to the present inadequate role of the psychologist and then by elaborating on the new roles and identity the profession should seek. He contends that the contemporary emphasis of the profession on pathology, its identification with clinical psychology, and particularly its psychometric orientation have lessened the effectiveness of the psychologist and his contribution to the education of the child.

"Educational philosophies and practices continue to change, but