

BOOK REVIEWS

- GLENN MYERS BLAIR, R. STEWART JONES AND RAY H. SIMPSON, *Educational Psychology*. New York: The Macmillan Company, 1954, pp. 601. \$4.75.
- L. J. CRONBACH, *Educational Psychology*. New York: Harcourt, Brace & Co., 1954, pp. 628. \$5.50.
- W. D. COMMINS AND BARRY FAGIN, *Principles of Educational Psychology*. New York: The Ronald Press Co., Second Edition, 1954, pp. 795. \$5.75.
- H. H. REMMERS, EINAR R. RYDEN AND CLELLEN L. MORGAN, *Introduction to Educational Psychology*. New York: Harper and Brothers, 1954, pp. 435. \$4.00.
- HENRY P. SMITH, *Psychology and Teaching*. New York: Prentice-Hall, Inc., 1954, pp. 466. \$4.95.
- HERBERT SORENSON, *Psychology and Education*. 3rd Edition. New York: McGraw-Hill Book Company, Inc. 1954, pp. 577. \$5.50.

It is a matter of no small interest that six textbooks in Educational Psychology should have appeared in the Spring of 1954. Two of these are editions of books that have been on the market for some years, but four are new. There is no way of knowing why there should be such an avalanche of texts in this field appearing within a few months of each other, but undoubtedly part of the explanation can be found in the fact that these books are good sellers and money-makers. A recent report on "Psychologists in Teacher-training Institutions"¹ shows that educational psychology texts are a close second to general texts in psychology used in these institutions. Undoubtedly the authors of these new texts have hoped to catch some of this market.

In order to determine the trends which these new books represent, a tabulation was made of the per cent of page space devoted to various topics to be compared with a similar tabulation of the page space of six books having wide use and popularity at the present time. These tabulations are reported in Tables I and II.

These six new books in Educational Psychology show marked differences from similar text available two and three decades ago.

¹ P. M. Symonds, S. Z. Klausner, J. E. Horrocks and V. H. Noll. "Psychologists in teacher-training institutions," *The American Psychologist*, 7: 24-30, 1952.

TABLE I.—PERCENTAGE OF PAGES DEVOTED TO TOPICS IN EDUCATIONAL PSYCHOLOGY, NEW 1954 BOOKS

Topic	Textbooks						
	Blair	Commins	Cronbach	Remmers	Smith	Sorenson	Average
Learning	18.4	28.9	25.1	10.2	21.1	30.5	22.3
Development (physical, emotional, mental)	12.2	7.1	3.0	6.8	14.4	15.8	9.9
Social development	7.7	14.9	5.0	15.5	7.2	5.3	9.3
Individual differences, intelligence	6.5	20.8	5.4	6.3	13.6	8.6	10.2
Motivation	7.5	4.5	10.0	0.8	5.3	7.9	6.0
Adjustment, personality, mental hygiene	14.5	9.1	12.8	30.4	15.9	13.2	16.0
Measurement and evaluation	19.5	5.4	14.3	30.2	6.2	12.1	14.6
Attitudes and interests	3.6		8.2		7.9		3.3
Psychology of the teacher	10.1		8.9		8.4	6.4	5.6
General orientation to education and psychology		9.3	7.3				2.8

There is practically no reference to the nervous system; indeed, most textbook writers have swung too far in the direction of proclaiming their ignorance of the exact connection between mental activity and nervous activity. At least, these reviewers hold that students should know that most psychologists believe that there is such a connection, even though the details have not yet been worked out. There is also little emphasis on the history of psychology, and most of these new textbooks give little mention to some of the early names such as G. Stanley Hall, William James, E. L. Thorndike, William MacDougall, or even more contemporary names, such as Clark Hull, C. E. Skinner and Edward Tolman. There is a tendency to minimize the several schools of psychology, and these texts pay little attention to theoretical issues which have interested experimentalists over the last decade. Most of these texts give a straight-forward explanation and description of learning without introducing technical terms or going into matters of theory and controversy.

From the tabulation we learn that the current crop of texts in Educational Psychology gives less space to topics of learning and development than those that preceded them. On the other hand,

TABLE II.—PERCENTAGE OF PAGES DEVOTED TO MAIN TOPICS IN EDUCATIONAL PSYCHOLOGY, BOOKS IN CURRENT USE

Topic	Textbooks*						
	Cole	Gates	Pressey	Skinner	Sorenson	Trow	Average
Learning	31.7	15.6	32.6	29.8	30.3	41.7	30.2
Development (physical, emotional, mental)	16.4	21.2	19.2	15.0	16.3	12.2	16.7
Social development	5.3	6.8	11.0	4.0	4.0	15.4	7.7
Individual differences, intelligence	7.9	5.1	8.2	12.3	16.7	6.3	9.4
Motivation	6.2	1.5		3.0	9.4	6.3	4.4
Adjustment, personality, mental hygiene	13.8	29.3	7.4	21.4	10.6	5.6	14.7
Measurement and evaluation	8.8	13.2	5.6	7.3	9.5	5.6	8.3
Attitudes and interests			16.1	3.6			3.3
Psychology of the teacher	4.0	5.1			3.2	4.3	2.8
General orientation to education and psychology	5.7	1.9		3.4		2.2	2.2

* L. E. Cole and W. F. Bruce, *Educational Psychology*. Yonkers-on-Hudson, World Book Co., 1950. A. I. Gates, A. T. Jersild, T. R. McConnell and R. C. Challman, *Educational Psychology*, 3rd Edition, New York: The Macmillan Co., 1923, 1930, 1942, 1948. S. L. Pressey and F. P. Robinson, *Psychology and the New Education*. New York: Harper and Bros., 1933, 1944. C. E. Skinner, Editor, *Educational Psychology*, 3rd edition. New York: Prentice-Hall, Inc., 1936, 1945, 1951. Herbert Sorenson, *Psychology in Education*, 2nd edition. New York: McGraw-Hill Book Co. Inc., 1940, 1948. W. C. Trow, *Educational Psychology*, 2nd edition. Boston: Houghton Mifflin Co., 1931, 1950.

space is distributed over a somewhat wider range of topics, which means that slightly more emphasis is given to problems of measurement and evaluation, motivation, adjustment, personality, mental hygiene, social psychology, and the psychology of the teacher. One very important trend that these reviewers have noted is the attempt to breach the gap between theory and educational practice. This has perhaps been one of the most cogent criticisms of educational psychology texts in the past—that they have reported well the results of psychological experiments, but that they had not translated these results into suggestions that would be helpful to the teacher. In these texts there is less reporting of the results of

the experimental studies and more interpretations of the results of these studies in terms of educational practice and procedure.

The book by Blair, Jones and Simpson represents a rare piece of teamwork. We are told in the Preface that Blair has been responsible for the introductory chapter, Part II dealing with growth and development and three of the four chapters in Part IV, dealing with adjustment and guidance. Jones has taken as his responsibility Part III, dealing with learning as well as Chapter 16 on studying the individual child. Simpson has been responsible for Part V on measurement and evaluation and Part VI on the psychology of the teacher. This distribution of responsibility in the book is somewhat puzzling to these reviewers because each author seems to have gone out of character somewhat, if one may judge by his previous writings and interests. For instance, Blair is best known through his earlier book on *Diagnostic and Remedial Teaching in Secondary Schools*,² so that one would have expected him to have taken responsibility for chapters on learning and applications of learning to classroom situations. Likewise Simpson's earlier book, *Improving Teaching-Learning Processes*,³ would lead one to expect him also to have contributed chapters on the application of the principles of learning to teaching procedures instead of chapters on measurement and evaluation for which he is responsible in the present book. On the other hand, Jones' previous writings, including his doctoral dissertation dealing with *Integration of Instructional with Self-scoring Measuring Procedures*,⁴ would have led one to expect him to have written chapters on measurement and evaluation instead of the chapters on learning.

The merit of this book resides in the interpretation of experimental results and theory into principles of teaching and applications to classroom procedures. These authors not only present the results of studies that have been reported in the literature, but tie these findings to applications to the school situation.

Cronbach's book was first tried out in mimeographed form in his

² G. M. Blair. *Diagnostic and Remedial Teaching in Secondary Schools*. New York: The Macmillan Co., 1946.

³ R. H. Simpson. *Improving Teaching-Learning Processes*. New York: Longmans, Green & Co., 1953.

⁴ R. S. Jones. *Integration of Instructional with Self-scoring Measuring Procedures*. Unpublished Ph. D. dissertation, Ohio State University, Columbus, Ohio, 1950.

classes over a period of years and whatever merits the book possesses may be attributed in part to the suggestions and criticisms made by his students. Cronbach has done a superb job in bridging the gap between theory and practice, and has made notable steps forward in interpreting the results of experimental studies in terms of their classroom applications. These reviewers find the chapters on "Purposes and Aspirations," "The Teacher as a Classroom Leader," and "Personality Structure and Character Development" excellent: these chapters representing a somewhat new emphasis in texts of this kind. Since Cronbach is recognized as a leader in measurement, statistics and research, one might expect an over-emphasis of these topics in the book. On the contrary, measurement has been fitted in without undue emphasis, problems of the measurement of ability and aptitude being taken up under the general heading of 'readiness', and problems of the measurement of achievement being taken up under the heading of 'evaluation'. The book itself is attractively published, and there is evidence that both author and publisher took a great deal of pains in the manufacture of the book. There is a copious use of pictures, but the reviewers feel that, contrary to the use of pictures in some current textbooks, Cronbach has made his pictures really instructive and they have added to the text itself. There are summaries, questions and reading lists at the end of the chapters which make the book of greater use to both the instructor and the student.

The book by Commins and Fagin represents a thorough revision and rewriting of their earlier book of seventeen years ago. This text is one of the most scholarly of the group. There are references to historical developments in psychology and attention is paid to the theoretical differences between the several schools of psychology. Careful definitions of terms are given.

The emphasis in this text is on gestalt and field theory. One notes that the heroes of these two writers are Tolman, Wheeler and Perkins, Humphrey, Hartmann, Lewin, and other field theorists. These reviewers found the chapters on thinking processes and problem-solving particularly valuable. It is of note that those who approach these topics from the point of view of connectionistic psychology have less to contribute than those who approach them from the point of view of field theory.

The book by Remmers, Ryden and Morgan also represents the team approach. However, in this book the integration of the sev-

eral sections of the book is not so clearly apparent. We are not told in the Preface the responsibility of each of the three authors, but there is evidence that the senior author has been influential throughout, if indeed he has not actually written chapters in most of the sections of the book. Morgan apparently has contributed from his experiences with the Veterans Administration to the first six chapters in the book dealing with adjustment. A seventh chapter, dealing with a sociological perspective on education, has been prepared by Schneider. The two chapters on learning, we are told, were written with the assistance of Floria Fischer.

This book is not designed with the needs of teachers exclusively in mind, as there are chapters dealing with the extent to which home conditions and the community can contribute to adjustment.

The last part of the book is heavily weighted with an emphasis on individual differences, problems of testing, and the statistical treatment of test results. These reviewers are a little puzzled by the introduction of a chapter on "Interpreting Test Scores" in an elementary text in educational psychology, and wonder to what extent the authors expect the student in a beginning psychology class to master the elements of statistical methods. The inclusion of an appendix in the book, dealing with measures of relationship, seems even less appropriate. Indeed, the book is very heavily weighted with statistical concepts. For instance, on page 1 we are told that "psychologically a normal individual is at best a statistical fiction," and in the chapter on "How and Why We Learn," in the section dealing with reasoning, we find the following given as an illustration: "Let us now look at a student's effort to enlarge upon or formulate a concept. Let us take as an example the concept of an average as exemplified by the formula: $\text{average} = \Sigma m/N$ (sum of all the measures divided by the number of measures)." (p. 269).

Certain portions of this book lead the reviewers to the impression that it was written several years ago. For instance, in the chapter on "Achievement Testing" with one sole exception the last reference is dated 1941. Perhaps the authors feel that there has been little added to the literature on achievement testing in the last thirteen years. There are sections in this book that make one believe that the authors have not kept up with contemporary developments in psychological thinking. For instance, on pages 280 and 281 it is clearly implied that reward and punishment operate in opposite directions, whereas it was in 1929 that Thorn-

dike clearly stated that punishment did not result in the diminution of strength of a connection in the same way that a reward helps to strengthen a connection.

These authors have provided an elaborate study manual to be used in connection with the text.

The book by Smith is described on the jacket as a new approach to educational psychology. Unfortunately with so many competitors this book cannot claim quite so much originality, but at the same time it has several features which make it desirable as an elementary text. Smith has avoided giving attention to the controversies that command the attention of advanced students. He has chosen to omit any historical orientation to the topics in educational psychology and he has written with a minimum of technical vocabulary. This is perhaps one of the most elementary of the texts being reviewed and this probably was the author's intention. There is a good balance in the distribution of topics in the book between development, learning, and motivation. An introductory chapter deals with the teacher as a professional worker, reporting some of the characteristics of the good teacher and some of the problems most frequently met by teachers, as an introduction to the main topics in the book itself. The topic of evaluation is limited to one chapter. This author has been as successful as any in interpreting the scientific principles which have been developed over the years in terms of classroom practice.

The book by Sorenson, which is the third revision of this widely used text, represents the author's and publisher's continued efforts to keep the text abreast of the times. This book has been collated with the McGraw-Hill Text-Films on Educational Psychology. The arrangement of topics is somewhat unusual. The book begins with a chapter on "Measuring the Learning and Achievements of Pupils." We are told that this chapter is placed early so that the instructor can give his attention at the beginning of the course to the basis on which he will assign marks to students in his course, and so that the students will know how they are to be graded. Chapter III deals with the problem of study, and this, too, has been placed early because the author believes that students need early guidance and instruction in the art of study. In general, the problem of growth is taken up in the book before learning. Physical growth is treated before emotional growth, and the problems of

intelligence and its measurement and its relation to heredity precede the discussion of learning. Each chapter is introduced by a section entitled "What To Look For" that raises questions which the student is to keep in mind, the answers to which are to be found in the text. Following this section there is an introductory paragraph in each chapter giving an anecdote or incident which serves as a kind of text for the subsequent discussion. At the end of each chapter there is a summary and review and finally a brief "Test Your Thinking." At the end of the book there is a glossary and a very ample bibliography.

In comparing this third revision with the revision which preceded it, we find less attention given to individual differences in intelligence and more attention to problems of adjustment, personality and mental hygiene. Sorenson also gives greater space to measurement and evaluation in this last revision and also to the psychology of the teacher. Supplementary materials have been prepared including a teachers' manual which contains materials which can be used for testing and a workbook to be put into the hands of students to help them in outlining and applying materials presented in the text.

It will perhaps be superfluous for these reviewers to predict trends which they foresee in the next batch of new and revised educational psychologies, but here are some of the trends as we see them. In the first place, there must be an inclusion in our texts on educational psychology of some of the recent developments in social psychology, particularly those having to do with group dynamics, the psychology of the group process both in small groups and large groups. Some of the current findings of problems of leaderships, of group morale and of group thinking must find their way into our educational psychology texts. Greater attention will be paid in the future to problems of teacher-pupil relationships, and some of the findings coming out of psychotherapy dealing with problems of transference and resistance have their direct applications to the classroom situation. Indeed, there should be further applications of principles of motivation and dynamic psychology to the problems of teaching and learning. Finally, there are new developments in our understanding of the rôle and function of the teacher as a person and of the part that dynamic factors in the teacher's personality play in the teaching situation. These new

emphases and topics must be not merely superimposed upon but integrated with the principles that have already been developed concerning development, learning, individual differences and the problems of evaluation.

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