

# philippine studies

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## **The Learner, The Teacher, and the Environment: Educational Psychology**

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job situation; (c) a questioning of the selection process to ensure that qualified counselor candidates are not only admitted, but also grow as people at the same time they are acquiring counseling skills. The flaw of this segment of the book is its concentration on school counseling the "normal" children to the almost total exclusion of the special knowledge of rehabilitative and vocational counseling, so vital if counseling is to maximize the potential of all clients in school settings. Teaching experience is advocated as a necessity with little demand for a year of practical experience in business and industry or in counseling agencies.

Estimates of the total training period required for counselors extend upwards to ten years—undoubtedly, too long a span when one considers the remuneration, the responsibilities, levels of advancement, and manpower needs.

Professionalism, autonomy and competence are given due consideration in Part III. Within this frame of reference, some guidelines for professionalization are proposed while candid appraisal of societal norms for increased compensation, status acclaim, vertical mobility and development as an outgrowth of conferences and colleague evaluations are proffered and digested. Ethical and legal considerations dominate Part IV which defines and clarifies privileged communication and confidentiality, especially as it applies to students' records.

The main problem confronted in each section commences with a provocative summation and inquiry. It is followed by a number of related articles and is finally analyzed in a unique section entitled catharsis. We can only applaud the editor's accomplishment—brevity, balance, and occasionally brisk thoughts which make this book a reading must for counselors.

MAUREEN MCCARTHY

## THE LEARNER, THE TEACHER, AND THE ENVIRONMENT

EDUCATIONAL PSYCHOLOGY, *The Teaching-Learning Process*. By Allen J. Edwards and Dale P. Scannell. Scranton, Pennsylvania: International Textbook Company, 1968. vii, 630 pp.

The authors, both leading contributors to the field of educational theory, present an appraisal of the teaching-learning process. As indicated in the Preface, the authors have restricted the scope of this text to a limited number of classroom dimensions: intelligence and cognitive expression; motivation; learning; statistics and measurement.

The very terse introductory chapter indicates that the learner, the teacher and the environment are basic elements in the classroom setting, with the degrees of interaction, the crucial factor, in a diadic teaching-learning situation. However, the qualities of a competent teacher, consideration of individual differences, and the environment, as a factor in both formal and informal learning, have been glossed over rather superficially.

Discussion of intelligence and cognitive expression centers on the measurement and evaluation giants of the past, such as, Binet, Terman, Thorndike, Spearman, and Wechsler with no mention of Piaget, Montessori, Jastak or any other recent theorist. One of the most practical aspects of the chapter entitled, "The Measurement of Intelligence", is the inclusion of a sample psychometric report. The final chapter of Part I, "Expression of Intelligence" is saturated with the notion that verbal ability is the foremost indicator of innate capacity. Cultural bias is examined through the medium of standardized tests now in common use. The structure of intellect, focusing on Guilford's theory, is inappropriately introduced in this chapter, with such non-intellective factors as leadership, organizational ability, sense of humor being omitted from consideration of general intelligence.

Part II concentrates on the question of motivation as a challenge to the teacher. Numerous researches, diagrams, and tables document theoretical suppositions. Behavior is explored via mental set and purpose; knowledge of results; extrinsic rewards; and punishments and failures as indirect tools for generating motivation in students. However, the authors concede that interests, level of aspiration, degree of motivation and emotional factors are more central in intrinsic motivation.

Learning and its ramifications—acquisition, retention, and transfer—constitutes the bulk of the book and the major emphasis of Part III. The most unique contribution of this section is its treatment of programmed instruction as a tool for maximizing acquisition efficiency.

Part IV with its descriptive presentation of Statistics and Measurement emerges as perhaps, the most logical, least repetitious section with an incisive balance of the theoretical and the empirical.

Limitations such as the absence of recent hypotheses by prominent psychologists and concepts such as team teaching and audio-visual aids, inconsistency in bibliography (some chapters have a few as seven references, others, well over fifty references) are overshadowed by the impressive number of illustrations, tables and chapter summaries. Students and teachers will find this a sound introduction to educational psychology, as well as, a handy reference source.