

agitations against the British government and its Anglo-Irish Protestant colony which brought Irish Catholics civil rights, economic improvement, and to the threshold of political independence. No wonder they remained loyal to a religion that symbolized their nationality and suspiciously judged British educational reformism as another aspect of colonialism.

In addition to its scholarly merit, Tittle's work also provides insights into the Northern Ireland situation. The education issue indicates that the cultural dimension of the border that divides Ireland originated in the Catholic as well as the Protestant mindset. Since the 1960s an increasing segment of the laity has challenged clericalism on a variety of subjects in the Irish Republic, including education. However, events surrounding the 1983 abortion referendum suggest that Catholic Ireland is not yet ready to create the kind of pluralistic society that must be a prelude to the unity of the country.

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Bowd, Alan, McDougall, Daniel and Yewchuk, Carolyn. *Ed. Psych: A Canadian Perspective*. Toronto: Gage Publishing Ltd., 1982, 480 pp., \$21.95

Educational psychology with a Canadian perspective eh? Without being naive about the debt we owe abroad, I was curious, initially, as to what Bowd, McDougall, and Yewchuk would have to offer that could be a substantial addition to the already rich and plentiful literature currently available in educational psychology. Admittedly, the aspect of a 'Canadian perspective' made me a little apprehensive over the possibility of an act of 'academic nationalism' that would, in its excitement, compromise good scholarship. However, this and a concern that *Ed. Psych.* would turn out to be another American text 'stickered over' with a few Canadian names, places, examples etc., was quickly dissipated, and I found, to my delight, a highly praise worthy piece of work. This book is, in a word, superb, and an excellent contribution to the field of educational psychology in Canada.

It is more than apparent to most thinking educators, that there is a lack of substantive understanding of what educational psychology (and psychology in general for that matter) is in Canada. Without a distinct Canadian perspective, we as educators have had to rely heavily on the research and writing of scholars often far removed from our experience. This is one reason why *Ed. Psych.* is so very important a book. It represents, in part, a sincere and scholarly attempt to stimulate dialogue, and at the very least, encourage more Canadian psychological and pedagogical self-awareness.

However, far from having a parochial outlook in purpose and in presentation, *Ed. Psych.* has brought together a wealth of theoretical and empirical research knowledge pertaining to the fields of psychology and education. Consideration of the work of prominent theorists such as Piaget, Erikson, Skinner, and Freud etc., is combined with a large number of Canadian sources to develop a presentation consistent with the authors' aims: to help educators gain a better understanding of the human beings they teach and to help facilitate their learning by grounding their education process in a familiar cultural context.

The book contains thirteen chapters divided into four major parts: I Development and Learning; II Socialization and Discipline; III The Needs of Special Groups of Children; and IV Measurement and Evaluation in the Cognitive, Affective, and Psychomotor Domains. Each chapter within each part contains theoretical, empirical, and illustrative information along with concise summaries, a glossary of the terms discussed, and an invaluable directive for review and discussion.

Part I covers topics such as: developmental psychology and stages; heredity, environment, and individual differences; language development; Piaget's theory of the development of intelligence; learning and various learning theories; explanations of forgetting; organization, remembering and instruction; motivation and education; and models of instruction.

Part II covers topics such as: learning theory and socialization; psychoanalytic theory and identification; Erikson's stage theory; the role of the family, media, and school in the process of socialization; discipline and adjustment; discipline through the curriculum; behaviour modification; and punishment.

Part III covers topics such as: what is exceptionality and special education; gifted children; mentally retarded children; learning disabled children; children with sensory and multiple handicaps; psychological and educational aspects of bilingualism in Canada; approaches to teaching French in Canada today; characteristics of the learner in becoming bilingual; other approaches to language learning; psychological perspectives on Native Education; various theories of Native Education; and understanding cultural differences in the classroom.

Part IV covers topics such as: fundamental concepts in measurement and evaluation; reliability and validity of measurement; implications for standardized tests; cognitive abilities and performances at school; group differences in cognitive ability; I.Q., sex and school achievement; measuring affective behaviour; techniques of measurement and observation; sociometry in the classroom; ethical considerations; learning of psychomotor skills; assessment of psychomotor skills; and personal factors affecting psychomotor learning.

By far, the thing that makes *Ed. Psych.* truly distinctive and worthy of special attention, is in the treatment the authors give to the important Canadian issues in bilingualism and Native Education. Bilingualism is explored through the use of categories such as: language skills in bilingualism; bilingualism and intelligence; sex, social class, aptitude, and attitudes of the learner; balanced and unbalanced bilingualism; and the "handicap" vs. "asset" approach in assessing other-language (other than English or French) children entering the Canadian school system. There is also a review of the types of programs for use with other-language children. The insightful and sensitive overview of the historical context of Native Education is especially note worthy. This analysis, coupled with a consideration of some supplementary and alternative approaches to Native Education, helps to bring out the differences in the attitudes and values between Native culture and the dominant school system, and provides educators with the awareness and the tools necessary to better facilitate the learning of these unique peoples.

Well written, thoroughly researched, and surprisingly readable, *Ed. Psych.* is a work that is accessible to professional educator, student of psychology and layperson alike. It is as good an introduction to educational psychology as one could ask for and its thoughtful Canadian perspective makes it necessary reading for all staff and students in faculties of education across this country.

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Adelman, Clem and Alexander, Robin, *The Self-evaluating Institution: Practice and Principles of Educational Change*. Toronto: Methuen, 1982, 212 pp., \$14.95.

The two authors of this book were separately and independently involved in attempts to foster what they call "collective self-evaluation" in two Teachers Colleges in the United Kingdom. Each author was engaged as an evaluator in both conceiving and conducting an evaluation project. During the projects they met and found that the projects were characterized by important issues and problems in common, even though in approach and context they were quite different. They decided to write about their experiences and reflections. Hence this book.

In the book, evaluation is broadly defined. To be evaluative is not only to make judgments about the worth and effectiveness of educational intentions, processes and outcomes, but also about the relationships between these and about the frameworks for resources, planning and implementation relevant to such ventures. Institutional self-evaluation, the focus of the book, is defined as the means