
In 1963 the Scottish Council for Research in Education repeated its 1953 survey of the attainments of 10-year-olds in Scotland in mechanical arithmetic, arithmetical reasoning, English usage and English comprehension. This book explains how the 1963 research—a model of its kind—was conducted, and publishes the finding that the performance of the 1963 children was significantly superior to that of their 1953 counterparts, a finding that was true for both boys and girls, for pupils in all sizes of school and in the different regions of the country, and for pupils at each level of ability. In spite of the difficulties the schools have faced in this period, standards have risen.

One might ask, of course, 'What standards'? Were the aspects of primary education tested those we would consider most important today? Could it be that children educated in accordance with modern ideas would be less likely to do well in some of the sums set in the arithmetical reasoning test, for instance? In future research we may have to test for different qualities; the real problem will be to find a way to do it.

T.B.

*Aspects of Educational Technology* Volume 2. Edited by W. Dunn and C. Holroyd (Methuen), £6, 1969

Educational technology may be defined as the systematic and controlled application of relevant science-based knowledge and techniques to the learning situation. Such a definition obviously embraces a great deal more than 'programmed learning', a branch of empirical investigation which may, nevertheless, rightly claim to have been the instigator and pace-maker of the wider movement now calling itself ‘educational technology’. This volume represents the proceedings of the Conference on Programmed Learning and Educational Technology held at the University of Glasgow from 5-8 April, 1968. It provides an over-view of current developments in the field in Britain and includes a number of contributions from overseas. No fewer than 80 papers were presented and all are reproduced in full. The editors, both Lecturers in Education at Glasgow University, have classified them under the headings of (1) Basic Research and Presentation Systems, (2) Applications of Programmed Learning in Schools, (3) Further and Higher Education, (4) Papers of More General Interest from Overseas, (5) Industry and Public Services, (6) Medical Education, and (7) Computers in Education. Throughout, the standard maintained is commendably high and the range of topics dealt with (both theoretical and practical) is impressive. If only as a survey of a fast-developing field of activity, and one which is certain to change the face of education the world over sooner rather than later, this solid volume packs a wealth of information as well as food for thought.

W.K.R.

*Using the Language Laboratory.* Edited by J. D. Turner (University of London Press), 20s., 156 pp.

The cost-effectiveness of any mechanical aid to teaching is liable to remain suspect until those who handle it have been adequately trained. This collection of essays, edited by the Professor of Education, University of Botswana,