

philippine studies

Ateneo de Manila University · Loyola Heights, Quezon City · 1108 Philippines

Educational Psychology by William A. Kelly

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Philippine Studies vol. 5, no. 2 (1957): 228–229

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ippine Revolution, 1954, p. 12). The substance of Zalde's statement receives confirmation from no less an authority than Rizal himself. When dedicating his novel *El Filibusterismo* to the priest-martyrs, Rizal wrote: "The Church by refusing to degrade you, has placed in doubt the crime that has been imputed to you..."

What has been said should be sufficient to indicate the limitations and unscholarly character of Dr. Panlasigui's work. A discerning reader will have little difficulty evaluating the book for himself. The style in which it is presented, the sweeping character of its assertions (not to mention the unorthodox grammar) will immediately warn him not to take the author too seriously. This review has given the book more serious consideration than it merits because there may be some who, aware of the positions the author has held in the University of the Philippines, may be inclined to lend more credence to his words than they deserve. It is not Religion and Education that are here on trial: it is the scholarship of the professor and former dean. If it be true, as the author claims, that "Education and Religion have failed to make man higher than the monkeys," this book will do very little to remedy that sad state of affairs.

JOSEPH J. KAVANAGH

EDUCATIONAL PSYCHOLOGY

EDUCATIONAL PSYCHOLOGY. By William A. Kelly. Fourth Edition Revised. Milwaukee. The Bruce Publishing Company. Pp. vii, 574.

TO the Catholic teacher who is mindful of the need for a comprehensive text in educational psychology which presents the true facts about man's nature, the reasons underlying his actions, and the principles which should guide and direct the mental and moral development of the growing child, the fourth edition of this book will be most welcome. The purpose and function of the present edition remain unchanged essentially, namely to give to the student a proper orientation in psychological practices and procedures as these affect education, and continuous guidance in learning and

teaching activities based upon a true and sound philosophy of education.

Noteworthy among the revised sections are the chapters on Growth and Development, Individual Differences and the learning process. In these sections not only has the material been revised and brought up to date by the inclusion of recent experimental data but the author has also introduced charts and tables to illustrate facts where possible, a feature which is not employed on a large scale in the other three editions.

The book begins by presenting in a simple and clear manner the nature and functions of educational psychology. Following upon this, the nature of the learner as a compound of soul and body is discussed, followed by a lengthy exposition thereafter of a philosophical interpretation of man's equipment, his mental acts, feelings and emotions and the process of habit formation. The section on Measurement and Evaluation now contains valuable material on intelligence and achievement testing and the interpretation of psychological test scores, as well as a clear presentation of basic statistical methods which every classroom teacher should be cognizant of. The last section dealing with Guidance and Adjustment also contains much that is new by way of subject matter presentation. The wealth of information contained therein on guidance and counseling points to the fact that the author has drawn upon the most reliable and recent references from textbooks, reports and graduate studies to enlighten the reader as to the principles and practices of the guidance program.

The author has kept to a minimum the use of technical terms which too often leave the reader with no further desire to peruse the material contained in the text. The text ends with a chapter on character formation, a fitting way of summarizing the material presented beforehand, showing how the previous sections all contribute to an understanding of the principles which underlie the task of promoting the child's moral growth and development together with the mental.

One never loses sight of the fact that the material is presented mainly for teachers and secondarily for students. Chapters XVI to XIX, dealing with the learning process, contain valuable help for teachers and students in the matter of how to study.

CARMEN DIAZ-TAÑEDO