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REVIEWS

3. See Watts, T. *Education, Unemployment and the Future of Work*, Open University, Milton Keynes, 1983, for four detailed scenarios.
4. Weizenbaum, J. *Computer Power and Human Reason*, London, Penguin, 1984.
5. A useful synthesis is provided by Caldecott, L. & Icyland, S. *Reclaim the Earth*, London, Women's Press, 1983.
6. See Winner, E. *Autonomous Technology*, Boston, MIT Press, 1977.
7. Slaughter, R. *Futures Education: Why We Need to Teach For Tomorrow*, Centre for Peace Studies, S. Martins College, Lancaster, 1983.

Educational Research: An Introduction. By Walter R. Borg and Meredith D. Gall. Pp. 936. New York. Longman. 1983. (4th Ed.). £19.50.

This is one of the older, or more mature, introductions to research methods, first published in 1963. This, the fourth edition, includes extensively re-written chapters as well as new developments in the field. Chapter one, on the purposes of educational research has been totally re-written and a chapter on the ethical and legal constraints extensively updated. Regrettably for the British audience this tends to concentrate on American legislation. New developments include Delphi techniques, telephone interviewing, meta-analysis and case study methods. Unfortunately, unlike old soldiers, old techniques tend not to fade away and thus this is the heaviest edition yet.

The content is carefully structured to follow the stages of a typical research study. Here however the authors parade, implicitly at least, their own value stance since 'typical', in their terms, means research based on the hypothetico-deductive paradigm. This stance is also seen in the relatively short shrift given to so-called qualitative methods. Case studies and participant observation for example are covered in two pages each. The feeling of this reader was that these had been reluctantly included, more to provide wide cover than because of any interest on the part of the authors themselves.

It is inevitable in tomes such as this that some chapters are stronger than others. Particularly surprising was the relatively poor treatment of systematic observation techniques since these are the most prevalent methods in the fast developing field of research on teaching and learning. This chapter failed to raise or deal with a number of significant issues and was not aided by a paucity of illustrative material.

The book provides an extensive cover and is a good example of its type. But in my view such texts should only be used as an adjunct to a carefully structured lecture programme which uses a much wider variety of texts. The first aim of any lecturer is to stimulate and excite and such texts rarely do this well. They do not expose the student to the reality of educational research, its controversies and constraints. Neither do they allow any insights into the human aspects of research, the feelings of excitement, elation, tears and despair. My advice would be to start them off with Marten Shipman's edited book *The Organisation and Impact of Social Research*, which includes the inside stories of six influential research studies. Follow this with Jensen's record of his treatment consequent upon the publication of his article on the intellectual abilities of blacks and whites. Through these volumes they will experience research in the raw, warts and all, and gain far more understanding of research issues than ploughing a lonely furrow through a research methods text.

I wonder if there is a relationship between boring training and boring research?

NEVILLE BENNETT