Book Reviews

E. A. Munro, R. J. Manthei, and J. J. Small.
Counselling: A Skills Approach

(Revised edition, 1983.)
Auckland: Methuen, 1983.
Pp. 132. NZ $9.95.

Reviewed by John Elvidge.

The term "counselling" (like money) has become inflated to the point of becoming useless. Now it is applied to any kind of talking help from the self-interested advice of some solicitors to the chemotherapy of some psychiatrists. It covers both those who would seek to direct and the non-directive; those emphasising external behaviours alone, as well as those who notice only internal workings; those who accept the unconscious and those who deny it.

The authors of this book have taken the stand that counselling is a skills approach. It is a teaching method which not only can be learned but taught to clients as well. It is largely behavioural with an emphasis on problem solving. This skills approach requires no psychiatric diagnoses or psychological classifications. Extensive investigation into causes and factors from the past may only sometimes be useful, say the authors.

"Counselling is based partly upon rational approaches, partly upon the expression of feelings, and partly upon the assessment of values." Given this definition of counselling this is an excellent little book. Its revision has been tastefully done.

The new material includes sections on how to deal with reluctant clients, how to seek support and encouragement, a section on the counsellor as a staff member, on consultation, and there is much more emphasis on supervision. An interesting new section is on counselling across cultures. The selective biography at the back is very useful as well. The authors place particular attention on the "ethical" approach. Counselling is not interested in techniques alone they believe — the client's best interests should always be parmount. Counselling they suggest then, does involve values. A belief in personal resources and responsibilities undergirds it all and any form of coercion, even in the form of treatment, including medication, is frowned upon. Throughout, counselling is seen in its social setting and values are given proper recognition.

I highly recommend the book. It is used by the Campbell Centre in its training programme. It is however, but one approach to counselling with its particular emphasis on skills or the use of conscious resources. Possibly a complementary volume, similarly easily read and clearly followed, would be a useful adjunct to assist counsellors who work with that part of human behaviour which is beyond conscious control.

Chapman, A. J., Wade, F. M. and Foot, H. C. (Eds.)
Pedestrian Accidents

Chichester: John Wiley and Sons, 1982
Pp.354 + xii. $US44.95

Reviewed by Alan R. Forbes

A third offering from Chapman, Wade and Foote of the University of Wales Institute of Science and Technology is to be added to *Road Safety: Research and Practice* (1981) and a special issue of *Ergonomics* in October, 1982.

If one knows where to look, one can find hundreds of studies on road safety but, relative to driver behaviour and the physical features of the road, work on the problems of the pedestrian is comparatively rare. This is not to say that pedestrian safety is not an active concern of professionals such as traffic engineers who accept the obligation to provide maximum physical separation between vehicles and pedestrians, or of safety groups who endeavour to promote pedestrian safety through admonition or education. But after all that, since roads and streets have been designed and engineered for the benefit of the smooth and expeditious flow of vehicles, the bulk of the research effort in road safety has been concerned with vehicle, driver and roadway.

An adequate review of the factors determining driver-vehicle-pedestrian interactions requires more than the single chapter, good as it is, to be found in Shinar (1978), for example. Chapman's and his colleagues' collection of commissioned chapters on specific aspects of pedestrian safety turns out to be a well-organised summary of the present state of knowledge. Rather than attempt to comment separately on each of the chapters dealing with matters such as general research strategies, systematic studies of pedestrian be-

haviour, techniques of pedestrian education and evaluation of their effectiveness, social factors, driver behaviour and so on, it might be more useful to highlight some points which emerge in most of them, together with an arresting idea dealt with in one chapter.

The first is the absence of any really useful theory or model to guide research into road-user information processing, that is, cognition in real-life complex environments. That is a pity, but it appears even more of a pity that few people seem to be proceeding systematically through even a data-driven programme of relevant research. The result of these inadequacies is that the area is characterised principally by studies of an *ad hoc* kind, and the results of many are capable of more than one interpretation.

Secondly, it appears that the most informative studies concerning pedestrian behaviour are really ethological rather than psychological in their methodological foundation, as the work of investigators such as Older and Grayson illustrates. It is labour-and time-intensive, and the apparent benefits are small relative to the cost. It follows from this that real progress in acquiring good data is likely to be not much faster in future than it has been in the past.

Thirdly, in the area of pedestrian accidents as in vehicle accidents, there is no silver bullet which can be relied on substantially to reduce them. (It should be remembered that seat belts only reduced the severity of the consequences to vehicle occupants of collisions in which they were involved.) The problem of implementing any scheme designed to reduce roadway accidents is not merely one of identifying the complex interaction of causal factors, but is also one of persuading society even to experiment with the most promising means of dealing with them, since they are usually expensive.

Fourthly, it has often been said that one can attain any specified level of safety in a system if one is willing to pay a price. Usually one thinks of that price in terms of personal or tax-payers' money and, as in the case of seat-belts or speed limits for cars, of that more intangible thing, personal freedom.

But there could be another kind of price, greater legal liability. Addressing themselves specifically to the issue of collision between child pedestrians and vehicles, in what is the chapter of most general interest in *Pedestrian Accidents,* Howarth and Gunn present what some will perceive as a hot legal potato. Basically their argument is that young children need special legal protection as much on the road as in other areas where their psychological and physical immaturity is a basis for special consideration. Presently, however, the fact that children are "heedless" and "reckless" can be used to diminish the responsibility of the driver with whose car they collide. Howarth and Gunn raise the question: in areas of the road network where children are especially likely to be, should they not be afforded at least the same level of protection as people are afforded on pedestrian crossings, that is, laying the legal onus of being especially careful squarely on the driver? Given that New Zealand is well up with the rest of the civilised world in its child pedestrian accident rates, it is an idea which should be given careful consideration as part of a package of safety-enhancing measures as much here as elsewhere.

Generally, the careful documentation and clear presentation of often complex issues achieved by Howarth and Gunn typify the entire collection of offerings in this book. In addition to references compiled on a chapter by chapter basis, *Pedestrian Accidents* contains a substantial classified general bibliography.

In summary, a most valuable work of reference, and one which can be recommended for the use of traffic engineers, educators and administrators as much as for applied experimental and community psychologists.

Reference

Shinar, D. *Psychology on the Road.* New York: John Wiley and Sons, 1978.

Alister Heron and Mary Myers.
Intellectual Impairment: The Battle Against Handicap

London: Academic Press. 1983.
Pp. xiv + 177.

Reviewed by N. N. Singh

In this volume, a lifespan developmental psychologist and a psychiatrist with a special interest in mental handicap have teamed up to address the needs of intellectually impaired children and adults and ways in which these needs can be met in the future. The book presents an overview of the field, highlighting several areas of current interest. Perhaps the two main areas pertinent to the New Zealand scene relate to the

cost of residential care and the importance of a team approach to the care of young mentally handicapped infants.

Over the last decade, large numbers of mentally retarded persons have been deinstitutionalized. In New Zealand, this has meant moving the residents of psychopaedic hospitals into the community. Usually this has involved moving people out of large institutions (400 - 1,000 residents) into mini-institutions such as hostels and group homes. One of the arguments advanced in favor of this move has been its cost effectiveness. However, the cost of community care is *not* cheaper than institutional care. As Heron and Myers point out ". . . a community-based service is likely to be more expensive in the short term, and at best to break even in the long term". While one cannot deny that community-based services may be of a better quality for some mentally retarded people, they are certainly not cheaper. Administrators concerned with only the economics of health care for the mentally retarded should note that cost effectiveness apart, provision must be made in the community for these people to have the services of various professional groups, e.g., psychologists, physiotherapists, and speech therapists. It should be pointed out that in New Zealand, at least, there is a shortage of such suitably qualified professionals who are interested in working with the mentally retarded.

Heron and Myers suggest that the needs of infants with developmental disabilities are best met through a team approach. A team of specialists and therapists may consist of pediatricians, psychologists, pediatric occupational therapists, physiotherapists, trained teachers, speech therapists, and psychopaedic nurses. While this approach has been in vogue in other countries, most notably in the United States, only one institution in New Zealand uses a team approach. If we are to provide a comprehensive service to those who are mentally retarded then this should be an area of the highest priority.

Overall, I found the book to be interesting and thought-provoking. It is certainly not a "how-to-do-it" book; rather it presents a number of questions, ideas, and possible solutions related to the needs and care of the mentally retarded. The book is certainly worth reading. I recommend it highly both to academics and especially to those who make decisions which affect the lives of the mentally retarded.

H. R. Schiffman
Sensation and Perception: An Integrated Approach (2nd Ed)

New York: John Wiley, 1982 Pp. 540

Reviewed by Simon Kemp.

This book is designed for use as a companion textbook for courses on sensation and perception. Covering both these topics in one book has two advantages. Firstly, decisions as to which phenomena should be viewed as sensory and which perceptual, tend to reflect historical accidents and fashions rather than any modern conceptual distinction. Secondly, as the two topics are generally taught together students can be directed to one book rather than two.

The overlapping fields of sensation and perception have been extensively studied and the scope of this book is correspondingly broad. The first two chapters cover introductory concepts and psychophysics. Chapter three deals with the orienting system; chapters four to six with audition, seven and eight with somesthesis, and nine and ten with the chemical senses. The remainder of the book (chapters eleven to twenty-one) covers visual sensation and perception. Later chapters tend to be more perceptual: chapter twenty considers the perception of time, chapter twenty-one the role of attention. The book concludes with an extensive glossary, fifty-five pages of references, and author and subject indices. Most topics, I felt, received adequate coverage with a good selection of both older and more recent material. Indeed I found many chapters educational, particularly those on the minor senses.

Schiffman intends the book to reflect an integrated approach in two ways. Firstly, sensation and perception are considered together. Secondly, the various sensory and perceptual phenomena are considered "within a biological context, stressing specialized anatomy, physiological mechanisms, and behaviour with adaptive consequences" (Preface, vii). There is, however, a third way in which the subject might be integrated and that is by considering common elements of the different sensory and perceptual systems. Here, the integration is less marked. Chapter Two reviews some of the common methods (psychophysics) of studying the phenomena, but micro-electrode studies, for example, are not considered in detail until Chap-

ter Ten. Thus the implications of micro-electrode studies for touch and hearing are not discussed. Similarly there is little emphasis on common phenomena amongst the different modalities. Illusions, for example, occur not only in vision but also (at least) in hearing and touch. Schiffman, however, considers them only in the visual modality. In consequence, not only is the reader not informed about illusions in other modalities but also, and perhaps more seriously, the implications of the research in other modalities for an understanding of visual illusions cannot be considered. It may be incidentally remarked that searching for common phenomena is made more difficult in this book by the brevity of the subject index.

In general, I felt that the breadth of coverage of the book compensated for its comparatively minor defects. In my opinion it would be useful, in New Zealand terms, as a third-year text in sensation and perception or as a source book for Honours level students.

K. H. Rubin & H. S. Ross (Eds).
Peer Relationships and Social Skills in Childhood.
New York: Springer-Verlag, 1982.
Pp 380.

R. S. Feldman (Ed.)
Development of Nonverbal Behaviour in Children
New York: Springer-Verlag, 1982.
Pp 315.

Reviewed by J. Field.

Rubin and Ross have provided a smorgasbord of recent North American research and thinking about peer relationships and social skills from the time of infancy up to the adolescent period. Most of the 16 chapters are quite clearly written and well presented, even though they are predictably variable in scope and depth. Unfortunately, the editors have not organized and integrated the chapter offerings much at all.

All the chapters are by North American authors and they have been grouped into three parts. The first part is entitled "social skills" and includes papers on cooperation and conflict in the play of infants and toddlers. There is also one chapter on the influence of peers on the development of altruism. The second part is labelled "peer relationships" and has papers comparing children's parent and sibling interactions with their peer relations as well as two chapters on friendship formation. The editors admit that the division between parts 1 and 2 is somewhat artificial and arbitrary. The four chapters of the final section discuss the social functioning of blind preschoolers, the peer relationship problems of young hyperactive children and the development of social skills in children who may have unsatisfactory peer interactions.

Many of the writers in this book show an awareness of the definition and methodological problems associated with research on peer relationships. Thus, students may benefit from the occasional discussions of the slipperiness of such concepts as social skill, friendship, play, and altruism, which are scattered through the book. However, if readers hope to get some general overview of developmental changes in peer relationships during childhood and adolescence they may be disappointed. The editors have provided only a scanty introduction, no integrative summaries and no final concluding remarks. Although some of the writers have given a general developmental review of their area of interest, there is no coordinated effort of this type in the book. Most of the empirical work reported has already been published elsewhere and this work is another example of the lamentable proliferation of secondary publications in recent years. The book is therefore unlikely to attract the interest of people who are not actively involved in research on normal peer relationships in children, although some teachers may find it a useful reference for graduate psychology students in developmental psychology.

Although Feldman's book has a rather general title, it is almost entirely devoted to the communicative and affective aspects of facial expression in children. The chapters are once again all by North American authors and again there has been no attempt to integrate and provide a general overview of the viewpoints and data discussed in each section of the book. The editor provides only a two-page introduction. Nevertheless, it seems that the contributors themselves have been strongly encouraged to give extended discussions and speculative remarks about their topics. This has resulted in more rounded and thoughtful chapters which go beyond the limits imposed on the authors' previous journal reports of their work.

All of the 14 chapters have been written at the

level of those likely to be interested in doing scientific research on nonverbal communication. The first three chapters are devoted to ethological approaches and they present a sensitive outline of the interplay between biological and environmental factors in the development of facial displays. The next four chapters are described as the social and cognitive development approaches to nonverbal behaviour. The chapter by Saarni in particular offers a good general summary of the development of facial expressive abilities. Also, a chapter by DePaulo and Jordan provides a very good, high-level discussion of children's ability to tell lies. The final two sections contain two chapters on discrepant social communication and two on individual differences approaches to non verbal behaviour. Overall, this book should be a good reference for senior undergraduates interested in the non verbal communication abilities of children.

Roderick Phillips
Divorce in New Zealand: A social history

Oxford: Oxford University Press, 1982. Pp154.

Reviewed by Gabrielle M. Maxwell

Roderick Phillips has produced a concise and readable blend of the socio-legal history and demography of divorce in New Zealand. He points out that his study does not provide information on the stability of marital and family life in New Zealand. "Both marriage and divorce are primarily legal procedures, recording a social event", he says. Divorce must not be regarded asa relating to the amount of marital disharmony or breakdown, but rather a reflection on the socio-legal restraints that affect marital dissolution. Thus divorce is not an index of the breakdown of family life despite the persistence of this ground in the arguments against legal reform throughout New Zealand's history.

The first two chapters relate the history of legal change from the first English type law of 1867 to the advanced laws of 1898 and the additional changes that resulted in a very advanced law in 1920 which remained virtually unchanged to 1953. Post war changes culminated in the radical Family Proceedings Act of 1980 which abolished divorce in favour of marital dissolution on the grounds of irreconcilable breakdown of the marriage to be proved by living apart for the previous two years. The history of legal change was parallelled by change from the view that marriage could only be dissolved if one of the partners was guilty of a fault that resulted in a failure to fulfil marital obligations, to the gradual acknowledgement that fault was of less importance than the social reality of the partnership.

The next two chapters deal with the pattern of divorce in New Zealand and are hence of greater interest to the psychologist. Phillips suggests that changes in divorce rates are a function of three factors; legal change, war, and socio-economic factors. With each major liberalization of the law there has been an increase in divorce. However Phillips argues that this is not to be interpreted as evidence of the increased breakdown of families because of legal liberalisation but rather a reflection of the fact that legal termination was now available to a group of people previously unable to divorce. Each World War also produced a temporary increase in divorce rates, presumably because of hastily contracted marriages and the stress of wartime separations. The socio-economic factors that he considers to have affected divorce are the increase in female independence, particularly economic independence, the increasing affluence of society that allows unhappily married partners to live separately, and the growing social acceptability of divorce as a solution for marital dissatisfaction.

He offers two attempts at cohort estimates of the divorce rate. The first is based on Swain's (1978) study which suggests a rate of 10% for those married in 1946. The second is based on his own analysis of 1960 registry office marriages in Auckland and allowing for the fact that only 18 years had elapsed when he obtained the figure of 17% divorces, he suggests a probable eventual rate of 23% for a group who are however urbanised and more likely to divorce than those married by ministers of religion. Thus estimates of the current New Zealand divorce rate are still unclear although certainly overestimated by the often quoted figure of proportion of marriages to divorces in any one statistical period. He at least offers a nice analysis of the statistical problems in divorce rate estimates.

He then discusses rather less satisfactorily the hypothesis that divorce becomes more likely as death is less likely to end marriages early. The underlying reasoning is that marriages tend

naturally to have limited lives. Unfortunately he tackles the issue chiefly from the point of view of statistical evidence of doubtful applicability and ambiguous interpretability. More plausibly he argues that divorce rates may increase with a shift from economic criteria in marital selction (and presumably the assessment of marital satisfaction) to more romantic goals which may increase the potential for marital dissatisfaction. Urbanization too seems linked to increased divorce rates and here Phillips offers some plausible explanations, largely economic in nature. He is definitely stronger in economic analysis than social analysis. His section on social attitude change only reiterates common-place beliefs which are in no way explanations.

His analysis of the factors associated with an increased probability of marital dissolution shows that about half the divorces occur after 5-14 years of marriage and divorced couples were on average 3 to 4 years younger when they married than their cohort. However these differences are less dramatic than popular citations often suggest. While those without religious attachment are more likely to divorce than the religiously attached, the relatively liberal Presbyterians are less likely to divorce than are the Anglicans and Roman Catholics who have opposed divorce most vigorously. However, these differences, like those that show relatively little Maori divorce, may relate to urbanization differences. Phillips plausibly argues that it is the middle and lower socio-economic strata who have been historically more likely to divorce in New Zealand and suggests that the most probable socio-economic marker is downward social mobility. His section on the relation of a number of children in the marriage to divorce patterns is weakened by a lack of statistical information, as are his data on remarriage.

The fourth and last substantive chapter is a case study on the 119 divorces recorded in Auckland prior to 1900. This produces little additonal hard data but does point up the social misery in the lives of families where wife-beating, drunkenness, desertion and adultery had to be endured for many years before separation was legally or economically possible.

In summary then, the book is a valuable overview of New Zealand divorce history and provides a context which may stimulate students of social behaviour to attempt to describe more completely the attitudes and familial patterns affecting marital dissatisfaction in New Zealand for, as Phillips points out, political rhetoric tells us little about social reality. The book is well written, uses statistical information effectively and is scholarly in interpretation. It deserves regular use both as a source for teaching on social issues and as a general information source.

B. Lee and G. G. Noam (Eds.)
Developmental Approaches to the Self
London: Plenum Press, 1983.
Pp. 400.
Reviewed by Barrie G. Stacey.

This book is one of a continuing series of volumes concerned with the understanding of the historical aspects of psychological theory and practice and with the relationships between psychology and political, economic and social problems. It deals with the factors that contribute to the genesis of a person's concept of self. The emphasis is upon how a person's subjectivity and consciousness are created through her or his interaction with others. Three major theoretical orientations are represented in the book — the psychoanalytic, cognitive-developmental and Vygotskian. The authors rely heavily upon the work of Baldwin, Erikson, Freud, Loevinger, Mead, Piaget and Vygotsky, with Piaget especially prominent.

The papers in this book emerged out of discussions at a conference on the self. Topics discussed include an operational definition of self; functional and structural theories of the self; sensorimotor egocentrism, social interaction and the development of self and gesture; the self and cognition; the cognitive-developmental theory of adolescent self and identity; a neo-Piagetian approach to object relations; a Vygotskian theory of the self; and language, thought and self in Vygotsky's theory. These papers suggest a current trend towards a more communicative-interactionist approach to the self, hence the revival of interest in the work of Baldwin and Mead.

The clinically-toned paper by Noam, Kohlberg and Snarey contains a preliminary model of the self which integrates the work of several psychoanalysts, including Freud and Erikson, several cognitive theorists, including Piaget and Kohlberg, Loevinger's conception of ego development, and Baldwin's views about self development. They offer ten principles of the

developing self. Broughton presents a cognitive treatment of the development of self and identity during adolescence, with an emphasis upon the societal circumstances in which the development takes place. Kegan presents a neo-Piagetian approach to self and object relations across the life-span in which he discusses the "pain of growth". In two papers there is presented Vygotsky's view that psychological development follows dialectical principles which are derived from the interactions of social institutions through history. Their authors suggest ways in which Vygotsky's theory relates to psychoanalytic and developmental theories.

The reviewer highly recommends the book to all readers interested in developmental approaches to the self, especially those with clinical and counselling concerns. It may well be of interest to readers in the fields of personality, social, cognitive and developmental psychology. Given its advanced treatment of the subject, it is suitable for use by postgraduate rather than undergraduate students. Academics who teach human development and take account of Vygotsky's contribution, will find the two chapters dealing with Vygotsky's work particularly informative.

Anne B. Smith.
Understanding Children's Development – A New Zealand Perspective Sydney: George Allen & Unwin, 1982
Pp. 223.

J. Cox and G. Jones.
Disadvantaged 11 Years Olds.
London: Pergamon Press, 1983.
Reviewed by Jan Watt.

One might feel pessimistic about the chances of the success of a book which is described on the back as a "bold attempt to encourage child educators to learn by studying New Zealand children in their society", but although it will be some time before its success can be judged, this book is admirable in both the aim and the attempt. Dr Smith has combined a thorough awareness of current research with her own social-political perspective of New Zealand, to produce assessments and suggestions for change which deserve to be widely disseminated in the community.

The initial chapters of the book are baseline learning theory, Piaget, and observation methodology. These are dealt with in sufficient detail for teachers and any students of human development to use them as the basis for their own observational studies. The author emphasises the importance of systematic observation free of preconceived theory about what should be happening. And as she suggests, the apparently mundane can be transformed into an exciting discovery when carefully observed. Hunches can be gratifyingly confirmed, myths convincingly dispelled, and importantly from a teacher's or parent's point of view, decisions on the handling of a child in its environment can be effectively made on a firm basis of knowledge.

The middle chapters cover the consequences of early experience, social development, the development of sex roles, and language development. This section, as well as the last chapters, contains the cumulative current wisdom of the discipline based on research up to about 1980. Many of the chapter conclusions should be written in large print in conspicuous places for those who need but will not read the book. For example, the myth of the inevitability of maternal instinct is convincingly exposed. There is however a distinction, often blurred in research literature, which the author has not made in this regard. The term 'bonding' has been seized upon and has become part of common parlance in popular texts and enlightened postnatal wards. It frequently engenders guilt in new mothers who do not feel immediately 'bonded' with their infants, or who are unable to make physical and psychological contact with them for medical reasons. No-one, including Dr Smith, is telling them failure to 'bond' in the first hours and days is not necessarily abnormal nor detrimental to their relationship with their infant. 'Attachment', by contrast a term heard less often outside research literature, is a phenomenon which becomes apparent later when the infant is 4-5 months old, and which tends to be seen as a quality more in the infant than in the mother. The author uses the term 'bonding' and 'attachment' interchangeably, whereas she might have included a section on the myth of bonding and its supposed implications in order to dispel some of the guilt-engendering beliefs in parents and professionals. The importance of attachment for the infant is dealt with comprehensively, though the author follows Ainsworth in paying only lip

service to its reciprocal nature. Perhaps some confusion could be cleared by dropping the term 'bonding' and using 'attachment' only, and this may be what Dr Smith is trying to do. But in view of her proposed audience, most of whom will be familiar with the first term, some explanation would help.

The chapter on sex roles chronicles many of the facts about society, New Zealand's in particular, which makes pessimistic reading for those who hope things are changing. For example, parents do behave differently to male and female children from birth, and this differentiation is reinforced by strongly divided parental roles, attitudes at school from teachers and peers, and children's books. A strong plea is made for the encouragement of androgyny in children, and rather than simply bemoaning the findings of research into sex stereotyping the author makes specific suggestions for teachers and parents for decreasing its impact.

The section on language development contains, too, specific suggestions for teachers for encouraging language development, based on recent theory and research. A major theme of the chapter is embodied in the summary sentence: "There is no evidence that Maori children suffer from language disadvantage except in so far as the school is insensitive to the cultural background of non-middle-class children".

A major strength of this book is its specificity, offering well-based, concrete suggestions for action to help and encourage children, and to change some of the inhibiting attitudes in our society. In the last chapters Piaget is elaborated and interpreted so that Plunket, which surely needs some developmental inspiration, could use his wisdom; the dangerous assumptions underlying the use and misuse of intelligence testing are discussed, and the book concludes with a chapter on the state, plight, and importance of the New Zealand family.

There is always the danger, in writing a book such as this, that it will fall among the several camps it is trying to reach — too complex for parents who want lists of instructions; too broad-based for specialised professionals; too technical for those for whom it is primarily written (preschool and primary teachers), and too stark for those in our society who make the policy decisions. Certainly some parents will find it too detailed and will rush back to the reassuring pages of Penelope Leach. Politicians, too, will shrink from the implications of Dr Smith's writing for the organisation and financing of the educational system. For many others, however, it is potent reading and it might just encourage them to disseminate and transmit the implications through the community. Reading it from the perspectives of mother and psychologist, I found this book encouraging and informative.

In her discussion of the long-term effects of the deprivation of early experience, Dr Smith says: "Continuing careful study of behaviour within context is needed, rather than massive data collection using standardised tests", a comment depressingly appropriate for the study in the second book, *Disadvantaged Eleven Year Olds,* by T. Cox and G. Jones. It is the account of a follow-up study of ninety-seven children who had been a subsample of a larger survey of 690 infant-school children in urban areas of England and Wales. The subsample was selected for intensive study, and comprised 52 pairs of children matched for sex, school, age, and nonverbal intelligence but differing in the degree of cultural and material disadvantage. Hence the Control Group were considered relatively less disadvantaged than the Disadvantaged Group when judged on an interview with parents to assess cultural and material factors, though all children attended 'Deprived Area' schools.

One of the main reasons for making an intensive study of these children was because evidence from previous studies has suggested that home background — especially parental attitudes to education — has a greater effect on progress than does the school, at least in the early years. It has already been well shown that social class *in general* is related to scholastic achievement, but wide variations within working class children led the investigators to look more closely at how other factors within social class might affect achievement.

The original subsample was drawn up when the children were six, and was followed for two years. At the end of this time differences in school achievement were already apparent, with Control Group children scoring significantly better on language tests and being rated by teachers as better adjusted socially and emotionally than the Disadvantaged Group.

The present study traced 97 of the 104 in the original group when they were 11, and assessed their progress both in the final term of junior

school and in the first and second terms of secondary school. The authors were concerned to discover not only the effects of disadvantage on progress, but whether the rate of progress differed for the two groups between the ages of 7 and 11. Did the gap between the groups, already apparent at 7, widen by 11?

Outcome measures used were comprehensive, and focussed on language, school attainments, personality and school interests — 'massive data collection using standardised tests'. The results are, understandably, equivocal. The main conclusions of the authors are that the disadvantaged children scored significantly lower than the controls on measures of linguistic and scholastic achievement, and they were judged by their teachers and parents to have encountered more difficulties in initial adjustment to secondary school. But, there were no differences in self-esteem or personality measures between the groups, and the overlap in school achievement between the groups is so extensive that, as the authors admit, the quality of the child's home background is by no means the major determinant of children's school progress and adjustment. In fact one can only admire their courage in attempting to render coherent a maze of confusing and conflicting results.

The study is as carefully executed as possible in face of the problems of tracing and matching the original subjects. One can see why the authors wanted to use the resources avilable to follow up children already under study. But, instead of producing an elephantine study full of uncontrollable variables which need to be explained and invoked, why did they not look at the far more interesting question which they themselves identify in the discussion section, namely why it is that some children from disadvantaged homes flourish educationally while some from advantaged homes do rather poorly? A different research paradigm would clearly be required, which may have been difficult in the current English climate of massive studies like the precursor of this one, but the opportunity was there to look at a smaller number of children, in context and in far more detail, instead of equivocally confirming what we all know.

In this vein, the authors have chosen six case studies presented as examples of children atypical of their group, and these studies are where the real potenial of the research lies.

In sum, this is a carefully planned and executed study which is clearly written, especially considering its subject matter, and cautiously interpreted by its authors. Unfortunately by its very nature it relies on unreliable measures and averaging data, with the resulting uncertainty of what it all means. One of its more important implications, however, emerges from both formal data and case studies. This is the point that parental involvement in children's education is a powerful and important factor. As the authors point out, this does not just mean help with reading, but implies a deep-seated attitude to learning. Perhaps this is an area where New Zealand educationalists might try some creative research and, just as importantly, use its results to convince the educational bureaucrats.

Williams, Gertrude, J. and John Money
Traumatic Abuse and Neglect of Children at Home

Baltimore: John Hopkins University Press, 1982

Reviewed by James Ritchie

Child abuse may not be a new phenomenon but the modern situation clearly requires that it be placed in a new perspective. Here in New Zealand we are still struggling to appreciate it and to act in innovative and appropriate ways. The conditions and circumstances of parenting, and particularly mothering, have remarkably altered in irreversible ways since mid-century, but parental behaviour has not undergone a corresponding shift. There is lag and therefore strain. The methods of dealing with breakdown in parenting, similarly, have been locked into systems that have their own inertia. The thought that we can deal with new situations in old ways persists, even in the face of clear evidence that more of the same will not service the need. Child abuse arises from interaction between personal, familial, institutional and community pathologies. To deal with it needs a wide range of skills, professional and otherwise, or the risk of the danger and the damage will persist. Given this reality the challenge to find a framework for a multidisciplinary approach within which cooperative, mutually supportive and *effective* treatment strategies can develop, is quite urgent.

This book is written with the intention of supplying such a framework. It does so. It is not new, but revises an earlier edition which ap-

peared in 1980. Some readers will therefore know it (substantially) already. For others, I know of no better collection that can be tackled in a straightforward, "down-through", reading that will provide as comprehensive an overview and understanding. Graduate students find it accessible and illuminating and practitioners likewise.

The book is a series of linked readings from a wide range of sources. Two parts set the historical, legal and institutional background. The next three review what is known about the nature of the abusive person, the victim and the response or outcomes of abuse. Treatment management forms the focus of the last and largest chapter and that is an appropriate allocation and focus since it is in this area that the challenge to innovative response lies. Each chapter begins with a review paper and follows this with selections from writings drawn from many quarters and specialisations. The selection, coordination and commentary rest with the two authors, Williams, well known as a clinical child psychologist and Money, whose standing in medical psychology needs no further comment or recommendation.

For psychologists these authors are insiders; we know them and they speak to us from a common professional background and understanding. But the selections range very widely. In the background chapters I missed the wider contributions to the study of violence of Murray Straus, Suzanne Steinmetz and Richard Gelles. Their *Behind Closed Doors* (Anchor 1980) is the other essential reading alongside this book. Also the family and developmental perspective in the work of James Garbarino is absent. There is no contribution from David Gil which is a gap since *Violence Against Children* (Harvard 1970) is a powerful contribution. But I suppose selections can always be subject to criticism and collections cannot do everything. The authors deliberately exclude sexual abuse, which in their view (and in mine) is rather different in origin, manifestation and therapy from physical abuse itself.

Nevertheless, these omissions indicate that a specialist view is developing and I rather regret this. Abuse is only one kind of violence and it needs to be seen in the context of similar social manifestations of a cultural condition. Even with, as Williams herself says, "an array of multidisciplinary professional and lay services" there is a sizable percentage of parents who continue to abuse and neglect children. Either we are setting up the treatment goals in too narrow (or otherwise ineffective) fashion, or we are too client-oriented to see that setting and circumstance must be managed far more trenchantly than we have been able or prepared to contemplate. And there is the rub. Faced with failure in the nuclear family we have few if any substitutes or alternatives; the State is not a parent.

Williams takes many of the central issues on board, in her last chapter. The "motherhood mystique" gets a brief, hard but reasonable reassessment as does the pro-natal prejudice that biological parents have to be afforded almost absolute rights. She calls for a radical transformation in programmes, practices and financial priorities that will protect children from our dreadful and irresponsible history of neglecting neglect and ignoring abuse.

This book will provide an adequate base for discussion of the local, New Zealand scene. Be prepared for yet another drop in national self regard as you read it. More than any other of the many reflections of that kind to which it prompted me, is that we have ourselves been, and continue to be, neglectful of our need for trained professional child psychologists. John Money was born and grew up in Morrinsville. We have contributed an expert to the world. But he could not have done it here.

Gillian Cohen
The Psychology of Cognition
(2nd Edition)
London: Academic Press, 1983

Reviewed by M. C. Corballis

This book is rather misleadingly titled. It is much too selective to serve as a textbook for a course in cognition; instead, as the author acknowledges, it is a set of tutorial essays. There is little or no coverage of many of the topics that have become standard fare in the teaching of cognition, including pattern recognition, attention, sensory memory, working memory, or levels of processing — even consciousness receives only passing mention. Two of the pioneers of the modern revival in cognitive psychology, D. E. Broadbent and A. M. Treisman, were for many years in the same department as the author, yet neither is mentioned. Also conspicuously ignored are such stalwarts as F. I. M. Craik, N. Moray, G. Sperling, S. Sternberg, and W. A. Wickelgren.

Aside from her special interest in hemispheric differences, the author's primary concerns seem to lie at the higher end of the cognitive spectrum. Most of the book is concerned with semantic memory, imagery, language, problem solving, and artificial intelligence. On these topics she writes lucidly if uncompromisingly, without the flair of, say, Ulric Neisser or D. A. Norman. Too often, she merely provides a critical survey of various theoretical models, without attempting to develop theories of her own or even to reach interesting conclusions. The most useful sections, I found, were those on the role of computers in modelling human cognition, and the incorporation of neuropsychological and developmental evidence added some depth to the presentation.

The final chapter on hemispheric differences stands apart from the others, perhaps because this is the area in which Cohen has focused her own research. It is inevitably selective, given the vast proliferation of research on the topic. Again, it is disappointing for its blandness; we are treated to a critical review of various models, but there is little attempt to articulate a theme. The chapter (and the book) concludes lamely with the hope that the development of new techniques, such as the monitoring of cerebral blood flow in the brain, might improve our understanding of hemispheric differences. In the first edition, Cohen concluded the book with a chapter providing an overview of the state of cognitive psychology. It is a pity that this was not retained, and up-dated, in the present edition.

I do not know who might benefit most from the book. Cohen prescribes it, rather vaguely, for "students and those who already have a basic knowledge of the subject." It might be useful in a seminar-based course at the senior undergraduate or graduate level, although it would certainly need supplementing with some more extensive and up-to-date references.