

## Book Reviews

Joseph P. Forgas  
*Social Episodes: the study of Interaction  
Routines.*  
London: Academic Press, 1979.

Reviewed by Graham M. Vaughan

This work appears as No. 17 in the series *European Monographs in Social Psychology*, edited by Henri Tajfel and published in co-operation with the European Association of Experimental Social Psychology. These monographs are now well established, appearing about twice per year.

Social episodes are defined as "cognitive representations of stereotypical interaction sequences, which are representative of a given cultural environment" (p. 15). If a role tells an individual how to act, then a social episode indicates how to interact. The main reason for the book is given as establishing the study of social episodes as a respectable branch of empirical, academic social psychology.

The first half of the book takes up more general questions which have bedevilled social psychology in the last decade. Selected aspects of the "crisis literature" are dealt with: doubts about the place of the traditional laboratory experiment are aired, and the study of social episodes is put forward as an advance, having both a cognitive base and drawing upon multivariate methods of analysis.

Being cognitive representations, episodes can also be viewed as shedding light on the situation versus trait controversy. The perception of the situation becomes the critical variable. Forgas also notes that the debate has rarely dealt with the question of defining the term "situation".

The historical divergence between sociology and social psychology is dealt with, and figures such as Weber, Thomas and Znaniecki emerge as some who have been sadly neglected by social psychologists. This coverage extends into the rise of modern microsociology, and this section serves as a timely and convenient introduction to the area for social psychologists unfamiliar with it.

The author distinguishes between the

major approaches to the study of episodes: the ecological, the perceptual, the structuralist, and the roles-rules approaches. Emphasis is given to practicality as a criterion in evaluating an approach, and some merger between the varieties is anticipated.

The perceptual approach receives particular treatment, and related empirical research is extensively reviewed. In the course of this, interesting examples of outcomes employing multidimensional scaling are provided. Finally, the author relates the contribution that the study of social episodes can make in both social and clinical psychology, concluding with an overview of future prospects in this quickly-developing field.

Lack of an author index is a minor quibble about this book. The volume is comprehensive and relevant. The writing is clear and the exposition modest. It should become an important reference work for social psychologists and for students majoring in the discipline.

Antony J. Chapman and Dylan M. Jones  
(Eds.)

*Models of Man.*

Leicester, England: British Psychological Society, 1980.

Pp. xi + 414.

Reviewed by R. J. Irwin

This volume reports the proceedings of an unusual conference held in Cardiff between 2 and 6 July, 1979, under the auspices of the Welsh Branch of the British Psychological Society. The conference was unusual because it deliberately set out, as the Preface notes, to discuss broad issues affecting psychology, to take stock of the discipline, and to charter a course for the future. It was not, therefore, a meeting of like minds, but a clash of attitudes, styles, and objectives. The edited discussion that follows each of the twenty principal contributions preserves something of the heat of the exchanges sparked by the papers.

With such a diverse representation of views from "leading figures drawn from

the spectrum of British psychology" readers of this volume, as of the Bible, will find support for their favourite opinions and prejudices. From H. J. Eysenck's paper on "The bio-social model of man and the unification of psychology" the reader will find reassurance as Eysenck confidently explains what intelligence is, what personality is, what causes crime (a proper mix of extraversion and Pavlovian conditioning will do it), and what neurosis is. He will also learn that "the model of man presented by cognitive psychology is no model at all; it is not even a caricature" (p. 55). Perhaps H. A. Simon, who is psychology's latest Nobel-prize winner, and who in 1957 wrote a book with the same title as this symposium, will take note. So, too, should M. A. Boden whose contribution on "Artificial intelligence and intellectual imperialism" is a delightful example of precision in philosophical thought and writing. She asks whether the discipline of artificial intelligence is intellectually imperialistic, and answers that it usually adopts a paternalistic brand of imperialism, that is to say, its adherents acknowledge that other approaches may have contributions to make, but there is no topic in psychology that is not illuminated to some degree by the methods of artificial intelligence.

Boden makes the surprising point that the "humanist" or "anti-mechanist" accounts of psychology are more closely related to the computational point of view of artificial intelligence than are behaviourist theories. This is because humanist psychology, like the field of artificial intelligence, tries to articulate some of the processes and representational structures that underlie behaviour and consciousness. To those of an anti-mechanist cast of mind, the idea of being an intellectual bedfellow of the computational theorist must be unsettling: after all, artificial intelligence equates human beings, ultimately, with computers, that is, with tin boxes.

Jonathon Shotter presumably places himself in the humanist camp when he asserts: "My concern is with that task that each of us as unique individuals faces every day afresh, the task of deciding the best thing we should do for ourselves—a

question we cannot even begin to answer without at least a vague idea of who or what we are" (p. 18). In this respect he exemplifies those whom D. E. Broadbent sees as seeking a different objective from the scientist. Broadbent asserts that "One of the pressures to have a comprehensive model comes from those who want, not to do research, or to learn the best way of meeting a particular problem, but to find a general philosophy of life, that is, a religion" (p. 127). Broadbent himself doubts the value of discussing models in the abstract, and therefore of this conference.

By no means all contributors are at loggerheads, however. C. I. Howarth's paper on "The structure of effective psychology: Man as a problem-solver" makes a brave attempt at a synthesis of the humanist and behaviourist approaches. In stating that "mechanist thinking can be found in humanist psychology and vice versa" (p. 150) he may end up pleasing no-one. Yet his advocacy of a pragmatic approach to solving psychological issues offers much sound advice, including the notion that effective explanations of psychological phenomena can be found at several levels of analysis, not just one. Which level is to be preferred rests on which level is most effective at solving a particular problem.

The book of the conference has been expeditiously produced, but its tiny typeface will slow down the speed with which many a reader can process it. However, time is not of the essence for this book: no new veins of psychological gold at the cutting edge of our science are uncovered. Rather, it stimulates reflection on the nature of psychology and on our own contribution to it.

Aronson, Elliot

*The Social Animal* (3rd Edition).

San Francisco: Freeman, 1980.

Reviewed by J. E. Ritchie

One clear advantage that social psychology has had has been the sheer quality of writing that has become, if not a necessity, at least a tradition in its short history. One can return to Floyd Allport

to MacDougall, to Otto Klineberg to even the later Kurt Lewin, to Roger Brown, and now to Elliot Aronson and simply enjoy the prose. Comparable to what? In experimental psychology only, I suppose, E. G. Boring at his best; in the psychology of personality to Gardiner Murphy or Gordon Allport (though either might easily be added to the first list without risk of undue accusations of chauvinism, or take-over).

This textbook, designed to introduce students to the field—more to tempt them further to it—does so palatably, seductively and well. You could easily believe that there was no jargon now in this field (and you would certainly be wrong in that), that social psychology and the real, important and vexing social issues facing our, and most, modern societies lie in intimate and free association (and you would be wrong in that too). I respect the intention to write clear lucid and readable text. I wish it were true that social psychology is consistently and trenchantly relevant for one respects that intention too. But something more than graceful assertion is needed.

Reading Aronson you would never even suspect how dreary and simply dreadful most journal writing in this field has become. And the real motivations that lie behind production of all that are more the requirements of tenure committees, search and appointment committees, promotions procedures and other apparatus of career manufacture than the distinterested pursuit of truth. Social psychologists are also human but we do not discuss these aspects of the social psychology of social psychologists in our semester introductory texts.

Aronson's style is light and that is blessed. But what of the content, for if that too is light we might echo the graffiti "The meek don't want it". Obviously this reviewer has doubts.

It is not easy to pin down the disquiet. The simple style draws one into the complexities of some matters, conformity, mass communication, interpersonal attraction and communication, for example, so painlessly that it is as though all appeals are to reason and one almost knows it all, all the time. On the other hand, this legerdemain falls short of conviction on the vast, unresolved complexities of areas

like aggression and prejudice.

Knowing all I know how can I know about this book in the way a beginning, seventeen-year-old survivor of U.E. seeking exciting enlightenment might? Well I cheated. I asked our students for we have taught from Aronson since about 1973 and are glad for that. I think I know wisdom when I see it and I also recognise a well marketed product. The students don't care much about wisdom but they do welcome a book that treats them well. The meek want it all right. The content, as coverage, is adequate for most of them; the best will want more, go reference hunting, get more (and also maybe appreciate the adroit grace of the job Aronson has done). So it is left to the teacher to go further, to dig deeper, to expose the experimental bones as well as the errors for the rest. Aronson is not uncritical (but he is not all that critical either). The trick works; they want more; I want more.

The book is up to date—so much so it is in danger of dating quite fast. Already the Bay of Pigs conveys little or nothing to one of the cohort born in 1962 and Jonesville is on its way to join Tim Leary and Charles Manson in well-warranted obscurity. Contemporaneity can be a trap even if there is a new edition every four years.

Aronson interweaves real-life issues and illustrations, experimentally founded generalisations and (less, I think, acceptably) bits of invention and whimsy. Thurber's account of the day the dam broke is not a better illustration of rumour and hysteria than Cantril's report and analysis or Orson Welles' radio fiasco "The Invasion from Mars"; just briefer, funnier and less scary. In the last chapter his discussion of confounding variables and other experimental traps couched, in terms of the hypothesis that marrying beautiful women makes men happy, is heuristically delightful (if somewhat sexist) but it is not better, in any way than the next illustration firmly drawn from the research arena of violence and T.V. viewing. There is too much inventing of such illustrations for my taste all the way through. There is no need of it; the real world of events and the copious literature of social experiment and research

will do, and can do the job of showing what we are and what we do. From the men who so brilliantly explicated the distinction between the experimentally real and mundane reality the resort to made up illustrations is a little self-indulgent.

There is really no discussion of experimental methods as such. Enough is given of each study to put particular experiments into the text (and the references are well selected and actually give a good coverage of method as well as content). Every first course will need more. The last chapter on social psychology as a science is really a position statement not a comprehensive coverage. It is slender indeed. The related and vexing issues of the use of deception of subjects, the ethics of human experimentation, the necessity for debriefing are hardly more than starters. They really cannot stand alone and it is not enough to declare bias in the first chapter, demonstrate it in the last and leave the student dangling. Students do not accept these statements; I doubt that the public does; the profession may have to abandon them for these reasons alone if not for others of deeper import of a philosophic and humanistic kind. Check up on me if you want to but I give the deception design about a decade more, at the outside.

When Roger Brown wrote his important and influential text he heralded the breaking up of social psychology almost as Osgood's was the last comprehensive experimental text. How nice it is that time (and Aronson) have proven him wrong. There is still a sense in which a student can start by knowing all that needs be known at the level of entry and build coherently from there in successive levels. The two books are similar each author selecting what he knows and does best but where Brown saw need to apologise for that Aronson sees and show how social psychology is a field of overlapping concerns. Later the student may cut it in different ways to look at language, development, roles, gender, voting behaviour, industrial relations or a dozen or more other content areas not covered here. Or in theory he or she may dig into attitude measurement, opinion processes, values or wander over to our borderland

with sociology and look at family dynamics, marital relations or why people do or don't smoke dope.

It is not that I am asking you to accept on trust my opinion that Aronson reunifies social psychology or provides this base. It happens that when you teach from the book that is the consequent conclusion. And anyone who had to teach or learn from the social psychology texts of Kimball Young or Ted Newcomb or, more recently, the symposium texts, will celebrate the fact.

F. A. Logan and D. P. Ferrano  
*Systematic Analyses of Learning and Motivation.*

New York: John Wiley and Sons, 1978.  
Pp. xviii + 486.

Reviewed by R. C. Kirk

While this text represents yet another devoted to the study of learning and motivation covering the traditional topics of reinforcement, avoidance-escape, discrimination, generalisation, choice and so on, an innovative approach is found, firstly in the organisation of the text within an historical perspective centering upon conceptual issues and experimental procedures rather than the usual focus on "systematists" (e.g. Pavlov, Thorndike, Skinner, etc.), and secondly, in the presentation of material. All chapters, except the epilogue, are divided as follows: (i) theories supported by empirical evidence; (ii) summary and conclusions; (iii) notes—in the form of clarifications and digressions related to chapter material; (iv) abstracts—of relevant articles or pertinent text chapters; and (v) examination questions and answers.

Providing notes, examination questions, glossary and expanded bibliography is most welcome as they represent instruments which assist the student in studying the material. One unfortunate aspect of the text's organisation is placement of notes and abstracted information at the end of each chapter. This necessarily lead to disjointedness in reading which had the consequent effect of making the reading overly burdensome. The experimental procedures-results-conclusions illustrated by

the abstracted material should have been incorporated within the text of each chapter.

It was particularly pleasing to see educational and clinical applications of the research discussed, for example, programmed learning and modification of psychotic behaviour. Further development of this aspect of the text was desirable, given the longstanding view shared by some clinicians that "the experimental method is artificial and irrelevant to clinical reality".

The authors discussion of discrete-trial procedures far outweighed discussion of free-operant methods, for example, in the discussion of choice behaviour (Ch. 9). A more balanced presentation would have been optimal (cf. Nevin, 1973; Macintosh, 1974).

Another weakness of the text was the scant attention given to important contemporary issues and research as conditioned food aversion learning, preparedness theory, species-specific behaviours, social behaviour—given the recent popularity of sociobiology, animal psychophysics and short-term memory processes and schedule influences on behaviour. Overall, discussion of empirical research lacked sufficient detail, was generally too brief, and inferred some familiarity with the field. This engendered the arduous task for the student to formulate independently reasoned predictions and conclusions, thus leading to the trap "To read it—is to believe it". The text could therefore have been improved by providing a more thorough analysis of fundamental concepts. The time is right for a text in the learning and motivation field which incorporates an analysis of recent issues and research with a discriminating balance between theory and research. Unfortunately, this text is not it.

#### References

- Nevin, J. A. (Ed.). *The study of behavior*. Glenview, Illinois: Scott Foresman, 1973.  
 Macintosh, N. J. *The psychology of animal learning*. New York: Academic Press, 1974.

C. Peck and M. Wallace (Eds.)

*Problems in Pain: Proceedings of the first Australia New Zealand Conference on Pain.*

N.S.W.: Pergamon Press, Australia, 1980.  
 Pp. xi + 284.

S = Aus \$18.50. H = Aus \$27.00.

*Reviewed by Lynne Whitney*

Melzack and Wall's (1965) gate-control model of pain perception postulates that electrical activity in the higher brain areas, associated with processes such as past experience, anxiety and attention, is capable of modifying or suppressing somatosensory nerve levels at the spinal cord level (by way of the spinal gating mechanism) and thus modifying pain sensation and response. Their model stimulated new research and new approaches to the assessment and treatment of pain.

The first Australia-New Zealand Conference on Pain held in 1978 at La Trobe University, Melbourne, grew out of this new approach to pain. "Problems of Pain" presents 42 of the conference papers which clearly reflect the multi-disciplinary approach to pain that is emerging in the light of inadequacies of the traditional concepts of pain mechanisms, assessment and control. The conference and subsequent publication of the proceedings were designed to encourage communication between the disciplines. The contributors here represent such groups as neurologists, nurses, surgeons, pharmacologists, psychologists and social workers.

The first section, Experimental Perspectives, is subdivided into two parts. The first, Mechanisms of Pain Action and Control contains twelve papers. These are both reviews and experimental reports which are concerned with examining mechanisms that are implicated in theories on pain action and control. For example, Polgar and Kirkby (p. 10) investigate further the nature of the higher level control of nociceptive input and review the current evidence concerning the involvement of basal ganglia in pain mechanisms.

Lewis (p. 87) and McQueen (p. 90) discuss buprenorphine as a new strong analgesic and describe clinical trials with

this drug carried out in New Zealand. Although the editors aim to disseminate information to the various disciplines by including diverse topics, a number of papers use specialist physiological and pharmacological terminology. Contrary to the editors' explicit aim, inter-disciplinary communication may not be facilitated by the specialist nature of the papers.

The second part, contains six papers concerned with the Measurement of Pain. Difficulties of conducting research in the area of pain are touched on throughout the book, but the significant problem of conducting research on experimentally induced versus clinical pain is highlighted here. Over (p. 94) believes that the present "concern is whether an investigator studying experimental rather than clinical pain is inevitably forced into a narrow and limited perspective on pain in order to meet the methodological requirements and the convenience of the laboratory" (p. 95). Experimentally induced pain is seen to lack, in particular, the effective component implicated in the response to clinical pain. Some (e.g. Postlethwaite et al.: 128) have sought to find the relationship between the response to ischemic pain and clinical pain in the same subject in an attempt to partially overcome the problem of generalising from experimental subjects to clinical referrals. Others (Coyne and Peck: 121) have looked at how paradigms developed in other contexts can be adapted for the reduction of pain.

The second main section, Clinical procedures of Diagnosis and Pain Control, has three parts. The first comprises nine papers and focuses on Chronic Pain. For those interested in pain behaviour this is perhaps the most important section. Pilowsky (p. 138) develops the concept of "sick roles" and stresses the need for the development of criteria for the diagnosis of "abnormal illness behaviour" which are as objective as possible. Adam and Walshe (p. 141) write a good review article on the misconceptions and problems associated with psychogenic pain, and White et al. (p. 151) outline a comprehensive programme for assessment and possible treatment of chronic low back pain. It is here that the multi-disciplinary approach is stressed,

because the duration of chronic pain allows numerous mechanisms of learned behaviour such as modelling (Adam and Walshe: 141) and reinforcement to operate in maintaining pain behaviours.

In the second part, Post-operative Pain, seven contributors evaluate techniques for predicting and controlling post-operative pain. One of the major difficulties in this area lies in using "controlled" trials where the ethics of depriving a patient of, or reducing intake of drugs is a distinct issue. The third part, Selected Pain Syndromes, is a selection of seven papers dealing with such diverse topics as labour pain, pelvic cancer pain and neurogenic pain. The final paper appears in its own section, Teaching Pain Control. Polgar (p. 276) outlines a teaching unit offered at the Lincoln Institute, Victoria which is designed to provide an integrated, interdisciplinary approach to teaching the concepts of pain.

Paradoxically, the eclectic approach of this book is both its strength and its weakness. Anyone involved with patients presenting pain as a problem will find the range of topics covered here refreshing, and hopefully it will foster co-operation among specialists in the many related fields. However, for those who are interested in a particular aspect of pain research, the contents can only provide limited information.

While bearing in mind that this book does not claim to represent more than the proceedings of a conference, it is disappointing that no attempt has been made to provide either a background for the reader or any synthesis or comment on the research contained in it. "Problems in Pain" provides a collection of research topics determined by current research in Australia and New Zealand, rather than a well-integrated overview. The limitations of time and space placed on presenting 47 papers at a two-day conference which hopes to allow specialists to attend a range of topics, is reflected in the presentation here. Despite these limitations however, papers in the book are generally well-referenced and will provide a good lead-in for those who wish to follow up any specific subject. By bringing together diverse areas of pain research, "Problems in Pain"

has succeeded in its attempt to bridge the gaps between the disciplines. Whether it fulfils its communicative role will be up to the individual reader to decide.

*Reference*

Melzack, R., & Wall, P. D. Pain mechanisms: A new theory. *Science*, 1965, 150, 971-973.

E. A. Munro, R. J. Manthei and J. J. Small  
*Counselling—A Skills-Approach*.  
Methuen, \$5.65.

*Reviewed by Lynne Haye*

The real process of becoming a counsellor begins with exposure to authentic counselling situations. The associated trauma may be moderated by arming the novice counsellor with a set of unfamiliar, mechanistic skills and a theoretical orientation which provides a rationale for the use of those particular skills. However, in the introduction to "Counselling", Munro, Manthei and Small collectively agree to omit any discussion of theory and concentrate on skills training. While they argue that they are "uncommitted to any particular theory of counselling", it later becomes evident that at least one of the authors is committed to a behavioural orientation and that behavioural theory underlies the skills section of the book.

Chapter 2 discusses the counsellor as a person, and suggests a series of self-disclosure, sensory and self-observation exercises for the would-be counsellor. While self-observation appears relevant and useful, the self-disclosure exercises seem threatening and inappropriate. Whereas the authors argue that, "Completion of these tasks indicates a readiness to begin training in the specific skills of counselling", incorporation of such exercises into the training itself would seem to be a more comfortable and natural approach.

The authors express two strong beliefs—that counselling can be described as a series of distinct skills and stages, and that these skills should be widely broadcast. Three chapters, corresponding to three stages of counselling are seen as, (1) beginning a counselling relationship, (2) developing that relationship and (3) changing

behaviour through counselling.

The critical initial interview is seen as a period of evaluation for both client and counsellor. Exercises are suggested which demonstrate the impact that verbal and non-verbal communication can have on both parties. Other skills introduced in chapter 3 include the use of open-ended questions, active listening and the use of silence. Appropriate exercises follow the introduction of most skills.

Skills seen as important in the development of the relationship are divided into responding skills, including reflection and clarification, and leading skills, including interpretation and confrontation. Again, many useful exercises are suggested.

Behavioural theory, implicit in chapters 3 and 4, becomes explicit in chapter 5. The authors state, "Almost all the techniques in the early stages reward intimacy, sharing, problem-exploration, and search for solutions". Counselling skills introduced in this chapter include setting goals, pin-pointing, shaping, selective reinforcement, modelling, behaviour rehearsal, relaxation instructions, desensitization. The accompanying exercises are excellent and should prove to be extremely valuable in illustrating both the practice and utility of the skills discussed.

Chapter 6 addresses itself to the author's second belief—that the skills are of general value and should be widely known. The authors are to be commended on their vision in seeing counselling skills as being relevant to relationships in general and not merely the property of counsellors. They provide suggestions for setting up groups within the community and give programme outlines for two such groups—teachers and playcentre mothers.

At least with the mothers' group, the authors again suggest beginning with self-disclosure exercises. Such exercises seem more appropriate within close relationships, and must be seen as potentially threatening when practised with strangers who have not yet acquired empathetic skills themselves. The danger with the encounter group approach is that one may sensitize rather than desensitize some group members. Once started, one must stay with the flooding procedure as long as it takes to

desensitize. In a time-limited group situation this is not possible.

In the final chapter, the authors present suggestions for family and crisis counselling. Unfortunately, they omit from this chapter the type of exercise that was so valuable in illustrating other skills. The chapter concludes with a useful discussion of counsellor self-evaluation.

Intended for two groups of readers, counsellors and counsellor tutors, the book would be of limited value to experienced

counsellors, helpful to trainee counsellors and be of most value to counsellor tutors. Chapter 3, 4 and 5 handle the presentation of counselling skills and accompanying exercises in a succinct and coherent manner. More information of a practical value is packed into these sixty pages than is usually found in the more weighty texts on the subject. An experienced tutor should have no difficulty planning the practical training of counsellors using this book as a guide.