

## Book Reviews

Jane Ritchie

*Chance to be Equal*. Whatamonga Bay: Cape Catley, 1978.

Reviewed by Barbara Calvert

Can Maori children who are otherwise "at risk of becoming non-readers, non-learners, and teachers' 'nightmares'" be saved from this fate and given a chance to be equal by being offered a year of preschool education in the Head Start tradition?

The thesis of this book is that this can be done and should be done, and that the programmes devised for an experimental preschool conducted by the author in Hamilton from 1974 to 1976 are better able to do this than preschool education of the kind offered by kindergartens and playcentres.

Jane Ritchie's school, Te Kohanga, provided an accelerated learning programme for 16 four-year-old Maori children in 1974 and for another similar group in 1975. (No report is presented for the 1976 group.) The curriculum was designed to teach the children the knowledge and skills that teachers look for in five-year-olds beginning school. She wanted the children to be able to sit still and pay attention to the teacher, to understand the teacher's instructions and to be able to answer the teacher's questions, and to have experience of books and the language that goes with them. This kind of readiness for school, says Ritchie, is also what Maori parents want for their children.

The superiority claimed for the Te Kohanga programme is based on the inclusion of an "instructional component" which consisted of formal teaching sessions taking up about a third of the children's time. The teaching in these sessions made extensive use of American Peabody and Distar materials, some children being more responsive to one of these sets of material and some to the other. Methods are stated to be based on "behavioural psychology, a comparatively new way of psychological thinking based largely on the work of B.F. Skinner." It is, however, doubtful whether this description of the methods does justice either to Skinner or to Te Kohanga.

The instructional sessions focussed particularly on a list of about 40 basic concepts — ten colours, five geometric shapes, eight prepositions, and nine pairs of opposites. Along with the teaching of these went a great deal of experience of stories read from books, and a particularly valuable part of the provision was an arrangement for children regularly to take books home to be read to them by parents or siblings. Some Maori language and Maori culture were also taught.

The project as described in this book emerges as a very enthusiastic and interesting attempt to help Maori children. An attempt is also made to present it as an experiment, but it fails to meet elementary requirements for sampling, pre- and post-testing, and use of control groups. The two groups of children described each contained less than one-third boys. Comparing their later school progress in reading with the progress of a small group of children who had attended kindergarten and another group with no preschool experience (the sex composition of the comparison groups being undisclosed) is thus unsatisfactory. In any case Ritchie attempted to set up a self-fulfilling prophecy: To inculcate in the infant teachers who assessed the children's school progress an expectation that the Te Kohanga experience would have benefitted the children, and a special interest in those children.

Comparisons with other groups of children were also made difficult by the fact that the Te Kohanga pupils were scattered through six different primary schools.

Ritchie does present evidence that more children knew (or could respond correctly to questions about) the basic concepts at the end of the programme than at the beginning, but at least some part of this learning could have been expected to take place independently of formal instruction.

In general, when a project of this sort is set up, it would be appropriate to arrange for evaluation of the results to be undertaken by a competent psychologist who is not deeply committed to the scheme and continuously involved in the day-to-day conduct of the teaching.

The existing preschool movements are repeatedly attacked as inappropriate for the needs of Maori children or under-privileged children, because they basically provide for growth and development and do not foster learning (through formal teaching). The author criticises the free play ideology as a fervent belief without scientific foundation, and proposes to substitute her own beliefs (similarly unsupported). She offers as a new proposition the notion that for children there is no difference between work and play — which playcentre leaders have been explaining to anyone who would listen for over twenty years.

Action to remedy disadvantage admittedly cannot wait upon answers to all the basic questions which should ideally be resolved first; but it is disappointing to find that Ritchie makes no reference to the debate which has gone on in recent years over the Head Start programmes. What constitutes disadvantage? What causes it? Can in-

tervention be effective? What kinds of intervention are justifiable and for whom? Does intervention of itself imply that we devalue the culture of those seen as deprived? Readers of Ritchie's book interested in this debate could at least have been referred to articles such as those of the Baratzes (1970) or Passow (1974).

If politicians were persuaded that intervention through Te Kohanga type programmes is desirable, a way would have to be found to reduce the input of skilled labour required. The Te Kohanga programme used in 1975 an experienced infant teacher, a trained primary teacher, a "teacher-aide," and the researcher herself, with some other kinds of help at times. (Ritchie favours a scheme which does not depend on parent participation.) With a ratio of one adult to four children almost any programme would be off to a good start, but this ratio could not be maintained on a wide scale, especially in country districts where presumably the need would be greatest.

The question would have to be asked whether some improvement in staffing ratios for five-year-olds beginning school might not be a more effective way of helping five-year-olds develop the knowledge and skills needed by school beginners.

#### References

- Baratz, S.S., & Baratz, J.C. Early childhood intervention: the social science base of institutional racism. *Harvard Educational Review*, 1970, 40, 29-50.
- Passow, A.H. Compensatory instructional intervention. *Review of Research in Education*, 1974, 2, 145-175.

P.E. Green and J.D. Carroll  
*Mathematical Tools for Applied Multivariate Analysis*. New York: Academic Press, 1976.  
 Pp. xiii + 376.  
 Reviewed by Alan R. Forbes

As Green and Carroll point out in the Preface (p. xi) the title of this book denotes its primary focus, namely an exposition of "... those aspects of linear algebra, geometry, and the calculus ... tested from a pragmatic viewpoint — as tools for helping the applications researcher (using multivariate analyses) in the behavioural and business discipline." They also point out, on the same page, that there is no dearth of textbooks on the subject of multivariate analysis. This is true, although only in the last ten years or so. Why then, yet another? Green and Carroll assert that most of them assume quite a bit of basic mathematical expertise, which is probably true, and have designed this book for the student who has had less teaching in the basic techniques of calculus, etc., and who requires a more elementary and leisurely approach to them

than is given in the typical multivariate text.

Leisurely this book most certainly is. Although there are six chapters, covering just under three hundred pages, the potential user of the book, whether as learner or teacher, will be most concerned with the middle four, which cover the usual matrix algebraic ground thoroughly but conventionally, then cover it again equally thoroughly but from a geometric viewpoint. In Chapter 4 is presented the geometry of matrix transformations encountered in multivariate analysis and in Chapter 5 the algebra and geometry of matrix decomposition. These four chapters are the core of the book. The first chapter brings the procedures which these four have been concerned with to bear and the analysis of a simple data set presented in Chapter 1, partitioned so that it can illustrate multiple regression, factor analysis and multiple discriminant analysis, the kinds of multivariate analysis most frequently encountered in applied settings. (One must suppose that since it is in these settings that prediction is sought for a single criterion variable that multiple regression is treated in its own right rather than as a special case of canonical correlation.)

By keeping the range of applications much more restricted than other introductory texts, the authors are the better able to concentrate on the exposition of basic algebraic/geometric concepts and processes, as they apply to the ordering of data for specific purposes.

This book is not, of course, exciting. The reader who has a moderate knowledge of the mathematical foundations of multivariate analysis may even find its exposition and illustrations too exhaustive and its pace a little slow. On the other hand, this reviewer feels that this is a chief merit of Green's and Carroll's book. Because it is thorough, because its pace is measured, even the learner with no tutor will get his "Aha" experiences that much sooner, and be able to tackle others' expositions of other multivariate techniques the more confidently in consequence.

Donald Meichenbaum  
*Cognitive-Behavior Modification: an Integrative Approach*. New York: Plenum, 1977.  
 Pp. 305. \$US17.94.  
 Reviewed by Peter W. Dowrick

I recommend this book as one of considerable practical value and of some theoretical stimulation. However, this is not said without qualification, for the work is less comprehensive than one might expect from the title and the list of contents.

The proclaimed purpose of the book is to bridge a gap between Ellis's "rational emotive therapy"

and behaviour modification technology. This is presented by way of a progress report on 10 years research with some attempt at empirical and theoretical integration. It seems in fact to be a collation of previously published articles. It is useful to have Meichenbaum's thinking and research collected together like this, but it is as well to be warned.

The first five chapters are the most valuable. Self instruction and cognitive modelling are described as viable techniques in themselves, and as modifications to (more usual) behaviour modification. Meichenbaum does not explicitly define his terms, but his illustrations are lucid. Self instruction (of which Meichenbaum has been the most serious promoter) is the technique of developing covert instructions or images that lead to adaptive behavioural change, and the term is self evident enough. However, cognitive modelling (one of Meichenbaum's prime methods of self instruction training) refers to modelling accompanied by a commentary on the model's cognitions — usually in the first person — and it would seem better not to assume a reader's understanding of this.

Self instruction techniques are illustrated with hyperactive and impulsive children, social isolates, and schizophrenic populations, and with creativity training and self control (anxiety, anger, and pain) — from his own laboratory, plus a few others. He provides sufficient clinical detail to be of considerable didactic value, often sharing his thinking with descriptions of anecdotes that stimulated different lines of approach. Some additional studies referred to are interesting but not very persuasive in establishing a conceptual basis of self instruction. The style in these chapters is spoiled to some extent by repetitiveness of presentation.

Chapter 4 describes some interesting expansions of standard behaviour modification procedures (e.g. systematic desensitization). At the basis of these expansions is the premise that generalisation of behavioural change requires a change in cognitions. However, the arguments for the premise are loose and polemical so that the reader will be persuaded most likely according to his or her previous convictions.

Perhaps the best chapter to be read on its own by someone wishing to use self instruction training would be Chapter 5 which has particular application to coping with stress (note that by coincidence SI stands for self instruction and for "stress inoculation"). However, the chapter is very similar to Meichenbaum and Turk (1976), though possibly a superior version. One shortcoming is the lack of a single clear summary of procedural steps; for example, in one short section there are five different lists of the components in training coping skills. The rest of the book, although stimulating and informative in parts, does not fulfill its promises.

His summaries of some other cognitive restructuring therapies (Ellis, Beck, Goldfried) are valuable for their conciseness and clarity. However, his subsequent theoretical formulations provide the least satisfying chapters of the book. The cognitive model proposed to underlie all behavioural change is disappointing — not because the model is not exciting enough, but because it is so loosely argued. The model seems better as an heuristic one for clinicians. The final chapter attempts to revise assessment techniques on cognitive-behavioural lines. Here Meichenbaum swings his furthest away from the directly observable to the inferential.

In the epilogue, Meichenbaum admits his "bridge" is no Golden Gate (his metaphor). The book seems to offer too few counter arguments, little theoretical evaluation, and the word "integrative" in the title should not be misunderstood. However, the shortcomings should not be seen out of proportion to its value. All in all, the book is enjoyable, stimulating, and readily understood. Maybe it could have been half as long and better organized, but nonetheless many will wish to have ready access to this book, particularly the first five chapters. It is a good example of an interesting internal dialogue that is fascinating to listen in on.

#### Reference

- Meichenbaum, D.H., & Turk, D. The cognitive-behavioural management of anxiety, anger, and pain. In P.O. Davidson (Ed.), *The behavioral management of anxiety, depression and pain*. New York: Brunner/Mazel, 1976.

Joseph LoPiccolo and Leslie LoPiccolo (Eds.) *Handbook of Sex Therapy*. New York: Plenum, 1978, Pp. xx + 531. \$US35.40  
Reviewed by A.J.W. Taylor

Sex therapy is the use of any one of a range of multi-disciplinary clinical skills for the resolution of sexual difficulties. It has become the exclusive practice of many psychologists in the United States, and has attracted the attention of others in Britain, Australia and New Zealand. Historically, it developed from the psychoanalytic school, and led through Kinsey's research to that of Masters and Johnson. The editors set out to present a synthesis of recent studies "for the rapid treatment of sexual dysfunction," and claim it to be "unequaled in depth and breadth of coverage."

To my mind the editors do not succeed, because their book lacks cohesion, is repetitive, and is disappointingly superficial. It merely brings together some 42 articles, 10 of which were specially com-

missioned for the purpose and are difficult to identify, and most of which deal either with female inhibition and vaginismus or male impotence and premature ejaculation. Different articles refer to the same techniques for assessment (e.g. Kegel exercises and the sexual treatment inventory), and to particular methods of treatment (e.g. Masters and Johnson). Two authors did express some concern about the need to demonstrate effectiveness of treatment, but somewhat surprisingly in a book with an objective and experimental bias, the criteria for effective studies are not elaborated. More than that, the editors include a chapter on the therapist as a sexual partner (Ch. 39) which in their introduction they criticise severely for its "lack of validating data" and need for "methodologically controlled studies." If the chapter was that bad, why was it included? Why also include a study that refers to 80 of 100 chronic schizophrenics who achieved successful ejaculation using a special vibrator (p. 292), without further elaboration?

The chapters on sex therapy for the physically disabled are useful but they are misnamed: They provide reassurance for the pregnant, diabetic, post coronary, chronic renal and spinal cord patients that their rehabilitation need not preclude sexual intercourse. Similarly, the chapter on the removal of conditioned inhibitions in elderly couples is hardly therapy in the traditional sense, but it could be helpful practice (provided the mechanics of sexual liberation do not become too emotionally and socially stressful for the clients). It is significant that only one study deals with a cross-cultural problem — and that of socially marginal American blacks. The assumption is that the answers to sexual problems are essentially within the psychological and physical domain, and that cultural, social and religious taboos are not important.

For the same money I would be content only with a book that evaluated the contribution of the pioneer sexual researchers and therapists, detailed the approach of current practitioners, outlined the methodology of their outcome studies, and raised matters of training future professionals. I would also expect to see some work about people who commit offences, such as exhibitionism, indecent assault, bestiality and rape. In fact, the only reference in the book to rape is to the effect that "the refined and cultivated man could probably never perform rape!" (sic).

The editors share their anxiety about the mercenary and at times unprincipled activity of some of the recently established self-styled sex therapists, against whom the much disparaged orthodox Freudians of yesteryear are to be seen as paragons of virtue.

I wish I could say more for this book, but I cannot. The editors could have selected their contributions more wisely and organised them in a better way.

Henry Hécaen and Martin L. Albert *Human Neuropsychology*. New York: Wiley-Interscience, 1978. Pp. xix + 509. \$22.95

Reviewed by I.L. Beale

Knowledge of the workings of the human brain comes from two sources: Clinical studies of congenital or acquired brain injury, usually in humans, and experimental studies of brain lesions, usually in animals. Both lines of evidence are considered in this book with the purpose of providing a useful sourcebook on the current state of human neuropsychology. Essentially, the book is a rewrite and extension of Hécaen's *Introduction à la Neuropsychologie*, published in 1972.

With the exception of that part of the book dealing with the frontal lobes, the authors have organised the material in relation to the behavioural defects. They take the defects and seek their cause; there are chapters on aphasias, apraxias, agnosias and so on. This makes the book particularly useful to psychologists as an interpretive guide to behavioural defects, a function well-supported by a good index.

For those wanting a book they can read like a novel to glean an understanding of the way the brain works, this is not the book. The prose can be heavy going in places and there is no strong theoretical framework to unify the numerous facts that pile up as the book proceeds. Some synthesis is attempted in the final chapter, which deals with cerebral localization of function and cerebral dominance. The section on localization provides a useful guide to the current state of affairs, and both clinical and academic psychologists should look at this. Cerebral dominance is not well handled from a psychologist's point of view; a great pity, considering the strong resurgence of interest in this area of neuropsychology.

In summary, the book's main use is as a guide to research on behavioural defects of neurological origins. The index works quite well, provided you are armed with a few synonyms, and there is an author index as well as a list of references.

S.C. Plog and P.I. Ahmud (Eds.)

*Principles and Techniques of Mental Health Consultation*. New York: Plenum, 1977. Pp. xiv + 234. \$US23.40

Reviewed by V.F.W. Soeterik

The editors state in the preface that there is little opportunity for training in Mental Health Consultation and if it does exist, it is costly. They propose their book as a more viable alternative — i.e. to read about consultation. Supposedly, editing

was directed to selecting where one could find further sources. The book aimed at providing a pragmatic focus and to show how to operate in varied settings. It was designed for "doers," activists who want to function more effectively.

A reason for reviewing the book is that this reviewer considers himself a "doer" yet he found little of help in this volume; it is certainly not a manual of instruction. For that, the more classic text would be Caplan's book which is cited as such in at least one third of all the chapters. This book under review can, in fact, be more adequately described as a supplementary text to Caplan's book and usefully expands Caplan's chapters on consultations to organisations in terms of Program Centred and Consultee-Centred Administrative Consultation. Client-centred and case centred consultation are notably absent.

The plan of the book is to devote four chapters on principles of effective mental health consultation and a further eight on specialised techniques. In Part One the editors have contributed two chapters, with G. Caplan and I. Berlin contributing the balance. The editors in Chapter One try to look at the common basis for consultation which Caplan in Chapter Two widens conceptually by looking at what the enduring principles of consultation are and what altered perspectives he has gained since his own book on the subject. I. Berlin, another seasoned consultant, tries to distil from twenty-five years as a consultant some major principles and adds an experimental model of mental health consultation to the discussion. Then Plog adds a final chapter of effectiveness, leadership and consultation. This last chapter sets the tone for the next part of the book, as much of the discussion that follows centres on consultation to improve organisational effectiveness, leadership in organisations and consultation to organisations.

He also makes some interesting observations on what are prerequisite qualifications in consultants. Those of us who claim an eclectic style need not apply, but as soon as we come equipped with a requisite theoretical model; are flexible, warm and have personal experiences with situations faced by our consultees then we are in the running.

Part Two devotes three chapters to consultation to schools with heavy emphasis on consultations about organising whole school districts — our equivalent would be to consult with local Education Boards, which would not be a bad innovation for the New Zealand school system. Three chapters of interest cover consultation to social welfare, criminal justice agencies and local churches. The latter two were particularly helpful in sketching out the organisational life of potential consultees in these two areas and the kinds of pitfalls which the novice consultant might encounter.

R. Hirschowitz then contributes two detailed

chapters on consultation to organisations, specifically businesses in transition. Given the heavy emphasis of the rest of the book to service organisations, these two well conceptualised chapters seem somewhat out of place. Yet he introduces some valuable new concepts to the mental health consultation literature and the business influence is noticeable, with concepts like psychological cost accounting.

The book then does not really live up to its stated aims, but could serve as a useful companion volume to a more basic text like Caplan's book on the subject, but it may be a prohibitive luxury at the price.

#### Reference

Caplan, G. *The theory and practice of mental health consultation*. New York, Basic Books. 1970.

B. Schwartz  
*Psychology of Learning and Behavior* New  
York: Norton, 1978. Pp. xvii + 412.  
US\$13.95.

Reviewed by Geoff White

Most senior undergraduate courses which emphasise operant and respondent conditioning call for a text which provides a general introduction suitable for students who have little background in learning beyond the few lectures they heard in their introductory psychology course. In addition, however, the text must also treat current research issues, methods and data in a manner appropriate to advanced study. At a first glance, *Psychology of learning and behavior* seems attractively written and appears to meet these two main requirements. But use of the book as a text for a recent course has revealed a number of weaknesses which have led me to conclude that the book's usefulness is severely limited.

First, the organization of Schwartz's material is suboptimal. The overall organization follows the general pattern: historical background, respondent (Pavlovian) conditioning, operant conditioning, stimulus control, aversive control, constraints on learning. But in fact, material pertinent to the different sections is scattered through the book, leading to redundancy and more importantly confusion on the part of the student as to the overall view. For example, operant conditioning is introduced in Chapter 3, and again in Chapter 6. The question concerning the relation between respondent and operant conditioning is discussed in Chapters 6 and 10 in particular, and more generally in other chapters. Behavioural contrast (behavioural contract in the index) is considered in

Chapter 10, but not in Chapter 8 on discrimination and generalization. Chain and concurrent-chain schedules are introduced not in Chapter 7 on schedule control, but under "interactions between Pavlovian and operant conditioning" (Chapter 10).

While these organizational peculiarities may be warranted by their relation to the development of some major theme or argument, the theme that I guess Schwartz attempts to develop is just not clear or well documented. I had the impression that Schwartz was trying to do for operant conditioning what Rescorla had done for respondent conditioning. But what weakens Schwartz's attempt is his failure to distinguish precisely between contingency and contiguity, and to show exactly where his view differs from previous views.

Second, the text contains a number of inaccurate or misleading statements. Here are two examples: (a) The following statement led many of my students to believe that rats are simple versions of people — "complex behavior is made up of simple, and virtually universal, elements. Though rats and pigeons display none of the richness and complexity of humans, their behavior may well be comprised of these same simple elements" (pp. 38-39). I had thought that the naive and phylogenetically inaccurate attitude that rats are small people had died with Hull and his more popular critics (e.g. von Bertalanffy). (b) Reinforcers *increase* behaviour, yet Schwartz wrongly asserts that "negative reinforcers, often called punishers, are USs which decrease the likelihood of behavior which precedes them" (p. 46).

Third, Schwartz's book is weak on detail. One important function of a textbook is to emphasize the *empirical* research basis to any conclusions or theorizing about behavioural processes. In particular, research should be described in sufficient detail that the student has enough information about procedures and data in order to reach conclusions independently from those arrived at in the text. In this regard, a useful text (cf. Nevin, 1973) should serve a review function. But the description of data in Schwartz is surprisingly scant. Instead, much space is devoted to speculative discussion and summarily described archetypal research.

Fourth, Schwartz's argument about the aims of behaviour analysis is muddled. About 20 percent of the book is devoted to moderately recent developments from questions concerning "the misbehaviour of organisms" and "constraints on learning". Much of the discussion is centred on the notion that in order to arrive at general (cross-species) principles of behaviour, we must "employ research methods which neutralize the unique biological contributions to the behavior of a species" (p. 303). What strikes me as being odd about this idea (and accordingly, about the entire treatment of material in Chapters 11 and 12) is that

it implies that behaviour has two components, a species-specific component and a "common-denominator" component which is common to all species. My opinion is that Schwartz gets into the muddle of suggesting that general principles apply to "behaviour" common to all species (whatever would such behaviours be?) because he neglects a fundamental tenet of functional analysis, namely that it relates behavioural change to environmental change (— remember Skinner?: "the task of a scientific analysis is to explain how behavior . . . is related to the conditions under which the species evolved and the conditions under which the individual lives"). If general principles are to be extracted from behaviour analysis, these principles concern behaviour-environment *relationships*, and not merely behaviour, independent of its supporting context.

Finally, in the first semester after its publication, *Psychology of learning and behavior* was used in over 130 United States colleges and universities. Its influence is therefore likely to be considerable, and unfortunately so if it fosters an inaccurate and garbled representation of the experimental analysis of behaviour.

#### Reference

Nevin, J.A. (Ed.) *The study of behavior*. Glenview, Illinois: Scott Foresman, 1973.

T. Glynn and S. McNaughton (Eds.) *Behaviour Analysis in New Zealand 1978* University of Auckland, 1978, Pp. xii + 166. *Reviewed by* Geoff White.

Behaviour analysis is one of the stronger areas in New Zealand psychology. About 60 percent of papers published by New Zealand psychologists in overseas journals are in experimental psychology, and nearly half of those represent the experimental analysis of behaviour. The parallel strength of *applied* behaviour analysis, with most of its contributions coming from educational psychologists, is reflected in *Behaviour analysis in New Zealand*, a collection of papers presented at the first New Zealand conference to be devoted to the area.

The collection includes a sample of significant research done by Tod Risley (one of the area leaders from the University of Kansas, and invited participant), Ted Glynn, and Barry Parsonson. Most of the papers make an important contribution to solving problems of behaviour management in applied settings and to educational change in particular. Some offer far reaching analyses of the determinants of certain classes of behaviour, such as Parsonson's analysis of creative behaviour. In other cases, however, analysis is weak. Such cases

fall short of satisfying strong analytic criteria, in that contingencies and stimulus conditions maintaining behaviour are not clearly specified, and the research is not designed in such a way that the effectiveness of the programme can be evaluated. In this regard, applied behaviour analysts can still profit from the work of experimentalists. *Behaviour analysis in New Zealand* is nonetheless an important document. It contains some good research, some useful suggestions for application, and has strong local interest.

(Copies are available from the Publication Section, New Zealand Council for Educational Research, P.O. Box 3237, Wellington, N.Z. Price is \$3.50 plus 50c overseas postage.)

#### Letter to the Editor

Dear Editor,

I observe from page 64 of the *New Zealand Psychologist*, November 1978, Volume 7, that Dr Raeburn is disposed to perpetuate uncritically Dr Older's account of how a paper failed to be published in the *New Zealand Psychologist* in October 1975. As Dr Older's account, or at least Dr Raeburn's review of it, certainly does not make it possible for "the reader to judge the justice of the editorial comments" I give below the exact text of what was written to Dr Older when his paper was declined.

"I return two copies of your paper together with the comment of two reviewers from the North Island, who were selected because they had worked in areas related to the theme of your paper. As two of the editors and two reviewers all consider your paper unsuitable, we must reject it.

If you are anxious to communicate to your fellow psychologists on this topic, I would advise you to write a letter and not a paper to the Editor in a brief and serious style after having conversations with persons who already have some experience of the problems involved. I have no wish to pose as a censor but I have some responsibility to protect the Society from criticisms by publishing material which is seen to be superficial and irresponsible".

If Dr Raeburn wants to talk about the "academic bigotries" of some psychologists then it is as well for the precise form of the criticism he received to be documented. It will be seen that Dr Older was offered a way of communicating which would have avoided him coming into conflict with referees and that he declined to take any advantage of it. Perhaps he would have preferred editors to overrule referees and create interesting precedents in his special area. Readers will see that, contrary to Dr Raeburn's assertion, the paper was not rejected out of hand. Perhaps, in retrospect, one might speculate that life would have been much simpler if it had.

R.A.M. Gregson  
University of Canterbury

#### Erratum

In the paper by J.H.K. Inkson, "The work values of New Zealand male manual workers: A research note" (*New Zealand Psychologist*, 1978, 7, 46), line 5 in the second column should read (chi square = 1.9,  $p > .05$ ).

# Abstracts of Papers Presented to the Annual Conference of the New Zealand Psychological Society, August 1978

David G. Andrewes  
University of Canterbury  
*Some Cognitive Correlates of Korsakoff Psychosis:  
A Limited Cognitive Capacity Approach*

By using models developed by Kahneman (1973) and Norman and Bobrow (1975), this theoretical paper argues that Korsakoff amnesia may be parsimoniously conceived as just one aspect of a generalized limited capacity to process and retrieve information. Among the advantages discussed were the model's ability to assimilate conflicting contemporary theory, and to give an explanation of the anomalous finding that Korsakoffs learn certain perceptual-motor tasks as efficiently as controls (Brooks & Baddeley, 1976). However, it is suggested that the model requires further development before it can usefully describe more specific mechanisms accounting for amnesia.

## References

- Brooks, D.N., & Baddeley, A.D. What can amnesic patients learn? *Neuropsychologia*, 1976, 14, 111-112.  
Kahneman, D. *Attention and effort*. Englewood Cliffs, New Jersey: Prentice Hall, 1973.  
Norman, D.A., & Bobrow, D.C. On data-limited and resource-limited processes. *Cognitive Psychology*, 1975, 7, 44-65.

R. Auckett  
Waikato University  
*Marital Therapy Assessment*

Eight married couples underwent marital therapy sessions held at weekly intervals over eight weeks. Each session was videotaped and later the behaviour of therapist and the respective spouses was coded and analysed. Five couples made changes which were interpreted as positive in that spouse positive acknowledgement of positive and negative behaviours of partners increased. Another couple initially displayed the same changes but during the latter sessions these were no longer observable. Results pertaining to the remaining two couples suggested that changes were either negative or not notable. A notable relationship between marital happiness and rates of spouse positive acknowledgement of partners' positive or negative behaviours was observed in several instances.

Brigid Barrer  
Carrington Hospital, Auckland  
*Setting up Two-to-one Programmes in New Zealand*

Two-to-one projects were initiated by the parents of handicapped children called Kith and Kids and a director. Similar Two-to-one projects were conducted in Auckland for autistic and retarded children in May 1977 and 1978. Firstly, a model for a New Zealand Two-to-one was rehearsed and documented. Secondly, a pilot evaluation scheme awaits completion. Some logistical problems in intrasubject design due to project requirements are the acquisition of stable behaviours within the treatment time span and the problems of obtaining reliable follow-up measures.

N.M. Blampied and A.F. Barabasz  
University of Canterbury  
*New Myths and Old Realities: Clinical Psychology in History, Definition and Practice*

In 1978, the N.Z. Department of Health published *Health Manpower Resources* which brought together information about all health-related occupations. Each occupation was given a brief definition, followed by information about training, and other employment data. The section on Clinical Psychology defines clinical psychology exclusively in terms of assessment (with a passing reference to research), and makes no mention of (psycho) therapy whatsoever. We argue that this is a mythical, and damaging misrepresentation of the professional role of the clinical psychologist, and support the argument by reference to the history of clinical psychology, numerous published definitions of clinical psychology, and data about the behaviour of clinical psychologists.

David J. Chalmers  
University of Otago  
*Environmental Psychology: Orientations and Prospects*

This paper describes the emerging field of environmental psychology and argues that as problems concerning behaviour and the environment



are identified by the planning and design professions, there will be an increasing call for research assistance from the behavioural sciences. The dominant research orientations in environmental psychology are identified and described and then three examples of research are offered from the author's own involvement in urban planning. The paper concludes with an appraisal of the present teaching of environmental psychology in New Zealand Universities.

Kerry Chamberlain  
Massey University  
*Subjective Social Indicators*

Dissatisfaction with economic indicators of social progress has led to growing pressure for the development of indicators that are more directly social in nature. Discussion of social indicators has largely centred on "objective" rather than "subjective" indicators. The distinction between these is discussed, and the view advanced that subjective indicators are psychological in nature. As such, they provide indices of society that are different from the objective indicators, but which complement them. Some examples of work in this area are discussed briefly to show that the development of such indicators is feasible. It is concluded that psychologists need to be more involved in this area.

S. Jane Chetwynd  
Princess Margaret Hospital  
*The Future of Smoking*

If smoking is to be controlled in the future, then I believe there are three major areas where we must concentrate our efforts: 1. Help for smokers who wish to stop: the provision of clinics and smoking cessation programmes sponsored by the Government; increased research into smoking and giving up. 2. Preventing smoking starting: the education of children in the non-smoking habit; changing the image of smoking; changing attitudes to smoking. 3. The discouragement of smokers: legal and societal restrictions on smoking, on cigarette advertising, and on tobacco company sponsorship.

M.C. Davison  
University of Auckland  
*Time Allocation is a Biased Measure of Preference*

Six pigeons were trained on a three-component concurrent schedule of reinforcement. Two of these

schedules were variable-interval schedules, and the third was a fixed-ratio schedule. The size of the fixed-ratio requirement was systematically varied from 1 through 60 responses. The results replicated the available data on response allocation in pairwise combinations of these schedules, and preference between the variable-interval schedules was unaffected by the fixed-ratio requirement. It was found, however, that on almost every occasion the birds emitted ratio responses following responses to the higher reinforcement rate variable-interval schedule. Thus, in a choice situation, if other reinforcers are available but are unmeasured ( $R_0$ ), and if there is such a consistent relation between emitting responses on a schedule and emitting responses reinforced by  $R_0$ , time allocation measures taken in the usual way will be biased, with time allocation to the higher reinforcement rate schedule being inflated. This could explain why relative time allocation more nearly matches relative obtained reinforcement than does relative response allocation, and why local response rates on the higher reinforcement rate schedule are lower than those on the lower reinforcement rate schedule.

Peter W. Dowrick  
University of Auckland  
*Affecting Public Behaviour through the Media*

Discusses issues arising from the use of media for purposes for "respectable propaganda" — that is, campaigns supposedly in the public interest. It is apparent that television in particular has powerful effects on the behaviour of the public, but these effects have been inadequately researched. As the psychological principles become better understood, it would seem likely that the media will be used increasingly to promote campaigns to influence public health and safety. However, no visible and specific criteria have been set up to define what target behaviours are in the public interest, nor is there any effective monitoring of effects, anticipated or otherwise. Thus public money may be being spent on campaigns which, though well intentioned, may be ineffective or even deleterious to community well being.

Nick Drury  
Massey University  
*Learning and Eastern Wisdom*

This paper discusses the learning proposed by Gregory Bateson. Experimental literature is cited which supports the notion that the

field dependence dimension is related by way of a higher-order form of learning to Pavlovian and Operant learning contexts. The discussion centres on the fallacy of mind and the Zen notion of 'no-mind' which arises when 'control' is discovered to be an illusion. Finally, mention is made of 'paradoxical intention' as a therapeutic tool, and the implications for synthesizing Eastern and Western philosophical and social thought.

A. Eaglen

University of Tasmania

*The Role of Awareness of Contingencies in the Extinction of a Conditioned autonomic Response: Consequences for the Behaviour Therapies*

Using the bidirectional vasomotor response to hot and cold thermal stimuli in order to overcome the problems of inadequate expectancy manipulation and confounding of orienting and conditioned responding present in previous research, subjects were conditioned using 25 trials CRF, 100 trials CRF, and 100 trials of 25% PRF, and responding in extinction with and without maintained expectancy of reinforcement was studied. It was found that conditioned responding established by 25 reinforced trials, whether on a continuous or PRF schedule, was abolished by the removal of the thermal stimulator at the onset of extinction, and could be generated in subjects with no acquisition experience or enhanced after 25 trials of CRF, solely by suitable instructions. In contrast, subjects continuously reinforced over 100 trials showed no decrement in responding with removal of the stimulator in extinction. Since clinical patients are frequently aware of removal of training contingencies at the end of a therapeutic programme, it was stressed that overlearning of response is more appropriate than the use of partial reinforcement where maintained responding in extinction is desired.

Penny Fenwick and Jane Chetwynd

University of Canterbury and Princess Margaret Hospital

*Feminism, Guilt and Sex Roles*

One of the most important ways in which women have been made to conform to social expectations of sex roles has been by the guilt induced by deviation from those norms. Thus women feel personally responsible and guilty if for example, their house is untidy; they work while they have small children or they express their sexual needs openly. Since the feminist movement has chal-

lenged the validity of these constrictive sex role expectations and encouraged women to be assertive rather than guilt-ridden in expressing their own needs, it would be expected that feminists would reveal less guilt about deviation from these sex role expectations than non-feminist women. This paper takes the findings from a questionnaire administered to 480 women attending the workshop on Guilt: The Great Controller at the 1977 United Women's Convention. It compares women classified as "radical" and those classified as "church" adherents, respectively, on a scale of commitment to feminism, in terms of their guilt profile on 18 items. Analysis indicates that while the hypothesis that feminist women will feel less compulsion to adhere to traditional sex role expectations is generally supported, some key components of that sex role are still guilt provoking for them. The paper then relates these findings to the nature of changes in sex role stereotyping in an attempt to explain why this might be the case.

Garth J.O. Fletcher

University of Waikato

*Division of Labour in the New Zealand Nuclear Family*

This study examined, via self-report, 1 week time diaries, the time spent on household work and the division of labour of 25 married couples where the wife worked and of 25 married couples where the wife was a full-time housewife. Multiple regression analyses showed that the wife working in outside employment, had a much greater impact on her level of household work than her husband's. The division of labour was found to reflect traditional sex role stereotypes while the patterns of household work were similar to those reported in the U.S.A. and other countries. In addition, three out of four correlations between two measures of job division traditionality and scores on a sex role attitude questionnaire developed by the author were significant.

D.J. Freeman-Moir

Canterbury University

*Piaget and Imagination: The Limits of a Theory*

Piaget's analysis places emphasis on the products of thought rather than the psychological processes. The theory offers no explanation for the relationship between the figurative images, motivated symbols and affects of experience and the structures of thought. He concludes that the operational transformations correspond to the way scientists

think. Piaget's analysis of knowledge has made it impossible to analyze a range of psychological processes. His conception of experience as being logico-mathematical is rejected. The concept of imagination points to just those features of experience which are overlooked or misinterpreted by Piaget's structuralism.

E.D. Gregson

19 Weir Place, Christchurch

*Some Early Reactions to Antarctica: Scott, Wilson and Shackleton*

A re-examination of source material from diaries and later accounts of the expeditions of Scott, Shackleton and Amundsen. The contrast in personal motivation, and adjustment to stress, between Scott and Shackleton, and the particular role played by the interdependence of Scott and Wilson in determining their expeditions' execution, planning and ultimate outcome are examined. Personal characteristics of successful explorers such as Shackleton and Amundsen are briefly delineated. The limited relevance of stress reactions in early expeditions to contemporary Antarctica is noted.

R.A.M. Gregson

University of Canterbury

*Monitoring Sensory and Cognitive Performance in Antarctica*

The identification of stresses arising in the Antarctic environment is discussed, and predictions made concerning what effects stress could have on performance measures. Complexity arising from non-linear relationships between stress and performance is noted. Data on short-term memory and elapsed time estimation, as cognitive performance indicators, and olfactory EEG amplitudes as a psychophysiological arousal indicator are summarised. No generalized performance decrements occurred; this is consistent with moderate stress levels. The substantive and methodological implications for future research are outlined.

D. Gronwall and P. Wrightson

Auckland Hospital

*Some Aspects of Post-Traumatic Amnesia*

Sixty-seven adult male head-injury cases were examined soon after arrival at the Accident and Emergency (A&E) Department. Estimates of orientation and duration of post-traumatic amnesia

(PTA) were made every 15 minutes, and 54 subjects also did either visual or verbal memory tests at these interviews. Four matched groups were formed and PTA checked at intervals from one week to three months after injury. The distribution of PTA estimates was significantly different at follow-up from final estimates in A&E, but this was independent of the time follow-up was made. "Islands" of memory were verified in almost half the cases. Orientation and PTA were not correlated. Subjects given memory tests during PTA were significantly worse than the remainder. Differences between recall and recognition were found, but amnesic subjects did not have higher false alarm rates than subjects who were not amnesic.

Richard K. Harker

Massey University

*Cognitive Style in Maori and Pakeha Standard 3 Pupils*

An ex-post factor comparative study of some 600 standard 3 pupils relating responses on the Kagan, Moss and Sigel Cognitive Style Test with the independent variables of sex, age, family size, rural-urban, SES and ethnicity (Maori-Pakeha dichotomy). Findings showed that only rural-urban was a consistent discriminator of cognitive style response. Sex was significantly related to analytic responses. Interactions with ethnicity showed that these relationships were only significant for the Pakeha sub-sample. Correlations between cognitive style and school achievement measures showed slight differences between the Maori and Pakeha children.

M.D. Hills

University of Waikato

*Teaching Cultural Pluralism*

A Social Studies syllabus which emphasises a positive attitude to cultural pluralism is being introduced into New Zealand schools. In F1 pupils' attention is focussed on cultural difference, in F2 on interaction, in F3 on social control, and in F4 on social change. Hypotheses were that (i) through their contact with the syllabus, children would accept the notion of cultural pluralism, and (ii) the more positive a teacher's attitude to cultural pluralism, the more positive would be the attitudes of his or her pupils. A sample of 26 secondary school studies teachers in Hamilton schools, and 156 of their pupils was taken. All respondents completed a scale known to measure reliably and validly attitudes to cultural pluralism. In addition teachers

rated the new syllabus and their use of it; and pupils completed the scale as they thought their teacher would. Results were that all respondents had a positive attitude toward cultural pluralism, and children who perceived their teachers as regarding cultural pluralism more positively rated it more highly themselves.

Sun-Mook Hong  
Massey University

*A Cross-Cultural Comparison of Sex Differences in Self-Concepts between Korean and New Zealand Young Adults*

Sex difference patterns in actual and ideal self-concepts were compared between Korean (Male = 354, Female = 67) and New Zealand (Male = 411, Female = 169) young adults, using a 30-adjective item questionnaire. Korean subjects differed in their self-concepts in terms of traditionally masculine attributes, while New Zealand subjects differed in terms of traditionally feminine attributes. In both cultures, these patterns were more distinctive in ideal than in actual self-concept. This indicates that both gender and cultural factors influence the sex-role stereotypes which were incorporated into self-concepts of young adults in both cultures.

Ian Hunter  
University of Auckland  
*Behavioural System Identification*

An organism behaving in an environment can usefully be considered as a system whose inputs arise from the environment and whose outputs are the organisms responses. A central problem in systems analysis is to identify the dynamic characteristics of a system from appropriate input output records. If identification is successful then the dynamic response of the system to an arbitrary set of inputs can be predicted. Such an approach has paid off handsomely in Engineering, where systems are usually assumed to be deterministic, stationary, and linear. However most living systems are usually stochastic, nonstationary and nonlinear. This paper discusses some techniques which are available to identify such systems both in the laboratory and in the so called natural environment. The techniques mentioned range from those suitable for the study of single input single output linear systems which can be perturbed by a specified input, through to the more generalised case of the multiple input

multiple output nonlinear system which can only be observed and not deliberately manipulated.

Ian Hunter and Mike Davison  
University of Auckland  
*Dynamic Analysis of Concurrent Variable Interval Schedule Performance*

Six pigeons were trained on concurrent variable interval schedules. In some sessions, one key provided four times the reinforcement rate of the other key, and in some sessions the contingencies were reversed. Alternation between these conditions was done using a pseudorandom binary sequence. The data were analysed in two ways. Firstly, they were subjected to a multiple linear autoregression procedure in which choice in a session was related to the reinforcement ratio in that session and in previous sessions. Typical results showed that present choice was affected by reinforcements in about four previous sessions, with over 90 percent of the data variance accounted for. The second analysis considered the data as a bivariate time series. Transfer functions and their inverse Fourier transforms, the impulse response functions, were obtained. All six birds performance were found to be well described by second order transfer functions in the frequency domain, and thus by two exponentials in the time domain.

Following the pseudorandom binary sequence procedure, the animals were exposed to step and impulse perturbations in reinforcement ratio. Both analyses predicted performance well on these dynamic inputs.

Jim Irvine  
University of New England  
*Towards Community Management of Mental Retardation: An Australian Perspective*

In 1975, a mental retardation counsellor was appointed to the multidisciplinary professional team at the New England Educational Diagnostic Centre (N.E.E.D. Centre) at Armidale in N.S.W. This provided an opportunity to evolve an unique approach to assisting intellectually handicapped children. By 1978, a range of programmes to supplement existing health and educational services has evolved, with an intense commitment to home-based early intervention work. The N.E.E.D. Centre now operates as a service, training, resource and research centre, due to the co-operation of the state departments of Health and Education, the

Armidale College of Advanced Education, the University of New England and a community learning difficulties association. In this context, professional role accountability and inadequacies of existing services have been highlighted, particularly with regard to cost ineffectiveness of state services and gaps in training provisions for those working with I.H. children.

Lynette Anne Jones  
Justice Department, Auckland  
*Force Perception in a Psychophysical Task*

The relation between the integrated electromyogram (E.M.G.) and the force exerted by a muscle (forearm flexor) was investigated under static conditions. The perception of force and E.M.G. was examined using ten subjects (five females and five males, with a mean age of 34.5 years). The subjects had no known neuromuscular abnormalities and had not had any previous experience of psychophysical experiments. Records of E.M.G. (recorded on an Autogenic 1500c feedback myograph) and force (measured by a strain gauge force transducer) were measured at each magnitude number presented. These data were analysed in the classical tradition of the logarithmic and power functions. It was found that these functions were theoretically inadequate for the data. The mechanisms involved in the perception of force were elucidated and related to the experimental literature on tremor and other neuromuscular disorders.

Raymond C. Kirk and Neville M. Blampied  
University of Canterbury  
*Female Rats Fail to Show Learned Helplessness*

A review of the literature on learned helplessness research using animal subjects found only one study which analysed the data for sex differences. To examine gender as an independent variable two groups of Wistar rats, 24 male, 24 female were randomly allocated to two groups. One group received inescapable shock, while the other group remained in their home cages. 24 hours later all subjects were given FR-2 shuttlebox avoidance testing. Male subjects showed interference with FR-2 avoidance acquisition following inescapable shock, whereas female rats performed as well as controls. Thus males showed learned helplessness, while females failed to do so.

Dianne McCarthy and Michael Davison  
University of Auckland  
*Signal Probability, Reinforcement and Signal Detection*

Five pigeons were trained to detect differences in light intensity. Their performances over five experimental conditions were measured using three signal-detection procedures. The first was a standard procedure in which signal-presentation probability was varied, but the numbers of reinforcements obtained for correct responses were allowed to vary. In the second procedure, signal-presentation probability was again varied, but the numbers of reinforcements obtained for correct choices were kept equal. In the third procedure, signal-presentation probability was kept constant at 0.7 while the numbers of reinforcements obtained for correct responses were varied between the two choices. The results showed that detection performance was controlled by reinforcement variation and not by variations in signal-presentation probability.

Iain McCormick and Ross Gilmour  
Justice Department, Wellington  
*The Effect of Assertion Training on Recidivism: A Preliminary Report*

Assertion training has been shown to be useful in solving simple clinical problems with both University and Psychiatric populations, however its usefulness for solving complex social problems has seldom been evaluated. A long term study that aims to investigate the relationship between assertion training and recidivism is outlined. To evaluate training three prisoners, chosen at random from an assertive skills group, participated in a multiple baseline across behaviours (three assertive skills) design. The training was highly successful for all subjects. Further identical training groups are being conducted. All subjects plus matched controls will be followed up over five years to differentially evaluate recidivism.

Geraldine McDonald  
New Zealand Council for Educational Research  
*Language and Thought: The Acquisition of Words and Meaning by Maori and Pakeha Four-Year-Olds*

Tests were developed which embodied all the contrasts specified in a componential analysis by the linguist Manfred Bierwisch of the set of spatial

adjectives (big, little, high, etc). These were administered to 80, 4-year-old children half of whom were Maori and half of whom were Pakeha. Results suggested similarity between the two groups in the order of acquisition of both words and components of meaning. A model of the acquisition process was developed.

D. Mackie

University of Auckland

*Self Identity and the Psychology of Social Change*

Recent developments of socio-psychological theories of social change and intergroup relations have stressed some implicit relationship between self-identity and the social identity gained from membership in particular groups. A preliminary model attempting to explicate this relationship analysed the self-identity of an individual or a group along two dimensions: a personal/social dimension and a subjective/objective dimension. Clarification of the interactions between these various aspects of self identity provides theoretical base for suggestions that the concept of identity is central to an understanding of social change.

Pauline A. Nye and Lynley M. Auld

University of Otago

*The relationship between Feeding and Fighting in Winter Flocks of the White-Eye, Zosterops lateralis*

Winter flocks of white-eyes fight vigorously over food provided for them. Seventy birds were colour-ringed and a commentary of their feeding and fighting was made between 9-10 a.m., for 10 days during July. The average daily number of ringed visitors was 42, and the average number of visits 129. The majority of visits were peaceful, but there was a correlation of +0.9 between the percent of daily visits where fighting was initiated and the duration of visits. Individual differences in fighting did not predict time or amount of food per visit but the most aggressive birds were less efficient feeders than peaceful birds because they took significantly longer to obtain each sip of food.

Barry S. Parsonson and Donald M. Baer

University of Waikato and University of Kansas

*A Proposal for the Systematic Visual Analysis of Graphs Presenting Applied Behaviour Analytic Data*

Ongoing research decisions, judgements of the adequacy and importance of data, and assessments of research outcome in applied behaviour analytic

studies are, generally, dependent on visual data analyses. Apparently, visual analysis skills are transmitted by means of an oral tradition, the relevant procedures and principles having remained unformalised. A review of graphic data analysis procedures by the authors revealed a number of components that could form the beginnings of a systematic approach to the visual analysis of graphed applied behaviour analytic data. These were presented and discussed.

Val Podmore

Victoria University of Wellington

*Five-Year-Old Polynesian and Pakeha Children's Classroom Behaviour and Achievement*

Individual, sex and ethnic differences in classroom behaviours were analysed, and the relationship between behaviour and achievement was assessed. Ninety-four five-year-old Pakeha, Maori and other Polynesian children's behaviour was observed with video equipment and coded using Cobb's academic survival behaviour categories. Behaviours, notably "not attending", predicted reading achievement. Sex differences in behaviour occurred in not attending and location, and ethnic differences in attending, not complying, and interaction with peers. Polynesian children were most highly imitative. Results suggest that modifying school practices to involve peers might benefit Maori and Polynesian children.

Rosemary B. Pook and Nirbhay N. Singh

Mangere Hospital and Training School, Auckland

*The Mangere Early Intervention Project*

The Mangere Early Intervention Project provides a home-based early intervention programme for 0 to 3-year-old developmentally retarded children, with their parents serving as the primary intervention agents. Children are referred from the community to the consultant paediatrician at the hospital who refers them to the multidisciplinary team involved in the project. All children are initially assessed on a battery of tests and this assessment indicates each child's current ability and pinpoints what activities should be prescribed in each developmental area. These activities are so programmed that the child can be taken step-by-step toward acquiring new skills. Each child is assigned to a team member who visits the home weekly, provides training for the parent, and sets weekly goals for the child. Initial results indicate that these children's developmental rate can be accelerated and that parents can be trained to bring about this change.

Peter N. Priest

University of Waikato

*The Effects of Instructions and Feedback on Heart-Rate Control*

In two single-subject-design experiments attempts were made to shape heart-rate bidirectionally with human subjects uninformed of the aims of the experiment and then to assess the effects of adding instructions and feedback. Combining the results of the two experiments, bidirectional control of heart-rate without instructions was obtained in two out of six subjects. Instructions produced control in all subjects with feedback contributing to consistent, and frequently, larger increases and occasional larger decreases. Considerable respiratory involvement was observed once subjects had been instructed in the objectives of the experiment. Clinical implications of the findings were discussed.

Ruth M. Pulman, Rosemary B. Pook and Nirbhay N. Singh

Mangere Hospital and Training School, Auckland  
*Drug Therapy for Institutionalized Mentally Retarded Children*

The prevalence of drug therapy for behaviour problems and emotional disorders was investigated for retarded persons residing in an institution for the mentally retarded. Sixty percent of the residents were on drug therapy and of these, 47 percent were on psychotropic drugs. Sixty-five percent of those on medication received two or more drugs and 78 percent of the drugs had been prescribed within two years of the survey date. The high proportion of patients on medication for behaviour problems indicated that drug therapy, and not behaviour modification, is the treatment of choice.

H.J. Read

Box 938, Invercargill

*Apprentice Selection Procedures*

This paper describes a post employment review of all apprentices (after a period of 3-4 years employment) who were selected for employment with New Zealand Aluminium Smelters via an objective test battery administered at initial job interview. A review was also carried out, of those apprentice candidates who were not hired and the two groups reassessment data and interview findings are compared. The efficacy of the assessment procedures and the Company's training programme is examined and commented on.

Robyn Rowland

University of Waikato

*Australian Attitudes to Sex Roles: General Population Data*

An Australian general population sample was administered an Attitude to Sex Roles questionnaire. The sample consisted of 154 men and 148 women and was determined using a multi-stage sampling process. The questionnaire was part of a larger test battery and assessed attitudes to both male and female roles. Questions were mainly associated with household duties, work roles, equality of opportunity, divorce and child-rearing responsibilities. Women were found to be less conservative in their responses than men and this was particularly so with respect to work for women. Many of the issues raised in the questionnaire divided the men so that they were often evenly split between conservative and liberal responses. The findings indicate a liberal orientation towards household duties, divorce and job equality. Work roles, however, seem to be strongly defined in a traditional way for men, though there is some indication that attitudes to women and work are liberalizing. In general, Australian attitudes to sex roles may be more liberal than previous literature would indicate.

Paul N. Russell and Robyn N. Norton

University of Canterbury

*An Ergonomic Evaluation of a Sample of Near New Domestic Kitchens in Christchurch*

To what extent do domestic kitchens currently built in New Zealand reflect ergonomic principles, and in particular those detailed in the relevant New Zealand Standard (NZS 4101)? Measures were taken, observations made, and housewives interviewed in 35 near new kitchens in Christchurch. Many deviations from the recommended standard and other aspects of good design were found. Dwellings for which the Housing Corporation provided mortgage finance contained at least as many deviations from recommendations as other dwellings, ownership flats appeared of inferior design.

Kenneth A. Ryba and Craig W. McDonald

Massey University

*An Integrated Programme for Life Skills Training of the Intellectually Handicapped*

Practical behavioural approaches to assessment and development of life skills programmes with the intellectually handicapped were discussed. A videotaped presentation of the "Adaptive Func-

tioning Index" was employed to demonstrate how assessment and training can be integrated into an ongoing sequence of instruction for adults. Emphasis was placed upon social education, vocational, and home-living skills which are necessary for subsequent adjustment in the community. A demonstration project which is currently underway at Palmerston North was described to exemplify the operation of an integrated programme. It was concluded that this approach provides meaning and direction for both training staff and clients.

George Shouksmith  
Massey University

*The Air Hostess — Know Her By . . .*

The self-perception of Air Hostesses in terms of a number of personality traits was compared with the perception of Hostesses assessed by a group of businessmen. A modification of the Bruner and Taguiri (Taguiri & Petrullo, 1958) person perception technique was used with both a group of senior line Hostesses ( $N = 39$ ) and a representative group of businessmen ( $N = 43$ ).

The results showed a remarkable similarity between the two sets of ratings ( $r = .95$ ). Hostesses saw themselves as being and were positively endorsed as being always considerate, warm, friendly and practical people, seldom if ever aggressive, discourteous or awkward.

#### Reference

Taguiri, R., & Petrullo, L. *Person perception and interpersonal behaviour*. Stanford: Stanford University Press, 1958.

Nirbhay N. Singh

Mangere Hospital and Training School, Auckland  
*Performance of Mentally Retarded Children on a Hierarchically Sequenced Introductory Mathematics Curriculum*

Sixteen severely and moderately retarded children were given diagnostic tests to assess their understanding of number concepts. One group (experimental) of eight children were then given training on a hierarchically sequenced introductory mathematics curriculum and the other group (control) of children were given training on the same objectives but through traditional techniques. Results at the end of 12 months showed that the experimental group mastered an average of 32 objectives while the control group averaged 15.5. These results suggest that a hierarchically

sequenced mathematics curriculum may provide an effective approach in the teaching of number concepts to the severely and moderately retarded.

Dick Sisley

Tauranga Public Hospital

*The Transcendental Meditation and T.M. Sidhi Programme: An Ongoing Psychometric Evaluation*

Two groups of male teachers of the T.M. programme were tested immediately before instruction in the T.M. Sidhi technique (advanced techniques available through the T.M. programme) and immediately after a 36 day residential course involving intensive practice of these techniques. Using the Eysenck Personality Inventory, the Catell 16PF and the Spielburger STAI, significant increases were found in extroversion, assertiveness, happiness and enthusiasm, and imaginativeness; and significant decreases in neuroticism (already very low), state anxiety and trait anxiety. A follow up study is described but doubts are expressed about the value of continued research of this kind where perhaps an idiopathic and/or phenomenological approach is more appropriate.

J.J. Small

University of Canterbury

*Explaining Changes Attributed to Behavioural Counselling*

The many varied successes of behavioural counselling have not been accompanied by enough critical analyses of the methods or concepts on which this approach rests. In this paper the problem of explaining changes attributed to behavioural counselling is discussed, using two case studies as illustrations. The main argument is that of the two principal explanatory modes, the logic of the generative type is seldom acknowledged by behaviourists, who seem to favour the successionist view exclusively. It is recommended that more conceptual analyses be undertaken by psychologists, and in particular that behavioural counsellors seek data relevant to the generative mode of explanation.

Barbara Smith

University of Canterbury

*Sex Differences in Predictor Variables in Smoking Cessation*

A review of a number of articles on the search for predictor variables in smoking cessation suggest



that there may be marked sex differences in these predictor variables. A smoking cessation research programme, ( $N = 100$ ) in analyzing the results by sex of subject confirms this suggestion. Of 205 variables included in the study, none were common to both sexes. Profiles of successful males and females are discussed and the implications of the need for researchers to bear sex differences in mind when analyzing data on smoking cessation predictor variables is discussed.

Barbara Smith

University of Canterbury

*The Relationship Between Sex Role Stereotypes, Learned Helplessness and Reactive Depression in Young Mothers: An Exploratory Study*

Two groups of young mothers, depressed ( $N = 27$ ) and non-depressed ( $N = 27$ ), matched for sex, age and number of children were compared on personality measures relating to sex role characteristics (Bem Sex Role Inventory) and locus of control (Rotter's I.E. Scale). Marked differences occurred between groups on the relationship between "masculine" characteristics and depression scores (Zung Self Rating Scale). Those with low "masculine" scores were more likely to have been depressed, than those who scored highly (SMR = 21%). The relationship between depression and external locus of control was also significant. The suggestion from these findings is that some women may "learn to be helpless" and depressed.

A.J.W. Taylor

Victoria University of Wellington

*Antarctica Psychometrika Unspectacular*

The study began with questions about personality deterioration in a relatively unchanging, unstimulating and emotionally under-nourishing environment at Scott Base. Standard tests were selected to measure the basic dimensions of personality along which any deterioration might be expected. Occasional tests were also introduced in the light of their value both in laboratory based studies and real life studies elsewhere. The outcome indicated that while many of the men gave subjective reports of slowing down, and complained of poor memory, as well as feelings of apprehension before returning home, their basic personality structure was unchanged.

Graham M. Vaughan

Auckland University

*Social Categorization Based on Minimal Cues in Children*

Using a minimal categorization procedure, children at two age levels were tested for their use of different strategies in the allocation of rewards. Their tendency to use relative gain (Minimum Differences) was compared with their use of in-group gain or of joint profit. Two experimental conditions were employed, one consisting of a "strong" inter-individual basis for choice and the other of a "weak" inter-group basis. The predominant strategy used was Maximum Difference, an effect which held up across both age and sex groups, and which was not affected by the difference between conditions. The implications of this work are discussed within a general framework of social categorization.

J.C. Watson

Girls Home, Palmerston North

*The Current Use of Secure Facilities within Department of Social Welfare Institutions*

Over the past few months, the use of secure facilities for the custody of Children and Young persons admitted to Social Welfare Institutions has come under public scrutiny. Some allegations of misuse, and maltreatment of youngsters, has resulted in a Departmental enquiry into current practises. By no means can it be said that the matter has been laid to rest, as an alternative independent enquiry is being pursued.

This paper examines the circumstances necessitating the use of secure facilities, the rationale employed and the Departmental guidelines for their use. In addition to this, current practice within the Regional and National institutions throughout the country is examined, in an attempt to provide a more complete and objective picture than that so far portrayed by the media.

Further considerations are also discussed; which include, the theoretical basis, the ethical and legal implications, the use of secure facilities in the United Kingdom, and the possible future needs of specialised secure units in this country.

Olive J. Webb

Sunnyside Hospital, Christchurch

*The Psychologist in an Integrated Treatment Scheme for Adult Mentally Handicapped Patients*

The Mentally Handicapped Area at Sunnyside Hospital consists of three wards of about 130 adult

patients who are mentally handicapped by dint of congenital deficiency, chronic psychosis, or brain injury. Over the last three years an integrated team approach has combined the theoretical approaches and practice methodologies of psychiatric nurse, clinical psychologist, occupational therapist and physiotherapist to achieve patient goals of de-institutionalisation, work skills training and social skills training. From the psychologist's viewpoint this team approach has meant some loss in the application of purist techniques in specific situations but these have been balanced by the development of an ongoing teaching and co-ordinating role to ensure long-term sensibility and continuity in team members' practices in dealing with the patients.

Margaret Wetherell  
University of Bristol

*Social Categorization in Children and the Role of the Cultural Context*

Tajfel and his colleagues have recently developed a theory of intergroup behaviour which posits a relationship between intergroup discrimination and the need for a positive social identity. Tajfel argues that group members try to enhance their group's social identity by establishing a positively valued difference between the ingroup and outgroup. This attempt supposedly produces intergroup hostility and discrimination. New Zealand research has shown, however, that this theory has limited applicability since Polynesian children, unlike Pakeha children, tend to co-operate rather than compete in minimal categorization intergroup situations. It is argued that a "normative" or value perspective should be added to Tajfel's theory to account for the fact that the

desire for a positive social identity does not automatically produce intergroup competition.

Tim Williams

Templeton Hospital and Training School

*The Hazards of Being Male*

This paper outlines some of the ways in which the social and psychological pressures of the male sex role are harmful. Competitive stresses result in a higher incidence of stress related diseases in men. Emotionally males are lower on measures of self-disclosure and consequently lead lives relatively isolated from others. It is suggested that the pressures on men to continually prove their masculinity, and their emotional isolation, lead to men, particularly single men, having higher rates of death from suicide, road accidents, and stress related diseases; higher rates of alcohol and drug abuse, and being less inclined to seek external aid.

John S. Wren

SMT Professional Training Specialists, Auckland

*Training Needs of the Middle Manager*

To effectively plan training needs, we must reappraise the future role of the Manager and consider his contribution to resource control and utilisation in the 80's. The paper discusses the variety of roles the Manager plays, his purpose and mission, his role in creating worker participative environments and the management of social impact and responsibility of industry and commerce.

The changing quality of training needs is discussed and possible criteria for taking training decisions is examined.