

Book Reviews

Peter McKellar

Mindsplit: The Psychology of Multiple Personality and the Dissociated Self.

London: Dent, 1979. \$26.50.

Reviewed by Ian M.L. Hunter.

This book comprises twelve short, swiftly moving, highly readable chapters along with a preface, glossary, bibliography, and index. The preface tells us that "the central theme of this book is dissociation" and the glossary defines 'dissociation' as follows. "Sub-systems or aspects of the individual's personality divorce themselves from each other and, having broken off relations, maintain a life of their own with amnesic barriers between them in place of their usual connection. Many aspects of dreams, artistic inspiration, hallucination, alleged spirit possession and hypnotism may be interpreted as manifestations of dissociation". The book is, in effect, an exhibition of various episodes and experiences that may be interpreted as manifestations of dissociation. We first meet exhibits from the realm of multiple personality; then from demonology, spirit possession, and reincarnation; there follow exhibits from imagining, imaging, and dreaming; and finally from hypnotism including that prize exhibit, the 'hidden observer' effect. The specimens are excitingly presented and our progress from one to the next is enlivened by commentaries, reflections, and asides.

As an exhibition, the whole thing is a great success. We are titillated, amused, amazed, disturbed and reassured much as we might be by visiting an exhibition devoted to visual illusions or by watching a television programme of the kind usually subtitled 'a personal view'. The book widens our desultory awareness of the variegations of the human condition, and for many of us this may be recompense enough. But what are the more reflective of us to make of this exhibition, and where do we go from here? McKellar reiterates that contemplation of these exhibits brings us some kind of important new understanding. Regrettably he fails to make explicit what this understanding is and, in this respect, the book frustrates and disappoints. It would be possible to speculate at length about what 'message' the book is intended to convey. However, let me attempt a constructive perspective by continuing the exhibition metaphor.

When specimens are collected together on the grounds that they share some predetermined characteristic in common, this act of choice accentuates the common characteristic but at the

expense of removing each specimen from its natural context, thereby blurring its functional relationships with that context. Such decontextualisation always distorts to some extent, sometimes seriously so. Consider a collection of Australian Aboriginal message sticks in an anthropological museum. It is evident to the eye that these specimens have something in common but we are at a loss to understand just what if we lack an account of the context in which they had originally been manufactured and used (see Hunter, 1979). Consider the collections which psychologists used to make of drawings that produce visual illusions. Each drawing has the characteristic that there is a discrepancy (dissociation?) between the way it looks and the way it turns out to be when measured. Yet studies of these collections proved sterile until psychologists changed their frame of reference and began to consider the real-life visual context which each drawing might represent and the way an adaptively accomplished perceiver would behave in that visual context.

Could it be that, likewise, the act of choice by which McKellar has collected his specimens is somehow pointing us in the wrong direction? My suggestion is that we should now desist from viewing dissociations as isolated specimens to be gathered up and compared with each other. Rather we should concentrate on the task of determining the contextual conditions - cultural, social, biographical, physiological - of which dissociation is a functional aspect. I grant that such a task requires the patient, first-hand gathering and examining of much fresh material. Existing reports of, say, multiple personality come to us sketchily, and irretrievably stamped by the selective observations and blindnesses and interpretations of the reporter. When the reports emerge from encounters of the therapeutic kind they all too often omit to document the cultural presuppositions, and the social circumstances and interactions, in which the case is embedded — this becomes clear on a careful reading of Morton Prince's intriguing classic *The dissociation of a personality* (reprinted in 1978 as an Oxford University paperback with a useful introduction by Charles Rycroft, and well worth studying).

'All this is not to deny the phenomena of multiple personality but to stress that we still know too little of the surrounding circumstances in which these phenomena occur and by which they are shaped. The existing evidence might be likened to pottery shards that have been rescued from inadequately surveyed and now mutilated archaeological sites. So the challenge is great. However, to take a cue from McKellar, one small

start is to look at how tellers of tales weave dissociations into the developing lives of their fictional characters (e.g. James Hogg's masterly novel *Confessions of a justified sinner*, published in 1824). We can also take interest in the decisions which face people who undertake to compose a biography or an autobiography (see Garraty, 1958). In a less literary vein, we can learn much from the contemporary work being done by social psychologists such as Snyder (1980) and by cognitive psychologists who are fruitfully studying the variegated repertoires of accomplishment which people acquire and the ways in which these repertoires are differentiated, selected from, and synthesised together in the service of diverse goal-directed pursuits.

In my view, then, McKellar has produced a book which is rewarding in so far as it draws attention to the wealth of ill-understood psychological materials which beckon to us from beyond the confines of the psychological laboratory, but disappointing in so far as it fails to achieve a firmly coherent grip on the materials in functional terms, and I conclude by echoing a comment made by Ulric Neisser (1979) when he reviewed Hilgard's *Divided Consciousness*. "The structure of consciousness is not treated *functionally* as an adaption made by the whole person to the whole situation. It is as if there were a sort of dissociation in Hilgard's own thinking between the fascinating phenomena of consciousness on the one hand and the hard-won conceptual achievements of modern psychology on the other."

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Michael I. Posner
Chronometric Explorations of Mind.
Hillsdale, NJ: Lawrence Erlbaum
Associates, 1978. Pp. xiii + 271.
Reviewed by Julie McKenzie

Contemporary cognitive psychology is characterized by, among other things, a stress on the cognitive control exercised by subjects in the processing of information. Posner's own approach is different: the predominant concern is with information processing which is automatic or

reflexive in character. This difference in emphasis is chiefly related to the level of processing with which Posner is concerned, which is that of fundamental perceptual and cognitive processes, rather than specialized cognitive skills. But Posner is no extremist either, as he argues that all processing reflects an interaction of exogenous and endogenous control. This argument is mirrored in the organization of the text, with Chapters 2 through 4 dealing with exogenously controlled (reflexive) processing, and Chapters 5 through 7 concerned with endogeneous control, primarily through the mechanism of attention.

The concepts which form the core of the first three chapters are those of isolable systems and pathway activation. Isolable systems refer to independent codes, or internal representations of information, whose activation is occasioned by the presentation of an external stimulus. Chapter 2 reviews the evidence for multiple, functionally independent codes; the key findings here are that of a temporal heirarchy for matching/mismatching RT depending on the code used, and the independence of such codes with respect to variations in their time course. Psychological pathways, or the set of codes and their connections which are automatically activated by a given item, are the subject of Chapter 4. The close similarity between automatic activation and the reflex concept is carefully sketched, and then the evidence for a distinction between automatic activation and conscious attention is reviewed, using analyses of costs and benefits in RT following a priming stimulus. Chapter 3, entitled Code Coordination, offers no theory of code coordination, but rather a consideration of several areas which an adequate theory would have to accommodate. Much of the material in this chapter could have been incorporated into the preceding chapter, while the remainder would be more appropriate to the final chapter. A particular strength of these three chapters on exogenously controlled processing is the careful attention to the empirical base from which conclusions are drawn: research is thoroughly described, and the connections between different studies made explicit.

The three chapters pertaining to the endogenous control of information processing are generally less satisfying, and comprehension requires greater effort. Posner adopts a rather unusual conception of attention as an isolable processing system, a discrete entity at some distance in the processing chain from initial input. This idea takes some getting used to; in addition, the terminology--alerting, detecting, attending, and orienting--is sometimes confusing. Chapters 5 and 7, which deal with alerting and orienting, respectively, are more illustrative than definitive; the conclusions drawn are plausible rather than

convincing, and obviously much more research is necessary. The section on tonic alertness in Chapter 5 is particularly weak, seemingly included for the sake of completeness rather than contribution. Chapter 6, *Conscious Attention*, is by far the best of the latter three. Here Posner develops a cogent argument for his alternative conceptualization of attention, drawing on results obtained in a standard dual-task paradigm, namely an auditory probe task inserted in a visual matching task. Relevant physiological data is considered also, as it is throughout these chapters on endogenous control. The weakest part of the chapter is the linking of attention and conscious experience. This is a common flaw in information-processing accounts of mind; to his credit, Posner has not shirked the issue, although his treatment of it is less than satisfying.

Having covered Chapters 2 through 7, this leaves only the customary introductory and concluding chapters to consider. The first chapter is disappointing: a somewhat curious view of the origins of the information-processing viewpoint is espoused, the section on the development and basic principles of mental chronometry could be clearer, and the parallel-serial issue is insufficiently explicated. The final chapter, on the other hand, is quite good. The summary sections are clear and concise, and the implications of mental chronometry for selected areas (reading, intellectual development, and personality) which are discussed are both interesting and plausible.

Overall, this book represents a cohesive, well-developed, and well-supported statement of Posner's views on the nature of certain fundamental processes in human information processing, and is well worth reading by those with an interest in perception or cognition.

John W. Senders, Dennis F. Fisher, and Richard A. Monty (Eds.)

Eye Movements and the Higher

Psychological Functions. Hillsdale, N.J.:

Earlbaum, 1978. Pp. xix + 394. \$38.95.

Reviewed by J.A. Perrons

From the introduction to this volume we learn that it represents the edited proceedings of the second symposium on eye movements and behaviour, held at the Naval Postgraduate School in Monterey, California in 1977. The proceedings of the first conference held in 1974 formed the basis of an earlier volume entitled *Eye movements and psychological processes* (Monty and Senders (Eds.), 1976). The purpose of both of these volumes was to bring together investigators representing different theoretical positions and

methodological approaches to present their recent findings, to debate the theoretical points of view, and to identify and discuss the major research problems. The editors intended the second volume, *Eye movements and the higher psychological functions*, to serve as a complementary volume to the first and for it to be a natural successor to the earlier book.

This volume certainly is a natural successor to the first, but it should be added that familiarity with the first book is almost essential if the second volume is to be fully appreciated. Eye movement studies have come a long way since Yarbus's (1967) work, and the first volume *Eye movements and psychological processes* contains a section on the techniques used for measuring and recording eye movements that includes descriptions of some very sophisticated optical and electronic equipment. On-line computer controlled tracking systems, double Purkinje eye-trackers and digital scene generators are just some examples of the type of sophisticated equipment utilized in this field of research. The second volume, *Eye movements and the higher psychological functions*, keeps the description of the equipment used in the various studies to a minimum. Without the information provided in the earlier book, the reader may find some of the experimental details difficult to understand and quite heavy going.

The format and style of the first book is retained in this volume but the introduction points out that unlike the first conference, the papers presented at the 1977 meeting had been prepared in advance. Consequently the informal tone of the first book is partially lost in this recent volume, although the inclusion of portions of the discussion that followed the presentation of each paper, manages to prevent it from becoming simply a 'collection of journal articles'.

Part 1 is devoted to a review of the underlying processes and psychological functions of eye movements. It includes discussions of the relationships of cortical and subcortical visual areas to eye movements and visual processing associated with them; information about the position of the eyes in the head and the perception of visual space; saccades and visual functioning; and masking. Part 2 deals with methodology and models and it is basically an update of information and techniques that have come to light since the earlier conference. The remaining sections deal with the question of the effect of tasks on eye movements and the effect of eye movements on tasks. They include cognitive processes, reading processes, looking at static and dynamic displays, and problems and applications. There are numerous well-produced diagrams and an extensive reference section is included.

In general, this book lacks the readability of the first volume, but taken together the two volumes provide a good overview of the type of research being carried out in this field. They are essential reading for anybody considering research into fields such as the study of reading processes, but I qualify that statement with a word of warning. Many of the contributors come from other fields (such as engineering), therefore psychologists without the appropriate technical background may find some of the techniques adopted to be overly complex. The equipment required to follow up a good many of the studies in the book would be unavailable to most researchers working in New Zealand.

References

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Peter A. Ornstein (Ed.)

Memory Development in Children

Hillsdale, N.J.: Erlbaum, 1978. Pp. viii + 280. \$US18.00.

Reviewed by J. McDowall

This book is the outcome of a conference held at the University of North Carolina in 1976. The purpose of the conference was to evaluate the current trends in children's memory research over the past decade. Six of the eleven chapters are revised versions of the conference papers while the remaining chapters are "position" papers which emerged from post-conference discussions.

Ornstein opens this volume with a very clear and valuable historical overview of research into children's memory, tracing its development from an early preoccupation with memory span and its correlation with intelligence, to the more recent experimental approaches which have been strongly influenced by developments in cognitive psychology. This is a very useful chapter for those looking for an introduction to the field.

Chapter 2 by Hoving, Spencer, Robb and Schulte is a lengthy investigation of iconic storage using forward and backward masking procedures. The chapter contains original data and clearly outlines the methodological difficulties involved in studying developmental difference in icon formation. Ornstein and Naus in Chapter 3 are concerned with rehearsal strategies in children and ask the question "In what ways does rehearsal change with age?" The authors present a very thorough summary of their previous work in this area and provide evidence for age related changes in rehearsal strategies with a more active rehearsal

plan (one which may "result in the generation of a type of organizational plan at stimulus input") occurring with increasing age.

Lange follows on with a discussion of organization in children's recall and provides evidence that clustering and organization during recall is related to the child's permanent knowledge structures that become increasingly organized with age. This idea is followed up by Paris who explores the ability of children to transform and elaborate incoming stimuli for ease of remembering.

The four "position" papers all discuss theoretical issues. Naus, Ornstein and Hoving discuss the implications of multistore model of memory compared with the fashionable depth-of-processing view. The depth-of-processing model comes out looking more useful but the authors stress the need for a model of memory which takes into account developmental considerations, particularly age related changes in children's mnemonic activities and encoding strategies generally.

This failure to explore developmental aspects of memory is also taken up by Nelson and Brown in the paper which examines the value of the Semantic-Episodic distinction as applied to children's memory. Incidentally, this brief chapter should prove valuable to those wishing a very clear summary of the Semantic-Episodic distinction.

Perlmutter and Lange discuss the recall-recognition distinction from a developmental viewpoint and Paris concludes the volume with a discussion of production versus mediational deficiencies in children's memory performance. The inadequacies of earlier simplistic models of assuming a deficit in mnemonic strategies are outlined and an alternative framework is proposed, taking into account the child's view of the nature and purpose of the memory task.

This is a very good book. The chapters are consistently good and a nice balance is maintained between theoretical and practical issues. The contents will be of value to those interested in the general area of memory but will appeal most strongly to those involved with the current experimental work on children's memory.

S. Schwartz (Ed.)

Language and Cognition in Schizophrenia

Hillsdale, J.J.: Erlbaum, 1978. Pp. xii + 288.

Reviewed by R. G. Knight

Bleuler's insight that schizophrenia is, above all else, a cognitive disorder--manifest as a tangling and disconnection of the links between thoughts, making psychotic speech unintelligible, rich in esoteric symbolism, and occasionally alluring in its seemingly random conjunction of associations

and feelings--has inspired a prolific experimental literature bent on uncovering the intrinsic process responsible for such a dysfunction. The profusion of research has not been matched by concurrent attempts to synthesize the quantity of data generated or to build strong testable hypotheses. The research effort is very fragmented and this collection of review articles by major contributors is perhaps the most comprehensive survey of the field since the Chapmans' (1973) *Disordered thought in schizophrenia*.

As an overview, this book accurately reflects the current prospects and the progress that has been made in this field to date. What began as a relatively innocent attempt in the early sixties to define the processing stage uniquely responsible for schizophrenic cognitive deficit, became increasingly disjointed as researchers borrowed techniques promiscuously from the mainstream experimental literature, creating a data base with little coherence and of minimal interest to the practising clinician. The paper by Paul Blaney entitled rather poignantly "Schizophrenic thought disorder: Why the lack of answers?" brings this issue of limited productivity to a head. The answers which he supplies to this question, and which emerge in several guises in other papers in this book, boil down to poorly conceived experimental strategies: ambiguous isolation of cognitive processes, reliance on outmoded theories of human information processing, idiosyncratic subject selection, and the use of tasks within a differential deficit design which are not matched for reliability, validity, or discriminating power. The obstacles to collecting unequivocal data in this type of research, which are highlighted in this book, are well worth the close consideration of researchers contemplating carrying out laboratory studies of other diagnostic groups.

It is difficult to quarrel with Schwartz's selection of topics and contributors. The emphasis is on language studies rather than on other aspects of cognition and there are chapters by Cohen and Salzinger which review their separate work on the reduced communication skills of schizophrenics. Koh's paper on memory impairment is a valuable summary of the development of his extensive investigation of this often neglected feature of schizophrenic performance decrement. The loosely defined process of attending efficiently has been a primary focus of schizophrenic deficit studies. Probably the most interesting results have come from auditory distraction studies and the chapter on distractibility by Oltmanns and Neale is an appropriate and lucid account of the significance of this work. Repertory grids have also been a popular means of exploring conceptual

breakdown and there is an atheoretical and somewhat disappointing appraisal of the utility of this technique with schizophrenic patients presented by Space and Cromwell. The discussion by Shimkunas of hemispheric asymmetry in psychosis suffers from being rather outdated and therefore speculative, but is interesting and relevant nevertheless.

If the contributions are well chosen and generally well presented, the major weakness is the lack of integration between segments of this book. The final chapter by Schwartz does not really tie the preceding chapters together, and while his critique of associationist thinking in language studies of schizophrenia is cogent, the model he constructs as a stimulus for future research lacks definition and originality. For all that, this is a useful collection of reviews, none of which to my knowledge have been published elsewhere. The reader without a background in this area might find the book overall as lacking in a cohesiveness which greater editorial involvement might have avoided. There is also little which catches the imagination or offers the promise of invigorating this heavily researched field. Indeed, having come out the other side of *Language and cognition in schizophrenia* there is a final impression of the vast number of patient and experimenter hours devoted to the search for the basis of the psychotic's unique, special cognitive dysfunction, and the small return there has been on this investment of time and resources. One cannot help but agree with the evaluation of Salzinger, Portnoy, and Feldman, who conclude their chapter with the following observation:

What can we say on the basis of all these studies? It seems quite clear to us. Schizophrenic patients suffer from a general deficit that produces inefficient function in most of their behaviour. This is true for their ability to solve problems, to control self, to react fast enough, to have an objective view of the world ..., and to speak and write in a way that is understandable to their audience.

Reference

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H.L. Pick (Ed.)

Psychology: From Research to Practice.

New York: Plenum, 1978. Pp.290

\$US22.74

A. Baum (Ed.)

Advances in Urban Psychology. Vol. 1.,

The Urban Environment. New York:

Halstead, 1978. Pp.204. \$19.35.

Reviewed by K.T. Strongman

From time to time you have no doubt been asked to justify either your existence as a psychologist or the existence of psychology itself. "What use is it anyway?" One way to deal with this sort of question, and sometimes it seems appropriate to make the effort, is to quote research which shows how pertinent psychology is to the problems of the nonacademic (I cannot bring myself to say "real") world. The two books reviewed here are of help in this regard, and are timely.

Psychology: From research to practice presents a series of 16 articles concerned with areas embracing practical problems to which solutions can be found in the psychological literature. The book is divided into four sections, on: developmental and educational practice, social problems, clinical applications, and psychophysics and human performance. Not only do the articles contain useful reviews of specific research areas, but in each the attempt is also made to consider the relationship between research and the uses to which it could, or should be put. As a bonus, one is provided with many useful snippets of information. Did you know, for example, that the amount of milk consumed by a baby on the breast is reduced by the prior ingestion of sweetened water? (Evidently a relatively common practice to induce feeding.) Negative contrast. Or that the vast amounts of research on the impact on children of televised violence has little effect on programming? Or that the polygraph is almost totally useless when employed in lie-detection?

This, then, is a worthwhile book which does psychology a service. However, as is usual in a book which contains a collection of articles from different authors, the standard is not uniform. Some of the articles are vague but others stand out both for their scholarship and for the manner in which they are written. For example, the sections on television and aggression (Huston-Stein), the polygraph (Lykken), biofeedback (Katkin et al), and the psychophysics of air safety (Kraft) are first rate.

More generally, *Psychology: From research to practice* would make a useful addition to a psychology library, academic or professional. It

not only brings together a number of interesting fields but also has important implications concerning the distribution of money for both pure and applied research. Clearly, in some ways this distribution could be made more appropriately than it is at present. The book does have its faults, but these are mainly of omission. For example, no mention is made of psychology in sport, in drinking and driving, in military endeavours, and little of psychology and the law.

The Urban environment bears some similarity to Pick's book. It is concerned with practical matters, it has multiple editorship and contains eight specialist articles ranging from commuting to crowding and from heat to helpfulness, and it is patchy. It is the first of a series of volumes dealing with environmental psychology.

It seems to me that the basic problem with environmental psychology is that it is not yet a discipline in its own right; indeed it may never be. Thus there is nothing new in technique or research to be found in this book. However, it provides some good examples of the application of laboratory research to applied research and of its implications for urban life.

Looking at the more prominent articles, those by Baron (Robert), Baron (Reuben) and Rodin are the best to be found in the book. They deal with aggression and heat and with the theoretical extension of personal control to stress and crowding. In both cases the theoretical contribution at least towards some defining characteristics for environmental psychology. Also, the paper by Fischer contains some important sociological points which should not be ignored by any psychologist who is concerned with the urban environment. By contrast, for example, Milgram's paper, although interesting (as usual) is trivial. Having read it, one is left knowing that when travelling on a crowded subway train, if one directly asks a fellow passenger for his seat (politely of course) there is about a 68% chance of his giving it up.

In summary, both of these books are readable, but Pick's is more erudite and of more practical import than Baum's. They both provide convenient reviews of interesting areas and would serve as useful source books in university libraries and are worthwhile to browse through. Also, they might well serve as convenient recommended reading for some courses in applied psychology. However, there are probably better ways of spending 40 odd dollars of one's personal income - even on psychology.

Alan F. Kazdin
*History of Behaviour Modification:
 Contemporary Research.* Baltimore:
 University Park Press, 1978.
 Reviewed by Neville M. Blampied

It was once said, by a spokesman for psychologists involved in developing mental tests that "Making history on every hand as we are, we have a notion that we have somehow escaped history" (Young, 1923; quoted by Watson, 1953). How aptly might this have been said of the men and women (mostly men) who feature in *History of behaviour modification*. This book nicely complements Riesman's (1976) *History of clinical psychology*, so that neither clinical psychologist, nor behaviour modifier has any excuse for remaining ignorant of his discipline's history.

Kazdin's book is an exciting one to read for this is the study of our own time, our own psychology. There will be many psychologists who remember psychology (with nostalgia?) as it was before the advent of behaviour therapy and behaviour modification. Many of them will have made adjustments great or small to this new and aggressively promoted area. Others (of my generation) were students at the time that behaviour therapy began to appear in teaching and textbooks. For us it was associated with the new and the radical. There can be few psychologists (lucky souls?) for whom psychology sans systematic desensitization, token economies and Masters and Johnson's sex therapy is almost unimaginable.

As the first comprehensive history of behaviour therapy, Kazdin's book is a substantial work. The reference section is one of the strengths of the book, giving access to the literature on almost any aspect of behaviour therapy and behaviour modification. From the Introduction, most psychologists could then skip to Chapter 5, leaving out the chapters on traditional approaches to deviant behaviour, and the work of Pavlov, Thorndike, Hull, Skinner etc.: all familiar to most of us, but valuable for the student, and the non-psychologist to whom the book is also addressed. Chapters 5 through 8 contain the core history presented largely chronologically. The treatment is detailed, but rarely tedious. The dissemination of behaviour therapy is traced through the movement of key individuals, who tend to appear and reappear in the story. This lead me often to anticipate repetition, but it is testimony to Kazdin's skill in dealing with the material that repetition is avoided, and new material is worked smoothly into the narrative. Chapter 9 deals with so-called cognitive behaviour modification, fairly uncritically, focussing on claims and procedures rather than achievements and evaluations. The

tenth chapter discusses ethical and legal issues, from an American perspective, and the final chapter is an Epilogue, looking at the ways in which the field has changed in scope and definition, and has expanded its applications.

One might quibble about some details. The ones chosen tend to reflect one's own specialist knowledge and bias. There seems to me, for example, to be rather little on educational applications or on marital and family counselling or on the methodology of research designs. Also, is Ulric Neisser really a personification of behaviourist thought (p.309)? A more substantial criticism might be that it is too soon to write a history of behaviour modification. Kazdin anticipates this in the Preface, but counters with the view that the proximity of the writing to the events described was an advantage because "Prominent individuals who played pivotal roles ... can testify about important influences on events, recall anecdotes, resolve ambiguities and in general richly supplement the archival records" (p.xi).

Surprisingly, in the light of this, there is little anecdote. For example, the migration of Baer et al. from Washington to Kansas is noted (p.273), but the background role played by faculty disputes over the legitimacy of applied behaviour analysis research designs is not mentioned (W.K. Garlington, personal communication, 1979). It is nice to note that this book is one of a series planned to deal with the 'history of selected scientific achievements that (have) brought major social benefits to contemporary life.' (Foreword). It tells its story well, tracing the emergence of behaviour therapy and behaviour modification out of the context of general experimental psychology. The other side of the story, that of the reciprocal impact of behaviour modification therapy on psychology and psychologists, has yet to be told.

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 Watson, R.I. A brief history of clinical psychology. *Psychological Bulletin*, 1953, 50, 321-346.

Ernest Freud, Lucie Freud, and Ilse Grubich-Simitis (Eds.)
Sigmund Freud, his Life in Pictures and Words. University of Queensland Press, 1978. \$35.95.

Reviewed by R.A.M. Gregson

The first author was Freud's younger son, who died in 1970, the work being completed in collaboration with his widow Lucie. A wealth of material from the family archives, some not

previously translated into English, of correspondence, notebooks, and photographs, brings to life the atmosphere in which Freud worked. Schlomo Sigmund Freud was born in 1856, only 34 years after the birth and only 20 km from the birthplace of Gregor Mendel, in Eastern Moravia. When Sigmund was three the family moved via Leipzig to Vienna. The father was a somewhat unorthodox Jew and later a freethinker, but Sigmund had a catholic nursemaid. Of Sigmund's five sisters, four were murdered in Auschwitz concentration camp in 1942, surviving their brother by only three years. Such is the span of events covered.

Freud's first published research appeared in 1877, on the sexual differentiation of eels. By 1885 he had been appointed to a dozentur in neuropathology, but by 1888 was becoming interested in hypnosis and dynamic therapies. The first work with psychoanalytic implications was 'Studies in Hysteria' in 1895. Thereafter the story is fairly well known to many psychologists, but a deep appreciation of the prodigious social and technological changes which Freud lived through and worked amongst, even before the 20th century, is lacking in many students today. This compendious but costly volume may bring home to some the now wide gap between the Austria-Hungary of Freud's formative years and present-day New Zealand. It is interesting that so many of his ideas are still current across time and distance; it is not surprising that he is hopelessly misquoted and over-simplified. The book fascinates, it may also help some to try to understand a bit more about the man and his time before we criticise his ideas. If students today can match the amazing diligence and sustained capacity for hard work which Freud showed they will probably still be met with the same mistrust and hostility, that much has not changed.

Stella Chess and Mahin Hassibi
Principles and Practice of Child Psychiatry.

New York: Plenum Press, 1978. Pp. xii
+ 500 US\$24.00

Reviewed by John S. Williams.

Stella Chess is probably best known for her own research work and as an editor of other's research into children and their disorders. This book, in association with Mahin Hassibi shows a different side, that of the practitioner. Both authors are child psychiatrists from New York University Medical Centre.

There has been a proliferation of textbooks on child psychiatry over the last few years out of proportion to what one might expect, for child psychiatrists are a scarce commodity throughout the whole world. Chess and Hassibi have joined

the rest of these textbook writers but may have the edge on some of these authors on several counts. This is an easy book to read with an engaging style. There is a need to read on, for the authors have no particular axe to grind theoretically, yet a very healthy respect for research and clearly a real concern for children.

Michael Rutter in his Foreword to the book, is correct when he says of the Stella Chess approach, "gentle yet subtle and penetrating, always appreciative of the feelings and concerns of both the children and their parents, well informed and critically aware of research findings." Incidentally Stella Chess wrote the Foreword to Michael Rutter's book on child psychiatry, "Helping Troubled Children."

The book is divided into four parts. The first section has an interesting history followed by an eclectic description of child development stated quite succinctly. This section ends with a resume of how Sigmund Freud, Anna Freud, Erickson, Piaget and learning theorists view development. The second section entitled "Disordered Behaviour" concerns itself with questions of aetiology, presenting symptoms and the longest chapter in the book on assessment. The third section of 200 pages covers "Syndromes in Child Psychiatry" which is quite comprehensive and includes a short chapter on gifted children together with the usual material one would expect such as language disorders, learning disabilities, childhood neuroses, habit disorders, mental retardation and many others.

Finally there is a section on "Methods of Psychiatric Intervention" including treatment strategies, prevention, patterns of delivery of services and children and the law.

Although assessment is given substantial space, the essence of child assessment — the multidisciplinary team approach — is missing. Emphasis is given to the psychiatric and neurological examinations and to psychological testing — not the psychological examination. Other team members, in particular the social worker, do not rate. The psychologist is designated, by implication, a tester. It is unfortunate that a book with such a distinguished senior author, and therefore with considerable potential influence, should cast the psychologist in such a narrow professional role. Twenty-five pages are given over to psychological tests and, in the main, the discussion covers those most frequently used, with an appreciation of their usefulness. There is coverage of intelligence tests, projective tests, tests of special functions and some illustrative material to exemplify the diagnostic use of children's drawings. In spite of this coverage of psychological tests, the psychologist's place in the child mental health team is depicted in a very truncated manner.

Lamentably the concept of the IQ is perpetuated although some of the pitfalls in applying the concept are outlined. Terman is erroneously attributed with introducing the concept although he did coin the name. A further error, in statistics, occurs on page 166 "Plotting the IQ of a random population of children on a curve has provided a bell-shaped curve on which the mean IQ score is 100 with 50% of each age group falling between two standard deviations (85-115 on WISC)."

In their preface the authors point out the proliferation of knowledge since Kawner's first textbook on child psychiatry. Attempting to present this knowledge in a moderately sized book is most ambitious. Inevitably there are criticisms. The authors state "there is a need for integrated textbooks to provide up-to-date reviews of theories and reports of research, as well as conceptualisations based on extensive clinical experience and commitments to interactionist views of normal and deviant development" (p.ix). In large measure they have succeeded.

Herbert C. Quay and John S. Werry (Eds.)
Psychopathological Disorders of Childhood
(2nd ed.).

New York: Wiley, 1979. Pp.542.

Reviewed by John S. Williams

The first edition was published in 1972 when the editors challenged the assumptions they felt existed in most mental health books which, they claimed, were anecdotal and how-to-do-it in nature. They set out to produce a book of "critical scientific and practical work of clinical knowledge" (1st ed. p.vii). Secondly, they set out to emphasise the behavioural approach, politely discarding the psychoanalytic approach not by denigrating it so much as ignoring it. For example, Anna Freud, one of the doyens of child psychopathology for the last 40 years is referred to twice, with 1940's publications, out of, possibly, 3000 references cited altogether. Contrasting with psychodynamic theory the editors state, "the basic differences in the behavioural-social learning approach are in its emphasis on empiricism, pragmatism and a rejection of the unconscious as a useful hypothetical construct." (1st ed. p. vii).

It is claimed that the need for a second edition arose from rapid growth in the quality and quantity of research, publication of the new American International Classification of Diseases and social and legislative changes concerning the rights of children "that, while mainly laudable, have in some instances created significant barriers to research." (2nd Ed. Preface). Again in the Preface, the editors claim that "all chapters have

been extensively revised." While this is true of some chapters, notably on psychological assessment and community programming, the book remains essentially the same in orientation, emphasis, format and presentation. Where a point perhaps was made in the 1st edition citing two references the same point is made by the same sentence or paragraph now citing three references in this Edition.

One is left with the feeling that the decade of the 1970s has contributed little new to knowledge about childhood psychopathology but rather confirmed what we knew already. Two important new chapters have been added on epidemiology by P.J. Graham and on residential treatment by H.S. Quay. So the length has now increased from 465 pages to 542 pages in 1979.

Fifteen contributors range throughout the United States from the West and midwest, right down to a Florida Quay! John Werry, the co-editor from Auckland and Phillip Graham, a close associate of Michael Rutter in London, are the only non-American authors.

This second edition is a pleasant book to handle. Print is clear and has been well proof read, although not perfectly. The subsections and subtitles are almost identical in content but are now more readily picked up with bolder type. There are wide margins with ample space for those who like to annotate their books. Of particular value is a much expanded and improved index.

Within the theoretical constraints of the behavioural model this is an impressive review of the research literature. Each chapter contains 200 or more references and is logically presented. There are subsections on theory, definition, occurrence, aetiology, treatment, prognosis etc. as well as subsection summaries and chapter summaries. It is an easy book to find material in and substantiates most of its points with reference to publications. Arguments are put forward logically and the editors have managed to integrate the book well.

There are exceptions. For example — "The fact that adopted illegitimate children do as well as legitimate children living with their natural parents on most measures of ability and adjustment suggests that adoption may be the most successful preventive measure available" (p.495) for psychopathological disorders is a loose unsubstantiated assertion which would not be born out by child guidance clinic statistics nor by studies such as that of Schechter et al, 1968.

As with the first, this second edition begins with Werry's chapter on Classification which, in a way, sets the tone of the book. He discusses various classification systems but emphasises multivariate statistical approaches suggesting four

patterns of behaviour disorder — conduct disorder, anxiety withdrawal, immaturity and socialised-aggressive. By this emphasis on a classificatory system Werry lays his cards on the table through implication and statement that quantification is necessary for the scientific study of human behaviour. Some would say that the essence of science is hypothesis generation and testing but, for Werry, measurement seems to be his primary essential. It is presumably this orientation which is at the basis of the rejection of the case study method as an avenue for scientific understanding. There is a preoccupation for studying large populations and employing control groups implicitly discounting the $n=1$ type of approach. It follows then that much of the psychodynamic literature where the case studies are more the norm must be anathema to the editors. They made palliative statements in their Preface: "Regrettably, no chapter on the psychotherapies has yet been possible. However there are frequent references to the use and efficacy of psychotherapies throughout the book so that some understanding of this important treatment modality can be gained by consulting the index." In contrast to this apparent valuing, when one consults the index one finds eleven entries (one of which is misprinted). All statements in the text, in effect state that evidence of effectiveness of psychotherapy is wanting and in one instance (p.497) strongly suggests that those subjects in a controlled study, who had experienced "psychological treatment", 30 years later suffered more deaths, more heart-trouble, higher

blood pressure, a greater number of arrests and worse jobs. Ironically the book has been classified by the Library of Congress under child psychotherapy!

But the most serious, negative criticism about this book is that children are seen, in the main, as a homogeneous class. The concept of development is almost entirely lacking and the word "development" does not appear in the index. Hyperactivity, for example, is a symptom which appears throughout the book but I could find no linking of the symptom to an understanding of normal child development. The dimensions of age and stage must influence the manifestations, experiences and responses of others to such a symptom as hyperactivity. There is a world of difference between the infant, the toddler, the school age child and the adolescent in the nature of his/her behaving, whether it be physically, intellectually, emotionally or socially, yet this book does not appear to acknowledge this basic observation let alone emphasise it. Perhaps the cover design depicting the unchanging profile of a child progressing through space symbolises the editors' conscious (or unconscious!) attitudes to development.

Reference

- Schechter, M., Carlson, P., Simmons, J., & Work, H. Emotional problems in the adoptee. *Archives of General Psychiatry*, 1968 10, 109-118.