The British Psychological Society was founded in 1901, and incorporated by Royal Charter in 1965. Its principal objects are "to promote the advancement and diffusion of a knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of Members of the Society by setting up a high standard of professional education and knowledge; to maintain a Code of Conduct for the guidance of Members and Contributors, and to compel the observance of strict rules of professional conduct as a condition of membership; to maintain... a Register of Chartered Psychologists". (Extract from The Charter).

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THE PSYCHOLOGIST is the official monthly Bulletin of The British Psychological Society. It will publish official statements on behalf of the Society when appropriate, and from time to time. It will also provide a forum for discussion and controversy among members of the Society. As a consequence, views expressed in any section of this journal which are signed by the writer are the views exclusively of that writer: publication in this journal does not constitute endorsement by the Society of the views so expressed. This is in no way affected by the right reserved by the Managing Editor to edit all copy published.

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The Managing Editor welcomes

- News of Members
- Reports from Divisions, Sections, Branches and Special Groups of the Society
- Brief reports of research recently published which would be of interest to psychologists in other fields (200-400 words)
- Feature articles of general interest to psychologists, up to a maximum of 2,000 words. These should be written as for an intelligent, educated but non-specialist audience, should knowledge of theory should not be assumed, and references kept to a minimum. Two copies of all submissions should be sent, typed on A4 paper, double-spaced, for the attention of the Managing Editor at Leicester.
- Photographs
- Illustrations, drawings
- Cartoons

Appropriate visuals are always welcome. Photocopies of original works should be submitted in the first instance, to the Managing Editor at Leicester.
- Academic articles

Articles of a more academic nature should be submitted to Glynis Breakwell, one of the Honorary Editors (address on page 1). These should be between 2,000 and 3,000 words, typed doublespaced and submitted in triplicate. Academic articles may be subject to anonymous review: authors' names and affiliations should therefore not appear on the manuscript, but be presented on a separate page. Reprints will be available for such articles.
- Correspondence

Letters may be sent to any of the Editors.

Notices of meetings, events, conferences for Divisions, Sections, Branches and Special Groups of the Society are inserted free of charge. Deadline for submission is the 1st of the month prior to publication: all items should be sent to Jackie Sherman at the Society offices in Leicester.

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Articles, features, reviews = 2 months before press date
Final Copy = 1st of the month prior to issue

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A basic review of attraction theory is followed by a summary of clinically relevant psychological phenomena and studies of simulations of therapy which show the relationship of causal attributions in the process of clinical psychology. The implications for cognitive therapy, rational emotive therapy, health psychology and marital therapy are particularly explored.
Wiley Series in Clinical Psychology
0471916480 223pp September 1988 £24.95/$57.65

New Developments in Clinical Psychology
Volume 2
F.N. WATTS, MRC Applied Psychology Unit, University of Cambridge, UK
This second volume of New Developments in Clinical Psychology, like its predecessor, aims to link recent scientific research with developments in professional practice. The authors, all experts in their own fields, have drawn out the practical implications and applications of research. They also point out the scientific underpinnings of current clinical practice. The topics covered reflect the range of clinical problems with which psychologists are now working as well as important management issues.
A Co-Publication with the British Psychological Society
0471919585 320pp October 1988 £29.50/$60.00

Topics in Health Psychology
Edited by S. MAES, Tilburg University, The Netherlands, C.D. SPIELBERGER, University of South Florida, Tampa, USA, P.B. DREARES, University of Amsterdam, The Netherlands and J.G. SARASON, University of California, Los Angeles, USA
Health psychology is a fairly new but fast growing area of psychology. It was first developed in the USA but over the last few years, Europeans have contributed substantially to the promotion of, and research into, the discipline. The contributors who are all internationally known experts, give an overview of research on representative topics in health psychology.
0471917765 320pp October 1988 £37.50/$75.00

Handbook of Life Stress, Cognition and Health
Edited by S. FISHER, University of Dundee, UK and J. REASON, University of Manchester, UK
Provides accounts of specific life events and contexts (divorce, bereavement, violence, leaving home, work and family stress, unemployment) and examines the effects on individuals, emphasising the importance of context and personal meanings as determinants of reaction.
0471916697 760pp June 1988 £55.00/$115.00

Assessment in Higher Education
Second Edition
J. HEYWOOD, University of Dublin Trinity College, Republic of Ireland
This completely revised and expanded edition provides one of the most comprehensive reviews of theory and practice in assessment (grading, techniques of assessment etc.) in higher education. It takes a systems approach in which assessment is regarded as an integral component of the curriculum-instruction-learning process. Consequently, one of the book's major concerns centres on assessment and its techniques as they enhance or impede instruction (for example, learning style, motivation, cognitive development, personality).
0471920320 400pp October 1988 £34.95/$68.35

Human Skills
Second Edition
Edited by D.H. HOLDING, University of Louisville, USA
A comprehensive survey of research and theory on human perceptual motor skills - this second edition has been thoroughly revised and updated. The level of integration has been maintained but there is a charge of emphasis - the book is more cognitive - this is reflected not only in the added chapter on cognitive skills but in many of the revised chapters. The book preserves the old, well-established findings while incorporating the new.
Wiley Series in Societies of Human Performance
0471920762 352pp November 1988 £35.00/$68.45

Advances in Selection and Assessment
Edited by M. SMITH and I.T. ROBERTSON, Manchester School of Management, UMIST, UK
This book attempts to review recent developments in seven key areas in assessment and selection. There is a comment on each review which includes the identification of future progress. Each section concludes with a case study. The seven areas are: Job Analysis; Criteria; Methods of Selection; Social Processes in Selection; Fairness in Selection; Meta Analysis; Utility of Selection.
0471920991 275pp December 1988 £28.30/$55.75

Developing Skills with People
Training for Person to Person Client Contact
S. DAINOW and C. BAILEY
Here is a comprehensive step-by-step guide to designing and delivering training in any aspect of the client-helper relationship. There is a growing emphasis on the need for improved communication skills in many aspects of life. Examples include the "listening bank" campaign, the inclusion of communication skills in police training, the huge customer relations training programme of British Airways and the development of quality circles in British industry.
0471917265 220pp October 1988 £11.50/$23.95

Beyond Sexual Abuse
Therapy with Women who were Childhood Victims
D. JEHU, University of Leicester, UK
This is the first detailed manual to present a systematic and comprehensive approach to the assessment and treatment of a wide range of psychosocial problems of women who were sexually abused in childhood. These problems are described and detailed guidelines are provided for practitioners who may wish to implement and develop the author's intervention approach with their own clients.
Wiley Series in Psychotherapy and Counselling
0471919136 350pp August 1988 £34.95/$70.00

Early Prediction and Prevention of Child Abuse
Edited by K. BROWNE, University of Leicester, UK, C. DAVIES, University of Manchester, UK and P. STRATTON, University of Leeds, UK
It is generally considered that prevention is better than cure. This book will investigate the extent to which it is possible to say whether a mother or father is likely to abuse or neglect their newborn, and which infants are most at risk. If prediction is possible, during pregnancy and infancy, then immediate action needs to be taken with a high certainty of useful outcome.
0471916338 (Cloth) 230pp June 1988 £29.95/$64.00

Community Care in Practice
Services for the Continuing Care Client
Edited by A. LAVENDER, Department of Clinical Psychology, Maudsley Health Authority, UK and F. HOLLOWAY, King's College Hospital, London, UK
The purpose of this book is to provide an overview of recent developments in community care for the long term mentally ill. It will have a wide appeal to both practitioners and academics especially in view of the current plans to close large mental hospitals and to replace them with community based services. It will include a historical overview of the community care movement, a substantial section on planning, evaluating and financing community based services, a review of training strategies and a detailed discussion of the components of the community. The book concludes with a number of case studies in which services are evaluated from a variety of perspectives.
Wiley Series in Clinical Psychology
0471912986 (Cloth) 304pp July 1988 £29.50/$57.00
0471920461 (Paper) 304pp July 1988 £11.95/$22.95

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Special Books Issue

This month sees the second of our special issues devoted to book reviews. As before, selection of books to be reviewed from the long list of those received in Leicester is the responsibility of our panel of book consultants, and they have recommended reviewers in most instances.

Once again, we have divided the reviews into a number of groups, just as arbitrarily as before, but this time looking for groups which do not necessarily reflect the specific sectional interests in the Society. Groupings are indicated by running heads at the top of the page:

- Psychology and Politics
- Areas of Need
- Education
- Psychology at Work
- Therapy
- Aspects of Knowledge
- General

We hope this will be of some help in finding your way around these 18 pages of reviews.

Assistant Editor for this special issue is Chris Fife-Schaw.

Selling Science to the Devil

"No, we didn't have any misgivings. It was science after all." Professor Otmar von Verschuer's medical technician is talking about her role in the scientific process. Assessments of the subjects were carefully made, samples were taken for analysis and conclusions were cautiously advanced in accordance with the collected evidence. Some of the subjects were judged to be in all probability Aryan and some to be Jewish.

The whole business was conducted with scientific care, as Professor Muller-Hill, a German geneticist, shows in this important book; the science was murderous. Reputable German professors of physical anthropology, genetics, psychiatry and psychology lent their assistance to the government; administrative problems were solved thanks to academic intervention and the policy of improving the racial condition of the nation was supported. Murderous Science concentrates upon the activities of Professors Fischer and von Verschuer, as well as their associates, working in the Kaiser Wilhelm Institutes of Anthropology and Biology in Berlin. A small section of German academic life under the Nazis is revealed at last; and just out of focus lie the names of hundreds more behavioural scientists who were all dutifully fulfilling their national scientific tasks.

From the start, the Nazi regime needed, and gained, the involvement of the academic behavioural scientists. The Nuremberg Laws of 1935, defining citizenship in terms of race, could only be implemented if there were assessment tests to determine who would qualify for the precious certificates. When, shortly after, the Sterilisation Laws were introduced, again expert advice and assessment were required, as they were again when the euthanasia programmes started. During the war, aptitude tests were necessary to discriminate scientifically between those racial inferiors fit to work and those unfit.

The professors were quick to place their scientific skills at the disposal of the authorities. There was a steady business in providing assessments for "difficult racial cases" and the income helped to finance more basic research. Research proposals were written to study the biology and psychology of Gypsies and Jews, defectives and degenerates. Later, von Verschuer's research assistant, Doctor Mengele, was able through his work at Auschwitz to provide specimens of eyes from whole families who just happened to have died at approximately the same time. These specimens, and others, were scientifically invaluable for the projects about proteins and eye colour; he also assisted in the controlled studies which observed the passage of typhoid bacteria in children before infection up to the moment of death.

In all this, there was the opportunity for the professors to demonstrate that pure behavioural science was socially useful. Professor Fischer, in an address at the University of Berlin in 1936, thanked the Führer "for giving geneticists the opportunity, by means of the Nuremberg Laws, of making the results of their research useful to the general public". Nor would it have been scientifically responsible to have turned down the wonderful opportunities for research which were being provided by the policy termed by some academics as "the granting of last aid".

Professor Muller-Hill includes lengthy extracts from interviews he conducted with some of the surviving participants and with the surviving relatives of others. All are at pains to deny anti-semitism, despite the damning evidence of published academic papers about the Jewish Question. Everyone, it seemed, had Jewish friends. Von Verschuer's son today refutes the idea that his father was anti-semitic: "At home, there wasn't ever a trace of any such thing. We never spoke about Jews."

These academics do not have the excuse of fanaticism and this makes their collaboration, and later their excuses, so shocking. Some, like Professor Wolfgang Abel, followed the scientific example of von Verschuer by...
uprightly refusing to show any favouritism in writing their racial reports. Even Martin Bormann could not induce Abel to give a favourable, Aryan report for a personal friend: science was science, after all. Others, by contrast, showed their good heart by writing favourably for deserving cases. Nazi officials, like Bormann, sometimes encouraged this bending of the scientific and political spirit. After all, hardly anyone really was antisemitic.

Karl Marx, in a flip but much quoted line, wrote that when history is repeated, it first appears as tragedy and then farce. The events, of which Professor Müller-Hill writes, led directly to outcomes so profoundly tragic that no farce could later deserve to be called a repetition. Today we cannot bracket off the past, safely locking it into the bureau of non-repeatable events. So much might now appear strange - "you cannot understand, you were not there" repeat Dr Müller-Hill's interviewees time and time again, trying to turn the accuser into the accused. Yet so much more appears disturbingly modern.

In *Mendel's Science*, we see academics continually writing grant applications, guessing what projects the controllers of the funding agencies will be considering socially useful: is it the gypsies, or the degenerates, or the ability to withstand, which will bring the grants this year? The academics strive to catch the mood of the times, presenting themselves simultaneously as being socially useful yet detached scientists. Their own reputations and that of their institutions depended upon attracting the favours of the grant awarding bodies. And in this constant struggle for scientific existence, the academics' moral vision was inevitably starved of its necessary proteins.

Can we say that this psychological mood has been safely locked away in history's bureau? Today, can a government with authoritarian inclinations to control research in universities and a university administration that is anxious to foster its economic growth, sponsor research that is vital for advancing the scientific and economic development of the country? After all, in the 1950s, universities were often required to publish their research results before being allowed to receive research grants.

Professor Ernst Rudin's daughter said that her father believed that science was science, after all. This viewpoint, however, is not shared by all scientists. In *Sociobiology: The New Synthesis*, Richard Dawkins argues that human behavior is determined by evolutionary forces, rather than by individual intentions or rational choices. Meanwhile, in *The Selfish Gene*, Dawkins proposes that genes are the units of evolution, not individuals. This viewpoint has been influential in the field of evolutionary psychology.

Professor Billings is Head of Department and Professor of Social Sciences at the University of Loughborough.

The Politics of Human Nature

Today competition, ambition and individual consumption are often held to be the dominant ethos in British society. The present book set in middle-class America is important because it asks a basic question about the society which is closest to Mrs. Thatcher's vision. Is it a type of society where individuals will generally be happier or more satisfied than they were in earlier ones?

The book has an additional unusual perspective as Barry Schwartz approaches this essentially political question from the standpoint of a psychologist. He is a professor at Swarthmore College, specialising in animal learning and appears to come originally from within the Skinnerian tradition.

Schwartz's approach is theoretical. He addresses a view of people which if valid would justify the Thatcher project: In essence human beings are economic beings. They are out to pursue self-interest, to satisfy wants, to maximise utility, or preference, or profit, or reinforcement, or reproductive fitness ... As soon as one want is satisfied, another takes its place ... Groups of people (societies) are just collections of individuals (Where have we heard that before?) ... The good society is the successful society, the one that allows its members to satisfy their wants. Successful individuals ... successful behaviours ... successful cultural practices ... survive and reproduce.

Arguments from three disciplines - economics, sociobiology and behaviour theory - he considers, can be adduced to support this conception of people as basically selfish. In three chapters he takes us through the disciplines in turn, and gives a not very detailed account of the psychological level he endorses Geertz's arguments that the dramatic evolutionary changes in the size and organisation of the cerebral cortex occurred only after people started living in cultures. Thus an account of human behaviour which takes no real account of co-operation and culture is biologically unsound.

Most novel are his criticisms of the arguments based on behaviour theory. Being raised in the Skinnerian tradition he ignores the arguments derived from Chomsky that the human mental apparatus is far too complex to be reduced to a collection of operant contingencies. Instead he argues that behaviour in certain circumstances is well described as a set of operants but these circumstances are highly specific to a certain period in human history. Reinforcement-driven is a description for Schwartz of the behaviour of workers in the factory of the eighteenth century onwards. This he considers a profoundly abnormal social situation in that the other major determinants of human behaviour are stripped of their effectiveness, in particular socio-cultural influences not mediated by reinforcement. Thus he holds that to argue from behaviour theory that human society should be capitalist is to assume what has to be proved.

These three chapters are powerfully argued. The book has, however, two major lacunae: Schwartz's arguments are virtually entirely negative and even these negative arguments are almost solely theoretical. We are informed very early in the book that "many members of the first generation of liberated Americans are experiencing a collective mid-life crisis". Later we are told that surveys show - as if they could! - that Americans were no happier in 1970 than they were in 1946 despite having real incomes 62% higher. The anomic of modern American society,

The Battle For Human Nature - Science, Morality and Modern Life

Barry Schwartz
London: W. W. Norton; 1988;
Paperback £6.95
Tim Shallice

positive claims. In general the arguments are presented in a fair fashion with the ones from sociobiology and behaviour theory being the more familiar. In fact those from economics are far from convincing, but this seems a consequence of their inherent inadequacy rather than Schwartz's presentation of them. Thus theoretical arguments for the essential justice of the market mechanism would read rather oddly to those made unemployed by their factory closing down. Nor will it seem convincing to most psychologists that because one can view personal interactions from the perspective of cost-benefit calculations that that is their essential underpinning.

These three chapters are followed by three where he criticises the positive arguments. The economists' idealisation of human nature, he argues, is inaccurate, incomplete and has even superficial plausibility only in a small sliver of human history.

The arguments against sociobiological reduction are fairly familiar but powerful. He makes much of the fascinating "prisoner's dilemma" tournament for computer programs organised by Axelrod. Each program played a series of prisoner's dilemma engagements with each other program which had been entered in the tournament. Controlled cooperation proved most advantageous, not uninhibited egotism. On a more theoretical level he endorses Geertz's arguments that the dramatic evolutionary changes in the size and organisation of the cerebral cortex occurred only after people started living in cultures. Thus an account of human behaviour which takes no real account of co-operation and culture is biologically unsound.

December 1988

The Psychologist
Controversy in the Courtroom

Books of readings were very much creations of the 1980s, killed off by the Xerox machine and inter-library loan scheme. However, like the mini-ski, they are once again back in fashion, prompted by a new-found zeal for copy right. These volumes encompass a broad swathe of psychology and law. One even has the temerity to usurp the title of the pioneering classic of this growing area: Hugo Munsterberg’s On the Witness Stand, published in 1908. While our collection boldly states its place for psychology in the age-old tradition of the law, his claims for the infant science were soundly condemned by orthodox legal opinion. It is instructive to examine the current volumes for signs of continuity and progression in the intervening 80 years.

The plan of both volumes is much the same; rather than attempt an August overview, the editors have deliberately elected to take areas of major controversy and reprint papers which exemplify opposing views. The papers - typically three or four to a section - are reprinted in their entirety, veiled insinuations and all. Each section is topped and tailed with a comment from the editors designed to place the papers in their psychological context and legal perspective.

Both Wrightman and Kassin are psychologists who have made distinguished contributions to the area; their work on jury decision making is rightly reprinted in one of these volumes. Their comments, particularly on psychological issues, show a sound grasp of the literature, though the references tail off around 1984 and many of the key readings are of rather earlier vintage.

The controversy formula makes for vivid reading and works particularly well in the volume devoted to eyewitness testimony, On the Witness Stand. Despite the gap in years, Munsterberg would have recognized most of the issues and indeed many of the arguments presented in the new book. His book too appears as expert witness in the courtroom. These issues crop up in an acute form in the collection of papers on eyewitnessing. The key debate, amply represented here, is that between the area’s foremost researcher, Elizabeth Loftus, and Michael McCloskey and his colleagues over whether psychologists should introduce expert witnesses in trials involving eyewitness testimony. This debate raises in acute form the question of the ecological relevance of laboratory findings. On the evidence reprinted here, which deals exclusively with laboratory studies, McCloskey’s caution on taking a public stand might be justified. However, the debate has some what moved on and the recent rash of field studies and analyses of actual case material fails to find a place in the current volume.

One outstanding area of research which figures in Munsterberg but fails to find a place here is the question of false confessions. One suspects this may be because much of the work is European in origin. All of the papers featured in these two volumes are by North American authors, a degree of ethnocentrism hardly justified by the balance of the literature as a whole.

The debate formula works less well in the volume devoted to juries, perhaps because the issues are less polarised. The initial sections are devoted to jury selection and jury bias, major issues in the United States where social scientists regularly prostitute themselves for the big corporations, advising on what mix of jurors will most likely vote in favour of the pipeline or relaxing pollution control. This is followed by a selection of papers on jury competence which can be read with profit by all those who have followed the Roskell Commission’s proposals for disposing of juries in major fraud trials: like The British Psychological Society, the editors come down in favour of improving presentation of evidence rather than disposing of 12 good persons and true. A final section is devoted to the impact of jury size - could just as good decisions be made by six, not 12? The latter figure, the editors note, seems to owe more to the number of apostles than any rational choice, (although in these days of jury nobbling, there may be safety in numbers).

These books are primarily designed to introduce the student to a new area of study, rather than entertain cynical reviewers. As I have indicated, coverage of topics is selective, with North American students and legal controversies in mind. Nonetheless, careful selection of readings and effective commentary mean that European students may still read these books with pleasure and profit - and their supervisors need no longer risk prosecution for handing around dog-eared photocopies of the many classic papers which are reprinted in these useful collections.

On the Witness Stand: Controversies in the Courtroom
Edited by Lawrence Wrightman, Cynthia Willis & Saul Kassin
Newbury Park, California: Sage; 1987; Paperback £17.95

In the Jury Box: Controversies in the Courtroom
Edited by Lawrence Wrightman, Saul Kassin & Cynthia Willis
Newbury Park, California: Sage; 1987; Paperback £15.95

Graham Davies

On the Witness Stand: Controversies in the Courtroom

The Psychologist December 1988

Dr Shallie is at the MRC Applied Psychology Unit, Cambridge.
HUMAN INQUIRY IN ACTION
Developments in New Paradigm Research
Peter Reason Editor
An important practical sourcebook for new ways of undertaking research, Human Inquiry in Action presents both an up-to-date assessment of the state of theoretical and methodological debates in collaborative human research and a summary of projects undertaken using collaborative methodologies. The book addresses some of the difficulties involved with the collaborative approach. When the researcher is no longer separated from the researched, questions about how to collaborate and how to manage power relations become important. When people are inquiring into their personal experience, questions of subjectivity and validity are raised. These methodological problems are addressed in the first half of the book, while in the second half they are resolved in research contexts.

LEADERSHIP, ORGANIZATIONS AND CULTURE
An Event Management Model
Peter B Smith and Mark F Peterson
What is good leadership and how important is it to the success of organizations? Research on the subject has been extensive but the results have proved disappointing to practising managers and researchers alike. Smith and Peterson identify the weakness of much of the research as its over-simple assumption that the influence of a leader over others is a one-way process. Drawing on research in Japan, Hong Kong and the West, the authors show that reading the culture of the organization is the key element in all types of leadership. This volume combines a review of existing knowledge about the role of leadership in organizations with the presentation of a new model for understanding leadership in its cultural context.

EXPERIENCE IN MENTAL HEALTH
Community Care and Social Policy
Kathleen Jones
A major international assessment of the successes and failures of community care for mental health. Experience in Mental Health investigates the policies and experiences of community mental health in four countries with very different political, social and economic systems: Britain, Italy, the United States and China. Astoundingly, the author finds that no country tried out a feasibility study before introducing its policy. Jones explores such questions as: has deinstitutionalization been positive — bringing the end to stigma and separation — or negative? an economy at the expense of patient care? What models of care in the hospital and community offer the way forward?

IDEOLOGICAL DILEMMAS
A Social Psychology of Everyday Thinking
Michael Billig, Susan Condor, Derek Edwards, Mike Gane, David Middleton and Alan Radley
A major contribution to the social scientific understanding of how people make sense of their lives, this volume presents an illuminating new approach to the study of everyday thinking. Contradictory strands abound within both ideology and common sense. The authors see these dilemmas of ideology as enabling, rather than inhibiting: thinking about them helps people to think meaningfully about themselves and the world. The dilemmas within ideology and their effects on thinking are explored through the analysis of what people say in specific key situations: education, medical care, race and gender. The authors highlight the tensions between themes of equality and authority, freedom and necessity, individuality and collectivity.

INQUIRIES IN SOCIAL CONSTRUCTION
Series Editors Kenneth J Gergen and John Shotter
This major series is designed to enable scholars across the disciplines and across national boundaries to participate in an emerging dialogue which many believe presages a major shift in the western intellectual tradition. Besides raising uncertainties in older assumptions about knowledge and the self, this wide-reaching dialogue has given voice to a range of new subjects: the social construction of personal identities; the role of power in the social making of meanings; the role of rhetoric and narrative in establishing sciences; the centrality of everyday activities. Their shared concern is cultural critique and renewal. Among the protagonists in this lively dialogue are sociologists of science, psychologists, communications theorists, cyberneticists, ethnomet hodologists and feminists.

TEXTS OF IDENTITY
John Shotter and Kenneth J Gergen Editors
An exploration of the ways in which personal identities are formed, constrained and delimited — and the role of discourse in this process. This volume’s starting point is that people are ascribed identities in the ways in which they are embedded and afforded a voice within a discourse — in their own or in the discourses of others. All the contributors share a concern with the issues of textuality, the construction of identity and cultural critique. This is the central point: for in the process of critique, the boundaries of our current modes of being are softened and the intelligibility of new forms of personhood are revealed.

RHETORIC IN THE HUMAN SCIENCES
Herbert W Simons
This volume demonstrates that the rhetorical dimensions of scholarly discourse can no longer be ignored. The authors illustrate the usefulness of rhetorical theory, bringing its tools and perspectives to bear on such diverse subjects as language acquisition, television viewing, ethnographic writing, psychotherapy, jurisprudence and structuralist poetics. In so doing, they open up wider questions about the role of rhetoric in the making of a discipline, about rhetoric’s functions within the various disciplines, and about the potential of rhetorical theory as a unifying force across the human sciences.

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478 December 1988 The Psychologist
Applying Psychology to Serious Handicap

This book, which the author describes as "purely about psychology", is an ambitious undertaking in that in less than 200 pages it attempts to review some key areas of psychological research concerned with people with severe learning difficulties. The author considers that the knowledge base is small and also readily admits that it reflects his own knowledge and interests. It is, however, a most interesting and useful book because it attempts to be explicit in discriminating between influences on the lives of people with severe learning difficulties that are the result of societal values, and the behaviour of people with severe learning difficulties which may be related to influences that could be described as authentically psychological such as cognitive functioning, language and communication and self control. There are also good descriptions of the usefulness and limitations of behavioural technologies in changing the behaviour of people with severe learning difficulties, both in terms of teaching new skills and managing problem behaviours.

Throughout the book there are several key themes. Perhaps the most important of these is a recognition that psychology is concerned with individuals and individual functioning and that it is the individual who is important. This seems to me to be an extremely valid point, worth stressing, given that certain elements of what happens in services may be based on ideological values of a varying nature, without reference to what the pursuit of these values may mean to the individual. Another key theme, and again one which I welcomed, was the attempt to relate the findings of experimental psychology, and what is generally known about problems of learning, memory, social cognition and other areas, to the understanding of the behaviour of people with severe learning difficulties. So, in the chapter on General Cognitive Functioning, Clements, drawing on experimental evidence wherever possible, describes where the learning deficits in people with severe learning difficulties may actually lie. He cites the poor strategies that the individual may employ in storage and retrieval of information, amongst a variety of other themes. Given that routinely in services there may be little attempt to identify the exact nature of why individuals with severe learning difficulties have great problems in learning certain skills, it is worth considering that there are ways of identifying the problems more succinctly which may then be built on, to improve the quality of the teaching that can be offered.

Clements also relates the issues of general cognitive functioning to social cognition and using this model approaches to explain why people with learning difficulties may have problems in understanding the world around them, relating it to the complexity of interpreting social information. I found this a particularly useful analysis, given the current work in cognitive social psychology which attempts to explain successful social interaction on the basis of understanding certain key social rules. Clements repeatedly raises the need, justifiably, for a better interface between the general body of knowledge in psychology and its application to people with severe learning difficulties and suggests a need for greater dialogue between researchers and clinicians. Although this is an age old argument, it seems to me to be worth restating as there is still a great variation between general psychology and what is known about "normal people", and how many of these themes have been applied to people with severe learning difficulties.

A third theme which runs throughout the book is an appreciation of the complexity of the determinants of behaviour in people with severe learning difficulties and a recognition that applied behaviour analysis, despite its undoubted value, must develop a broader base in understanding behaviour if its progress is to be maintained. So, Clements states, there is a need to integrate such issues as transient mood states, anxiety and depression into the analysis of why an individual may be behaving in the way he or she is. In this respect his chapters on managing problem behaviour, language and communication and self control are particularly interesting, in that they offer a much broader base analysis of the determinants of behaviour than has been traditionally understood within the realm of behaviour modification based on operant theory. Taking into account all of these areas throughout the book, Clements is advocating a more comprehensive approach to meeting the needs of people with severe learning difficulties but not at the expense of scientific rigour.

In conclusion, this was an interesting and readable book. It is a book which says how difficult and complex the processes for behaviour change are, and puts these into a context of social values, cognitive psychology and the organisational structure within which services are provided for people with severe learning difficulties. It is an unbiased and open-minded text, which attempts to distinguish between ideological issues and scientific psychology and discusses all its themes within the context of psychological knowledge as it currently stands. Given its length, some of the arguments cannot be discussed in great depth, but there is a comprehensive list of references for anyone who wishes to pursue any of the themes outlined. I feel the hard-pressed person and others, especially trainee clinical psychologists, would find it worth taking the time to read this book, particularly if they are confused between issues which are value based and issues which lie more directly within the realm of scientific psychology.

Francis Harvey is a top grade Clinical Psychologist with North Staffordshire Health Authority Mental Handicap Unit

The Reality of Down's Syndrome

Growing Up With Down's Syndrome

Billie Shepperdson

London: Cassell Education; 1988; Hardback £25.00

Stephen White

This is not an easy book to read, but my hope is that all professionals who might have contact with a Down's syndrome child and their family should persevere.

The book is a longitudinal study of initially 37 and latterly a total of 53 families in South Wales, whose common factor was a Down's child. The study covered the period between 1972 and 1981 and investigates the mother's response, other family members' response, the influence of the child on the parents, the parents' influence on their child and the social world of the child. The last four chapters of the book then look at how parents were, or were not, supported through the child's school years by various agencies.

As I have said, it is not an easy book to digest. This is due to the style of interpretation, explanation, direct quotes, tables and figures all together, but I urge perseverance because of the quality of the teaching that can be offered.
negative behaviours.

It may be true, but it leaves me feeling preschoked at rather than informed and educated. What Billie Shepperdson does is "lay-off" the heavy interpretation and allows the mothers to express, in their own words, exactly what they felt, how they reacted, their hopes, their fears, their justifications and their roles. Some of the quotes are very emotional. Given the fact that many professionals will only learn about a Down's child through texts rather than experience, these quotes do not just ring colour - they give realism.

In a section devoted to the personalitites of the teenagers, one mother is quoted:

I think it I've ever met someone who's a truly Christian person, it's Malcolm. I've never known him do a cruel or nasty thing in his life and no matter how he is hurt he will always turn the other cheek. There's something odd about these children - or are we odd that we find it strange to recognise goodness - it's quite alien to us, isn't it?

Another mother, in talking about the amount of work needed to look after her child said:

I'd like to do more for her. If I could teach her to do more for herself, I'd like to. I'm doing as far as I can to the best of my ability but I don't know if it's best for Joan - if I'm getting all out of her I should. I'm feeding her, I read to her but is that enough? That's what I often think. If I'd had help when she was young, I'd know more about it now.

Two different mothers reported on their response at the birth of their child:

Well I was relieved more than anything, because I knew there was something the matter with him, but it wasn't as bad - well - as I thought it might have been. I thought he might have been mental or something ...

I was very bitter for four-and-a-half years ... I didn't want him out of hospital. I didn't care what they did with him then ... my sister-in-law had him for a fortnight. I just didn't want to see him or do anything for him ... she stayed with me for three months. I wouldn't let her go home. It was well over three months, and then I used to do it with a grudge. But I used to go up there (to sister-in-law's) every day. I wouldn't bath him. She had to bath him at her house.

And a final quote:

I could imagine what it would be like ... I know this is something that happens - and it gets worse. I was telling the doctor "I'm sorry I'm like this, but it's just that this is something that's going to get worse as she gets older - it's not something that's going to get better" I realised that at the time - and of course it has got worse. It was alright when he was a baby.

All this realism can be quite hard to take, but any professional potentially engaged in the support of a family with a Down's child should read this book.

Stephen White is Director of Information with The British Psychological Society.

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### Bibliotherapy for Headaches

This little book is explicitly aimed at people with chronic benign headache (tension and migraine) who would like to help themselves manage their pain. There is some research evidence that bibliotherapy for this type of problem can be effective, although as far as I know this text is untested.

Anciano has written a short book covering the major issues with which headache sufferers are concerned. The first three chapters provide basic information about the variety of headache symptoms and their relationship to conventional medical diagnostic categories. The author places considerable emphasis on stress as a cause of headache and has sensibly underlined the stressful impact of frequent headaches and the vicious cycle in which many headache sufferers are trapped. There is a chapter on conventional medical approaches to headache which provides basic information on the common drugs used to treat headache. In my experience many headache patients know nothing about their pharmacological treatment and this chapter is an admirable succinct and readable account which many would find useful. The areas of personality and hormonal influences on headache are also touched on.

The middle three chapters contain the basics of a self-help programme based on psychological principles: monitoring headaches, how to relax, and changing lifestyles. In each of these Anciano provides a description of the techniques to be used and some discussions of possible difficulties. The final two chapters concentrate on the more controversial areas of diet, allergies and headache and a description of alternative medicine treatments for headache.

Overall this is a sensibly written book. Anciano provides plenty of information in a relatively compact space. His explanations of complex phenomena are pitched at about the right level for an intelligent but naive headache sufferer. He provides basically good advice and especially emphasises the dangers for people trying to manage their own drug treatment without suitable medical backup.

I do however have a number of serious reservations about its use as a self-help manual of the type which might be given to patients in lieu of a short psychological treatment. First, there are a number of places where technical words are introduced without full explanation. Indeed, attempting an explanation would be very difficult without recourse to a long diversion into basic biology. Second, the use of visual aids is very poor. They are restricted to a few cartoons which serve no purpose other than to break up the text. A great deal more use could have been made of graphics. For example, good quality illustrations of the tension-release exercises would be extremely valuable. Third, I think that the author takes the reader's ability to use the diary and prepare their own graphical analysis too much for granted. This is quite a difficult task and many people do not readily understand simple data presentation methods. Finally, I suspect that it would have been better to have outlined a step by step self-help programme giving an indication of how long each stage should last.

In summary the book fails between two stools in attempting to provide a comprehensive information coverage and be a self-help manual. It probably succeeds in the first instance and fails in the second. Nevertheless, I will almost certainly use it on a trial basis with headache patients I encounter in clinical practice. Their reactions will be the true test of the book.

**Coping with Headaches**

_Damien Anciano_

Edinburgh: Chambers; 1987; Paperback £2.95

Stephen Morley

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Dr Morley is a Lecturer in the Department of Psychiatry, University of Leeds.
Anecdotal Approach to Forgotten Millions

This is really a pretty dreadful book. I am sorry to have to say that, since it is a topic which is close to my heart. The blurb on the cover claims that "David Cohen looks in detail at the organisation of services and interviews with selected figures in these countries who offer their opinions about psychiatric services and recount anecdotes about care. This is a stitched together with a literature review which is highly selective (and often very repetitive) and where scant attention is paid to resources or documentation. Since the authority and representativeness of those interviewed is never clearly established - some are certainly well-known, but others are definitely not - the non-professional reader is going to find it very hard to evaluate the opinions expressed. The professional reader will find little of interest here and I cannot see the book being useful in any academic sense. Even by the standards of popular journalism it is poorly written, badly edited, and sloppily put together.

To catalogue all its faults might now seem gratuitous, but I suppose I had better justify being quite so critical. Let me start with the general standard of writing: in several places one knows what the author means, but he really cannot mean what he says. For example, in a section on cultural relativism he concludes,

Psychiatric courses need to study whether such differences in social attitudes are real (p. 51).

On poverty, Indian psychiatrists also argue that economic problems cause anxiety. Hunger is not an area to ignore (p. 43).

Apart from this kind of nonsense, the book is also littered with factual inaccuracies and half-truths. For example,

The ventricles of some, but not all, schizophrenics are smaller and look atrophied (p. 114, italics added).

Of course, it is the cortex that has been found to be atrophied in some cases, the ventricles are actually enlarged.

His grasp of history is similarly flawed. West, in 1959, Enoch Powell, then the Minister of Health, introduced the Mental Health Act (p. 195).

The Act was actually introduced by Derek Walker-Smith who was the Minister of Health at the time, what Powell did when he was Minister was to introduce the 1962 Hospital Plan in his famous "waxing of the one" speech at MIND's annual conference in 1961. But my particular favourite is his account of Hoult's random controlled trial of a radical community-based alternative to admission for people in acute psychiatric crisis in which, according to the author,

Each patient was given an envelope to open which determined his or her treatment (p. 215).

This sounds like a novel procedure. The interviews which form the basis of the book are poorly edited and often extremely repetitive. Every few pages Dr X pops up with another comment, more likely one he has heard before, and one can just visualise the author scanning his typescript for the next suitable quote. For example, the story of the Japanese hospital superintendent who hit his patients with a golf club is certainly shocking, but after the fourth telling it does get a bit.

There is also a general sloppiness and it is clear that the author has taken very little trouble to check his sources or his references. I accept that it is not aimed at an academic audience, but without trying very hard I found three references which either did not exist or were completely wrong (Neki, 1973; Stern & Test, 1986; Tantum, 1986) and two others where there were major errors in volume or page numbers (Harding, 1987, Turner, 1986). All these are important sources and one might have expected that at least he would have made an effort to spell their names correctly. (Incidentally, readers of the "Letters" column of the old Bulletin will be cheered to see Dr Malcolm Weller, the scourge of Friern, appear as "Maurice Weller of Southampton University" (p. 214).

This is, therefore, an extremely disappointing book. The author has latched on to the fact that there is a serious world-wide problem concerning the care of the long-term mentally ill, but he has done little to advance our understanding or appreciation of the complex issues involved. There is certainly a need for a systematic, cross-cultural analysis of the social, economic and cultural influences which affect service provision in different countries. This would be a difficult book to write, especially for a non-specialist audience. Perhaps somebody will now be encouraged to take it on. If this book is any yardstick, then there is precious little competition.

Dr Shepherd is Top Grade Clinical Psychologist at Fulbourn Hospital, Cambridge.

Hormones and Distress

Functional Disorders of the Menstrual Cycle
Edited by M.G. Brush & E.M. Gouguenheim
Chichester: Wiley, 1988; Hardback £45.00
John T.E. Richardson

Most women between the ages of 15 and 50 are regularly affected by the endocrinological and physiological changes associated with the cyclical process of ovulation and menstruation. Roughly half of all menstruating women experience dysmenorrhoea or period pains, which in most cases are not associated with any pelvic abnormality but appear to result from an elevated concentration of the hormone progesterone. Dysmenorrhoea has been acknowledged by clinicians and in the general culture since ancient times. In contrast, premenstrual symptoms seem to be a 20th century phenomenon. Indeed, there are no unambiguous references to such symptoms before they were documented independently by the physicians Robert Frank and the psychoanalyst Karen Horney in 1931, and it was only in 1953 that Greena and Dalton put forward the notion of a "premenstrual syndrome" involving marked general tension and irritability as well as a variety of other emotional, somatic, and behavioural components.

It is thus perhaps unsurprising that less than 10 years ago a journalistic account described premenstrual tension as "the unrecognised illness" and suggested ways in which sufferers might deal with recalcitrant doctors. Nevertheless, the situation has changed markedly in the meantime, and nowadays most medical authorities accept the existence of a specific clinical condition of premenstrual syndrome (PMS). A recent survey of general practitioners found that most regarded premenstrual symptoms as reflecting a genuine clinical condition whose aetiology was hormonal in nature; indeed, over 80 per cent of them claimed to be successful in treating such symptoms. These more sympathetic attitudes are in part a response to the large amount of clinical research which has been carried out on menstrual disorders in recent years, research which is accurately and thoroughly surveyed in this collection of original papers edited by Michael Brush and Ellen Goudsmidt.

Apart from a useful review of the physiology and psychology of the normal menstrual cycle by Asso, the book examines a broad variety of menstrual disorders from a conventional clinical

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perspective, although two-thirds of the contributions are devoted to PMS. The definition of the syndrome is itself problematic, and this is discussed in two chapters by Samson and Sampson-Brush which considers the impact of environmental factors, with a particular emphasis upon pollutants. Goudsmit considers the psychological aspects of premenstrual symptoms and Morse and Dennenstein describe the application to PMS of cognitive therapy. The remainder of the collection consists of six chapters on other disorders linked to the menstrual cycle. These include individual chapters on cyclical mastalgia by Mangelon, on hypothalamic amenorrhoea by Rees, on menorrhagia by Franks, on menopausal headache and migraine by Petty and on dysmenorrhoea and menorrhagia by Rees. There are also two concluding chapters, by Matta and Shaw and by Hoth-Smith-Bond and Brush, concerned with the aetiology and treatment of endometriosis.

Without exception the contributions to this book are clearly written and give an up-to-date account of relevant research. Some researchers may find the volume disappointing because the concept of PMS is largely taken for granted and is not subjected to critical analysis. For example, the notion of a "syndrome" implies the existence of a clinical condition that is statistically abnormal, and yet the incidence of premenstrual symptoms varies between 25 and 100 per cent in published surveys.

Some researchers argue that PMS should be differentiated from milder forms of premenstrual discomfort, but what appears to be important is that a certain proportion of women regard their symptoms as a problem in need of medical treatment. Indeed, the notion of a "syndrome" implies the existence of a pathological condition which demands and legitimates clinical intervention, but in the case of PMS this very assumption has been seriously questioned by both clinicians and feminist researchers. In short, then, the medical model is especially dubious in the case of PMS, and this book would have been more interesting to psychologists and other social scientists if it had paid more attention to these social and familial factors involved. Nevertheless, within the relatively restricted framework in which the chapters in this book are written, it is a valuable resource for anyone concerned with disorders of the menstrual cycle.

Dr Richardson is Reader in Psychology at Bath University.


december 1988

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gender and neurosis

the neurotic woman: the role of gender in psychiatric illness

agnes miles

new york: new york university press 1988: hardback $35.00

judi marshall

i opened this book with considerable interest. there do seem to be major gender differences in the occurrence and definitions of mental illness and i well remember my first determination to take me into this area in depth. i found plenty to ponder, but am left with a somewhat ragged overall picture. i would have appreciated more reflection and synthesis.

the book reports an interview study of 65 women and 20 men who had been diagnosed as "neurotic" and referred for outpatient psychiatric treatment. they suffered from depression, phobias, obsessions or anxiety. the book concentrates on the women. it was noteworthy that they represented three quarters of referrals, fitting with the repeated finding that women have a higher incidence than men of mental illness. the men provide a comparison group. they are interesting, but often shadowy and aloof figures, reflecting their formal approach in interviews. they attributed their illnesses either to work related problems or physical illness and did not look for other contributing factors. many felt an additional stigma at having conditions socially identified as "women's problems".

in marked contrast, the woman talked intimately about difficult relationships, their low self-confidence and the doctors and psychiatrists who seldom believed their problems and often told them to pull themselves together. most wanted to understand the "real" causes of their situation, continually seeking an elusive factor which would satisfy this need. theirs is a touching story, a multi-dimensional portrait of women's still devalued place in society, seen through the telling lens of "neurosis".

we thus read fundamentally different stories for the two groups. in this non-comparability of data the book takes a bold and welcome step, but does so a little half-heartedly. the differences in form between the sections on women and men reflect potentially significant gender differences in attitudes to and experiences of "mental illness". i would have liked more explicit discussion of this intriguing dimension of the report. also, i wondered what was happening to female interviewees had played. would the men have spoken differently to another man?

wanting to know more about the choices the author had made and her own views and whether they were continuing preoccupation in my reading. for example, most of the quotations from women are preceded by the number and age of any children they have, marking them as mothers and the assumptions behind it are not discussed. no similar information is given for the men. i wanted the author to talk to me about this, rather than slip it in. especially in work on gender, reflecting on our own values is essential. yes, this reporting fits with the finding that women explained their situation in terms of marital and family issues. but it insinuates a set of assumptions into the form of the text which i would rather had been explicitly addressed. and this very visible data made me curious, 16 (42 per cent) of the 38 women for whom data is given had three or more children. is this relevant?

i found this an essentially depressing book to read. agnes miles' conclusion is that "general practitioners who describe neurotic symptoms as women's troubles are right, even if for the wrong reason". the social context of women's lives, and their own socialisation foster a situation in which they battle to perform devalued, difficult, but idealised roles burdened by guilt and low self-esteem and with very little support from husbands and "helping professionals". this may sound like an impassioned ideological statement, but that is what the data plausibly and forcefully says. (again though, i want more. no demographic data are included. the women's issues are not those of a small insignificant subset, surely not at all when they all women everywhere!) however much i believe that we co-create our social context, i cannot offer easy solutions to these people. their lack of personal and social power reveals a world i deplore, not one with which they should learn to cope better.

agnes miles finds a partial solution in life events. women (but seldom men) describe these as triggers to unhappiness and as preceding recovery. for example some women's health improved after they separated from their husbands. but events are embedded in contexts, they are experienced through their meanings, they are not value-free. we cannot impose therapeutic life events on people. surely the women's willingness to leave the difficult situation, or to rebuild their lives when they were left, was as significant as the "event"? in this i disagree with the simplicity (and briefly) of agnes miles' conclusion that psychiatric treatment is inappropriate for neurosis because the latter is a social disorder. however, the treatment received by this sample was not on the whole improve. it is not, then, a cheerful book. it is somewhat underdeveloped as a research account. its contribution is women and men talking about mental illness and their attempts to cope.

marshall is senior lecturer in organisational behaviour, school of management, university of bath.
Promising Educational Series

These three titles are from the promising Paul Chapman Education Series and look like every day in the serving teacher's bookshelf. (Not that serving teachers show much wild enthusiasm for filling their bookshelves with such improving material, as any author or publisher of educational books will testify.)

Their value is that they concentrate not upon the hardly annuals of classroom concern (e.g. attainment and abilities, learning, educational failure) whose dry petals have been picked over so often, but upon less obvious but equally fundamental issues. These issues - interpersonal relationships, teacher stress, children's self-esteem - all have a profound effect upon what happens in the classroom, but have been relatively ignored up to now by both educational researchers and authors. Children (and teachers) have been seen for the most part as mechanisms that can be programmed and manipulated, with little concern for the internal and interpersonal variables that go to make each individual and each moment of social interaction unique. Intractably for some, human beings persist in being messy, complex, unpredictable, original (and ultimately fascinating), and in refusing to conform to the "scientific" patterns that we psychologists and others have tried to identify in them.

Refreshingly, these three books deal with human beings as they are, and not with how the tidy mind of the scientist wants them to be. Taking Denis Lawrence's book on self-esteem (which gave me particular pleasure) first, the central theme is the homenspun truth that the way in which people think about themselves affects their performance. Improve self-concept, help individuals to see themselves positively, to think of themselves in terms of success rather than failure, and hey presto! you are well on the way to helping them do well. In support of his theme, Lawrence outlines his own and other research into self-esteem, discusses assessment and enhancement, outlines practical exercises, looks at self-esteem in teachers, and focuses upon counselling, behavioural difficulties and remedial reading. I have some minor quibbles with his approach, particularly his neglect of the notion of self-acceptance, but these are more than outweighed by my respect for what he is trying to do. A valuable and interesting little book.

Peter Kutnick's book is more ambitious in scope, and may be in danger of being passed over when education tutors draw up their reading lists simply because it ranges so broadly. This would be a pity, as the book should enhance the performance of any student teacher who reads it. Kutnick covers social and moral development, the social effects of schooling, the cognitive effects of schooling, co-operation, competition, disruption, parental involvement and, of course, teacher-pupil interaction. These themes hang together nicely, but stretch across the boundaries between the different components of most courses of teacher training. Hence my fear that the book may not find the ready home for itself that it undoubtedly deserves.

Finally, Harry Gray and Andrea Freeman's book on stress. I found this a little breathless, peppered with sub-headings and racing from one theme to another without always allowing the reader time to stop and reflect. Can a book, by its very urgency, inadvertently stress the reader? An interesting point. But stress is very much in the news these days, and most teachers will find it helpful. The emphasis is upon practicalities, and although I would want to reorganise the way in which some of the material is arranged and presented, the coverage is comprehensive and effective. The nature of stress, staff-student relationships, deviance, organisational demands, helping yourself, helping colleagues, helping students, career goals, social pressures and the problems of headteachers all receive extended treatment. The book could well be adopted by individual schools as a focus for in-service training and staff development.

In sum, three highly commendable books. Perhaps if there were more like them, teachers would decide it was worthwhile stocking up on improving material after all.

Dr Fontana is with the Department of Education (Annexe) at University College Cardiff.

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Enhancing Self-Esteem in the Classroom
Denis Lawrence

Relationships in the Primary School Classroom
Peter J. Kutnick
London: Paul Chapman; 1988; Paperback; £8.95.

Teaching Without Stress
Harry Gray & Andrea Freeman

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A Good Look at Science

Science: The Very Idea
Steve Woolgar
Chichester: Ellis Horwood; 1988; Paperback £4.95
Jonathan Potter

Psychologists have often pronounced confidently on the very idea of science but frequently with little more than school-teaching lessons on a dissection of the Ladybird Pepper to back them up. Meanwhile, over the past 20 or so years, sociologists have been quietly trying to find out how science is really conducted at the lab bench, through the publication system and in the conference halls. This excellent, bang up to date and remarkably cheap book tells the story of this research and explores some of the surprising and occasionally uncomfortable conclusions which have emerged from it. Amongst other things, it throws new light on scientific discovery, argument and explanation. This book, and the body of work it describes, deserves wide attention.

Dr Potter is Lecturer at the Department of Social Sciences, University of Loughborough.

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A Text for A-Levels

Psychology: The Science of Mind and Behaviour
Richard D. Gross
London: Edward Arnold; 1987; Paperback £12.95

John Radford

*This book aims to provide a self-contained introduction to all major aspects of psychology. The content is based on the revised Associated Examination Board A-level syllabus, but it should also be useful if you are studying for the Joint Matriculation Board A-level or an International Baccalaureate examination in psychology, or if you are start-
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320pp Paperback 0 7108 0321 1 £10.95 $19.40

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The Psychologist
This short book is one of a series of texts intended for students studying psychology for A-level. Although the author offers justification for his choice of title, it is arguably at least well deserved as a book on the biological bases of behaviour with a particular bias towards neuropsychology.

There are four chapters. The first offers an introduction to the nervous system and the study of brain-behaviour relationships, and the second an account of sensation and perception based around the auditory and visual systems. The next chapter deals with the cerebral cortex and related issues such as the effects of cortical lesions and the question of the thalamus. The final chapter is a chapter on subcortical mechanisms. Each chapter is concluded with some points for discussion, a series of simple practical exercises and an account of a couple of pertinent published investigations.

To some extent the detailed contents and style of presentation of information may have been driven by the need to conform to an A-level syllabus thus leaving the author limited room for manoeuvre. My own small domestic sample of a sixth former considering the possibility of studying psychology at university, reported that the book did contain some interesting material but that large parts seemed too much like lists of facts.

Neuro-Psychology at A-Level

Understanding Neuropsychology

J. Graham Beaumont

Oxford: Blackwell; 1988; Hardback £25.00; Paperback £6.95

Edgar Miller

about the nervous system. This coincides very much with my own impression.

Beaumont is at his best when he starts to deal with the more specifically psychological aspects. He exhibits a broadly based appreciation of the field and draws some stimulating and informative examples from this. There are things that may excite and encourage the student. The discussion points, exercises and illustrative descriptions of experiments at the end of each chapter are well thought out. The difficulty is that in each chapter the more psychological material only comes after the reader has gone through sets of rather dull details about such things as the anatomy of the brain, its physiology and biochemistry. These sections introduce what, for the reader, will appear as a large number of new terms like "medulla", "theta activity", "locus coeruleus" and even "emergent psychoneural monism!

It is also true that the book will be useful in other contexts, though it does not here adequately claim to be completely appropriate.

As the progenitor of a comparable work, though as contributing editor rather than sole author, I am only too well aware how open to criticism such an enterprise is. One can hardly avoid, in attempting a general introduction, both oversimplification and omission. In the present case one could pick, for example, on the argument that the study of individuals "does not enable generalisation beyond the single case (whereas) the nomothetic approach, as it involves several subjects, does enable us to make generalisations about people"; and suggest that a sample of one is not in principle different from a sample of ten or a hundred. One could say that an account of intelligence looks less than complete with no mention of Gardner, or Sternberg. One could wish for more on cultural/anthropological studies; what there is relies rather heavily on Mead and Benedict. Nor do logic and reasoning find a place. The well-known table of familial studies of intelligence by Erlenmayer-Kimling and Jawik (1967) has surely been superseded by that of Black and McGue (1981). And there are inevitably minor slips: it was in 1855, not 1859, that Freud visited Charcot, and Piaget did not work with Binet but in his laboratory, Binet having died when Piaget was fifteen.

But to revert to the book's stated aims, what is an introduction, and what are major aspects? An introduction to a subject, as to a person, surely should give some relevant information and lead one to seek more. One book cannot show all that is done but it should show, if possible, what the subject is up to, and where. I think this book does that reasonably well.

"Major aspects" here are, essentially, the conventional ones: psychology as a science, learning, perception, the nervous system, cognitive development, psychopathology and the rest. This is perfectly reasonable; there is no agreed taxonomy of psychology and no logical order of presentation, at least to my mind. And accordingly, the chapters here are deliberately written "as self-contained "units" to suit different sequences of tackling the overall subject matter". At the same time the beginning student needs help in forming some structure to organise disparate material, and this is provided here by, among other things, tables of comparisons between theories, and the like; though here a suspicion of occasional force-fitting may creep in.

A-level students, the book's primary target, will generally rely on one main text, usually recommended by a teacher. Teachers should certainly put this on their list of possibles.

Professor Radford was formerly with North East London Polytechnic.

Dr Miller is with the Department of Clinical Psychology at Addenbrookes Hospital, Cambridge.

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Tips from the Counselling Trade

As the author states in the opening paragraph of the book, to date there has been very little written specifically for this sizeable body of managers and administrators, principals and department heads, who have to use counselling skills on a daily basis simply to get the best out of their people.

This book is intended, therefore, to provide line and personnel managers with basic guidelines on counselling people at work. A very laudable aim, given that occupational medics and personnel executives are now claiming that stress at work is costing British industry between 5-10 per cent of Gross National Product annually, in terms of sickness absence, labour turnover, premature death due to stress-related illness, poor performance, etc.

The book is divided into three sections. Section one explores "what counselling is and how it works". In this context, counselling is defined as a "set of techniques, skills and attitudes to help people manage their own problems, using their own resources". Counselling is then divided into three phases: understanding, challenging and resourcing. This means that counselling is a process which requires defining a problem (understanding), re-defining a problem (challenging) and managing the problem (resourcing).

The second section deals with the "skills" of counselling and examines "listening", "respecting" the individual, the "genuineness" of the counsellor, and personal qualities necessary in a counselling role (e.g. tolerance, self-knowledge, discretion, interest in people, and liking for people). There are plenty of examples of what is appropriate and what is inappropriate behaviour.

The final section is concerned with how counselling fits into the organisation, problems of role conflict and guidelines on setting up in-company employee counselling services.

The book is very simply written, with a number of case studies in each section, as well as prescriptive recommendations of a "how to" variety. The design of the text in this book is appalling, unfortunately, with boxes here and there, typefaces in italics to highlight one aspect and in bold to highlight another. It makes for very confusing reading, breaking up the message and forcing the reader to interrupt the central theme by diverting attention to a list of guidelines, case study material or prescriptive hornies.

If you are looking for an academic review of the literature or research on counselling at work, this is not the volume to buy. As a tool for "problem recognition" and a source of some commonsense "tips" from the counselling trade, it is a first step in the right direction. The writing level is, however, fairly low key, appealing more to the junior or lower middle manager.

There will be many senior managers who will suggest, however, that the majority of managers just don't have the time, personality or training to take on the role of counsellor as well as all the other activities they are expected to perform. This is a legitimate objection, which has only been touched on by the author in highlighting the potential role conflict of manager/counsellor. I think this book can help managers to understand and identify "individuals at risk" and those needing guidance, but it might be an inefficient (and inappropriate in terms of "skills") available use of a manager's time to attempt to carry out the counselling process through to its logical conclusion.

Professor Cooper is Professor of Organisational Psychology at the Manchester School of Management, University of Manchester Institute of Science and Technology.

Living with New Technology

Since the arrival of micro-electronics in the mid 1970s there has been much discussion about the social and psychological consequences of new technologies. Nightmare images of tightly controlled and centralised societies have haunted the public imagination, contrasting sharply with predictions of high tech utopias, where humane work organisations and democratic institutions are the promised norm. The ensuing debate has made it clear that it is a mistake to assume that the impacts of new technologies "just happen". The effects they have depend on key choices concerning which technologies are chosen for development, why such development is supported and for whose benefit and how the development and its applications are managed.

Valuable though such analysis certainly is, however, at one level it remains unhelpful. It is quite common to hear people who have experienced the introduction of new technologies at work report unanticipated outcomes to established work routines and required skills. Occupational identities, career structures and conventional patterns of management control may all unexpectedly be affected by changing technologies.

What is not so clear, of course, is exactly when it makes sense to stop emphasising the range of options that might be associated with a new technology and to begin treating any specific application as an independent variable in its own right. In their book Clark and his co-workers set out to address this issue. Their discussion develops from a detailed presentation of a research study undertaken in British Telecom between 1981 and 1985. At that time BT were replacing the long established switching technology of Stowger telephone exchanges with the TXE4 system, a precursor to their much debated "System X" technology. The research concentrated on the effects of TXE4 on maintenance engineers. The behaviours of key interest groups interested in influencing organisational outcomes are compared to the impacts that could directly be attributed to the technology itself.

As the authors themselves acknowledge, many of their findings about the way technological choices were influenced by key interest groups echo other studies of technological change. Thus, BT's corporate strategy did not specify in detail how work in the new exchanges should be organised; middle
order on work organisations and much work has been undertaken in recent years into ways in which social and psychological criteria can be employed early in their design. From their study of the highly automated technology of TXE4 exchanges, Clark and his co-workers feel obliged to emphasise that the closer people work with an engineering system the more their work will be constrained by it. Important though this insight is there are other, more significant, limits to choice associated with the new generation of software controlled technologies. These include the difficulties of helping design engineers plan for the organisational outcomes of their work, and the problems of introducing unfamiliar work systems in the face of what Donald Schon once called the "dynamical conservatism" of organisational life.

Professor Blackler is with the Behaviour in Organisations Department, University of Lancaster.

THERAPY

Square Circles and Dogs' Dinners

One is disposed to approach a work of this title with suspicion, since it appears to claim not only that Cognitive Therapy (CT) has arrived but that it is developing. The opening sentence reinforces any pessimism reminding us (as it does that CT's "creaky" methodical and shows a close eye for detail. It is not, however, a book that is easy to read and people coming new to the issues it addresses are quite likely to find themselves bogged down. Nonetheless the concept of technologies as engineering systems that Clark and his co-workers present is worth persevering with. Unusually, it offers a way of relating sociological orientations to new technologies with studies at the level of task analysis more familiar to occupational psychologists and ergonomists.

Nonetheless I have one reservation about the book. The analysis it presents is limited by the restricted literature the authors make reference to. Very little reference is made to work on socio-technological systems approaches; several of the observations made in this study would not be considered unusual by social scientists familiar with work in this tradition.

There is also no reference at all to the burgeoning literature on how social and psychological priorities may be incorporated into the process of technology design, an omission which undermines the general validity of the argument developed in the book. The new information and communication techniques can be used to impose a false

amalgam of ethology, biology, psychology, philosophy and "brain-state". The neurophysiological changes involved remain a mystery, but some light may be shed on the matter by one of Gilbert's patients who felt that he would only love her if she looked like a film star. Maybe he should have discouraged this misplaced affection by telling her about his theory. Later in this chapter cognitive psychotherapists are urged to spend less time on technique and move on to considering "what it is to be a human being". What on earth can he mean?

Grieger, not to be outdone, sets out to square the psychological circle by integrating various cognitive therapies into an "eclectic whole" whatever this means. The meat in this sandwich is said to be "intensely cognitive and philosophical at its core and, as such, completely endorses and seeks to further ... (RET). Readers may feel either that he has failed miserably or succeeded brilliantly in this task, according to personal taste for eclectic wholes. On the other hand, Glover's visionary inspiration ranges from Krishnamurti (who he?) to Sartre in his account of "Responsibility and Therapy", a contribution which winds up Part 1 ("Principles") of the book.

Part 2, "Applications", is only slightly less awful than Part 1 although it must be said that Howell's contribution is an honourable exception to the depressing low standard. Hamlin's chapter, for example, focusses largely upon a personal research project of such looseness as to defy either replication or criticism, and renders it impossible to trace a "cognitive" component - unless one is prepared to count giving "people a feeling of being listened to ... " and providing "clients with a framework to make sense of their experiences ...

Scott's chapter is a dog's dinner. Richman assures us (with two references for doubters) that people spend much of their waking lives working and (incomprehensibly) that "individuals bring their total selves to the work situation".

The final chapter concerns a programme for training parents to be effective. So far as one can see it comprises behavioural training, modelling, group feedback, suggestion, operant training, homework assignments, "cognitive therapy", empathic communications, role playing, observational training, "encouragement", instruction, explanation, assertive training and what one might call "warming-up-therapy". The latter appears to mean that "It is important to warn children and others that one has a headache or that one is irritable".

Come back Freud, all is forgiven.

Professor Beech is at the Department of Psychiatry, University of Manchester.
Words of a Wise Woman

From Freudian apostate, Karen Horney moved to pioneer ego psychologist, and has recently received new recognition and attention as the foremost feminist of the early psychoanalytic movement. It is the latter that presumably persuaded the Association for the Advancement of Psychoanalysis of the Karen Horney Psychoanalytic Institute and Center to transcribe these lectures from tapes, because there would be a new audience for them.

In the book we join a course on psychoanalytic technique, which Horney gave for analysts in September and October 1952. She was to die before the end of the year. Apart from their value to School-of-Horney analysts and their archival interest, do they contain insights for researchers in gender psychology, clinical psychologists, counsellors or students of life? One would expect so. After all, she was a proud radical who not only rejected Freud's rigidity and questioned Engel's economic materialist solution to the hegemony of men over women, but also understood that the psychic problems of the New World stemmed from a different set of frustrations, resulting in a distinctive idealised self and neurotic pride although the phallocentric metaphysics dominated there too. (She came to the United States in 1932 because of her disagreements with the Freudians at the Berlin Psychoanalytic Institute. An ill-wind that rescued her from Hitler's doom ...)

Final Lectures: Karen Horney
Edited by Douglas Ingram
London: W.W. Norton; 1988; Hardback £9.95
Halla Beloff

The topics here range from the quality of the analyst's attention to free association and the use of the couch. Her aim was "to help more": All in the face of the patient's "endlessly wanting help, needing help, feeling too proud to accept help, denying problems, embellishing problems, cursing himself for any problems, feeling ashamed, feeling guilty, etc., etc." She taught that the therapist was neither a camera nor a sound recorder, the skill was in attending without haste so that one may select the individually important issue, in a patient. But one does not select too early, for that could only bring in the analyst's personal equation.

To the question "is analytic therapy a science or is it an art?", she answered, the question does not concern me personally. Was this clever or foolish? Today it does not worry the rest of us either; in quite the way it might have done in 1952. She certainly knew that being a cold observer was not good. "You can only be a therapist if you are with all of yourself in all you do." The paradox is then that she knew that non-attachment was the partner to that principle. And she appreciated that here was the terrain of the Zen masters.

There are careful dissections of a neurosis as a useful set of defences, against anxiety, despair and hopelessness. This leads to analysis as a dismantling of the patient's wish constantly to improve the functioning of his/her neurosis. Surely Horney's writings made that part of our present so-called commonsense. Her far distance from the Freudian establishment can be seen in her definition of an analysis as a cooperative enterprise, where (and the heavens remain above us ...) she recommends that "when you don't understand something, why not sometimes ask the patient?"

This set of Horney's ideas does not extrapolate directly to other kinds of psychotherapy. (Janet Sayer's forthcoming Mothering Psychoanalysis will do that.) What we do have here is the wise words of a woman who had the intellectual strength to see what to keep and what to discard from the old giant. Her Zen allegiance comes nicely into one of her challenges, a propos the Basic Rule. The basic rule for the patient is the obligation to speak freely whatever comes to mind, to free associate. When speaking with absolute freedom as a rule, what then is the nature of freedom?

Dr Beloff is with the Department of Psychology, Edinburgh University

Psychoanalysis as an Empirical Discipline

Psychologists often have difficulty in knowing how to regard psychoanalysis. My own attitude is an ambivalent one. On the one hand, its contribution to psychological issues often neglected by other psychological traditions is too important and substantial to permit the dismissive attitude commonly found among academic psychologists. On the other, it is too problematic methodologically to be simply rejected.

In this situation, there seem to be two kinds of good books about psychoanalysis. First, there are sympathetic books by "outsiders" (a good recent example of this kind is Wegman, 1985). Second, there are critical books by "insiders". Donald Spence's latest book is an example of this, and an outstandingly good one. He has always been one of the more thoughtful and psychologically-minded psychoanalytic writers, but this latest book is the best that he has written, more impressive in breadth and penetration than his Narrative Truth and Historical Truth: Meaning and Interpretation in Psychoanalysis (Spence, 1983).

His thesis is that psychoanalytic theory is essentially metaphorical, but this is not often noticed, and psychoanalytic metaphors are frequently mistaken as explanations. He discusses the concept of the unconscious, criticising the way the "descriptive unconscious" has been relabelled into the "substantive unconscious". He also criticises the myth of the "innocent analyst" listening to his patient with "evenly suspended attention".

Psychologists, counsellors or students of life? One would expect so. After all, she was a proud radical who not only rejected Freud's rigidity and questioned Engel's economic materialist solution to the hegemony of men over women, but also understood that the psychic problems of the New World stemmed from a different set of frustrations, resulting in a distinctive idealised self and neurotic pride although the phallocentric metaphysics dominated there too. (She came to the United States in 1932 because of her disagreements with the Freudians at the Berlin Psychoanalytic Institute. An ill-wind that rescued her from Hitler's doom ...)

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Dr Beloff is with the Department of Psychology, Edinburgh University

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He is right that this is a problematic concept from the point of view of cognitive psychology, though it may have more value than he allows as a strategy for dealing with a heavy information-processing load (Watts, 1983). A substantial part of the book is devoted to a critique of psychoanalytic methodology, and he writes one of the fiercest dismissals of the claims of psychoanalysis to be a science that I have seen from the pen of an analyst. He perhaps underestimates the potential impact of data in psychoanalysis, though its impact on general theory is probably smaller than on formulations of individual cases. Next, following a lead suggested by Michael Shepherd (1985) and others, he compares psychoanalysis with the Sherlock Holmes tradition of investigation in which a narrative is constructed in which all puzzling features are shown to make sense.

Finally, offering a way forward for psychoanalytic methodology, he suggests an analogy between the use of
Causality and Common-sense

This book presents a selection of current ideas about the nature of causal understanding and causal explanation. It is dedicated to Jos Jaspars and is a fitting tribute to his deeply analytical and eclectic approach. Contributors include philosophers, experimental psychologists and social psychologists. The emphasis on "commonsense" concepts of causality is of importance only for attribution theorists but also for anyone concerned with the nature of causal understanding in general.

There are two parts to the book. The first deals with the nature of common-sense explanations for events, and all the chapters in this section offer refinements, redefinition or developments of Hume’s and Mill’s accounts of causality. Thus, Hesslow distinguishes two types of judgements (“connection” between cause and effect and “selection” of one cause from a number of causal conditions as being the cause). Having described a number of traditional selection criteria he argues convincingly for a new approach, namely that the selection and weighting of causes is determined by “explanatory relevance”.

Both the following chapters are closely related to this approach. Turnbull and Sluga’s article underlines the more pragmatic approach to attribution theory that runs through this volume and Hilton’s chapter includes a comprehensive critique of Kelley’s ANOVA model of causal attribution. Shanks and Dickinson’s arguments for not dismissing the associative approach to causal attribution out of hand are cogent and timely. Their contribution is important since notions of association are rarely considered in contemporary causal theory because of their unsavoury past. However, by developing these notions within a framework of selective attribution, the authors demonstrate the value of a refined associative approach for understanding certain kinds of causal judgements.

The second part of the book deals with the development of common-sense theories about the generative mechanisms responsible for the production of events. Harre’s chapter on “Modes of Explanation” is the seedbed of the following chapters which argue that a conceptual rather than Humean framework underlies causal explanations. Abraham proposes an explanation of the assumptions underlying causal comprehension while Abelson and LaFlee offer an analysis of explanatory prototypes as the “kernels of explanation”.

The excellent final chapter by Wattendermaker explores problems inherent in an associationist account of concept learning and argues for a more knowledge based approach. Their analysis shows that similarity (association) plays a role in this process but this notion of similarity differs from traditional accounts. The proposed integration of knowledge based and similarity based approaches is characteristic of the “bridge building” nature of this volume.

I enjoyed reading this book. A variety of viewpoints and methodological approaches have been well orchestrated into a cohesive whole. There is a nice blend of empirical research and theory and, although several chapters presuppose some familiarity with Kelley’s ANOVA model, the style of most of the articles makes it very accessible to the non-specialist reader.

Dr Watts is with the MRC Applied Psychology Unit, Cambridge.

Persuasive Personality

The Construction of Personality

Sarah Hampson

London: Routledge Ltd; 1988: Hardback £20.00; Paperback £8.95

Michael W. Eysenck

Sarah Hampson possesses the enviable combination of outstanding research ability and great writing skills. As a consequence, this revised edition of her highly regarded textbook on personality is both very readable and intellectually stimulating. Major theories of personality are discussed and her preferred constructivist approach is then presented. She claims persuasively that personality should not be regarded as residing exclusively within the individual; rather, it depends in a complex way on the actor, the observer, and the self-observer.

It is a sad indictment of government policy that someone as talented as Sarah Hampson should have felt that the prospects and facilities in this country were so poor that a move to North America was necessary.

Professor Eysenck is with the Department of Psychology at Royal Holloway and Bedford New College.
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January: 224pp
Hb: 0-415-03038-2: £29.95

For further information please contact Julia Brimble,
Routledge, 11 New Fetter Lane, London EC4P 4EE
Explaining AI

Alan Garnham's introduction to artificial intelligence (AI) adds another book to the rapidly growing array of Al texts for students. His chief objective is to approach the field in a way appropriate for psychology undergraduates, who will have their own special perspective on the subject and who are unlikely (in general) to have the time to delve into the details of programming techniques underpinning the subject.

There are two main questions to ask about such a book. First, does it give a readable, correct and balanced account of AI at an introductory level? The answer to this is a guarded "yes".

Second, does it offer a distinctive "psychological" perspective to the subject? As a non-psychologist in a School of Cognitive Sciences, who on occasion has been belaboured by psychologists colleagues for misrepresenting or ignoring the finer issues of their science, I was eager to learn more about the links between artificial intelligence and psychology from their point of view. In this respect I was a little disappointed in that the approach taken by Garnham is the traditional. He describes AI broadly in its own terms and draws few parallels to related psychological work and insight.

The book is divided into eight chapters and an introduction which provides some useful general comments about what AI is and about the methodology it uses. The central chapters deal with Knowledge Representation, Vision, Thinking and Reasoning, Language, Learning and Applications. There are concluding chapters on Conceptual Issues and Future Directions, plus a brief guide to the AI literature, an extensive (non-annotated) bibliography and a useful name index (but with Margaret Boden misspelled as Bowden) and a topic index.

Knowledge Representation is an awkward subject to write about, because it is both central to AI and yet seems to have no particular shape as a topic. Garnham does pretty much what many people do by describing various kinds of AI knowledge representation formalism. However he does not sufficiently isolate the crucial issues, so that discussions of "mere" efficiency (e.g. indexing schemes) is given the same prominence as matters of representational expressiveness (e.g. what can be represented).

With much material and very little space, many topics can only be discussed briefly and distinctions are sometimes drawn without sufficient supporting examples (e.g. functions vs. predicates in predicate logic, and forward vs. backward chaining in production systems). Given the reasonably extensive use made of production systems as a representation formalism, I was surprised by the omission of this topic (i.e. Anderson is not mentioned at all). There is a brief discussion of connectionism but it does not really convey why this has some exciting possibilities (e.g. psychological perspective on these topics but found brief, clear though familiar analyses).

Chapter 5 on Language includes a useful section on speech recognition and synthesis as well as the usual discussions of parsing methods (including chart parsers) and comprehension (e.g. SHREDLU and Schank's work) as well as a brief look at such issues as discourse understanding.

Learning is treated quite succinctly in the next chapter and again tends to work through familiar programs (e.g. experts, Hacker, AM etc.) rather than constructing a clear conceptual framework in which to embed them. This, of course, is an unfair criticism as AI itself is only just beginning to get out of the same habit. The section on Applications deals with expert systems, education, computer-aided design and manufacture, and automatic programming.

Finally, "Can computers think?", Turing's thesis, Searle's Chinese room and other similar issues are discussed and some predictions made about future trends in the subject (e.g. the splitting of the subject into more isolated subfields).

Any someone who started to write a textbook on AI and then abandoned it, I realise how much work has to go into trying to convey a sense of the issues and of the shape of such a large, unwieldy and undisciplined subject. Garnham certainly gives a good idea of the way that AI researchers construe the world and of their successes and failures so far in this ambitious and exciting field. I hope his book will entice students to read more.

Dr du Boulay is at the School of Cognitive Sciences, University of Sussex.

Making Music

Generative Processes in Music: The psychology of performance, improvisation and composition
Edited by J.A. Sloboda
Oxford: Clarendon Press; 1988; Hardback £35.00
L.H. Shaffer

In case anyone is misled by the title, this book is not about computational modelling of musical processes, but is a largely descriptive study of people playing or composing music. The term "generative" is nowadays associated with formal grammars and algorithms that can be used to derive classes of patterns, such as the syntactic structures of sentences or the shapes of Creek vases. A computational theory of performance or composition would look for such formalisms in these activities. Only one of the authors comes close to this level of theory, the others seem to be more or less in search of a theory, at any level. In his preface, Sloboda describes the studies as often pioneering new descriptive techniques. I would only add that the trails blaze faintly and are sometimes downright indistinct.

There are 11 papers and the first five deal with aspects of performance. Clarke, Gabrielsson, Sundberg, Rasch and Gruson in turn provide interesting data on performance, and each in turn relies on stringing together their musical intuitions to arrive at some conclusions of general significance. In the end, however, these exercises remain somewhat unmotivated surface descriptions of a few performances. Gruson, for instance, shows that beginner pianists make less efficient use of practice than more advanced pianists. It would be startling if she were to show otherwise.

Dowling, studying children's perceptions of tunes, obtains some theoretical direction by orienting the data to the musical theory of tonality. With a delightfully simple method he is able to show that pre-school children can discriminate between tonal and atonal variants of a given tune.

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Sagi and Vitanyi show that almost any Hungarian can improvise a tune to a given verse, tending to do so in familiar musical idioms. This increases my affection for Hungarians but tells me little about how they do it. Pressing attempts more ambitiously to provide a comprehensive theory of jazz improvisation.

It ecclectically builds upon existing theories of neuromotor physiology, motor control, attention and memory, artificial intelligence and creativity, achieving a baroque splendour but missing out on explanatory power. His asides on the art of improvising are unfailingly interesting.

Davidson and Scripp exploit the inventive ability of young children to find graphic symbols to depict tunes, but surely delude themselves in thinking that this is a better way to get information about the child's musical understanding than getting her or him to play or sing the tune. Davidson and Weich give students at a music academy the task of composing a short piece of music to a given specification. They show that the students with more training in composition can more effectively use known technical devices and can adopt a more coherent approach to composition, which is a tribute, I suppose, to their teachers.

In the remaining chapter Lerdahl, arguing from cognitive evidence, reaches surprisingly conservative conclusions about the scope of musical compositions that will be comprehensible to an audience. A listener trying to follow the organisation of a piece needs to be able to discern a hierarchic structure. The major systems having such structure are metre and tonality. Thus compositional forms that abandon one or both of these, such as the more rigid forms of serialism, may not allow the hierarchical structure to emerge, even in a linear surface structure. Whether or not the conclusion is valid, Lerdahl conducts his argument with a theoretical flair that is missing in the other papers.

It may seem that I have a fetish about theory and am against data-driven research. This is not so, but my appetite for scientific description that does not have a clear theoretical direction is limited. I share with Sloboda an interest in the study of making (as distinct from listening to) music, but I am less sanguine than he that the papers here provide many significant pointers to this study.

Dr. Shuffer is a Lecturer in Psychology at the University of Exeter.
Psychology of Growing Older

It is now over 20 years since the publication of the first edition of Bromley's well-known text *The Psychology of Human Ageing*. For many of us this means that the span of our professional lives has included both initially reading ourselves, and later recommending to others this valuable text. The second edition, with its evocative cover illustration of a child and an adult hand, was published 12 years ago.

The present text is the third edition of this work although on this occasion the title has been changed to reflect the author's broader perspective. This edition aims to be "a concise and representative account of modern gerontology" as a whole, not simply its psychological aspects. The previous edition was described by one review as "a welcome and valuable introduction to the psychology of human ageing". Does this edition achieve the same for this wider target?

The alterations are detailed by the author in his preface and include the omission of the chapter on the History of Human Ageing, the replacement of a lengthy chapter on Research Methods by a short note on Scientific Method and the reduction in the number specific references in the text. There is a new chapter on Social Policy and the Elderly.

Following a brief introduction, the book covers biological and physical aspects of ageing, ageing as a social phenomenon, the impact of ageing on the individual in terms of personality and adjustment, work and skill performance and the effects on adult intelligence. It then goes on to deal with psychological disorders and the special features of death and dying. The conclusion takes a brief view of recent developments in gerontology and includes the note on scientific method.

The principal theme throughout the book is the widespread changes which affect human beings as they age. The author rightly admits to his own fascination with this vast field of enquiry and this enthusiasm is conveyed. However, I must say that at times I found the seemingly endless catalogue of decrement rather depressing. What seems to have happened is that in trying to draw attention to the huge range of functions affected by ageing the author has, by implication, rather over-emphasised their impact on day-to-day living. There is some reference to the considerable variability of the impact of ageing but not, I feel, in sufficient detail. Thus, for example, there is no obvious reference to the recent work which has shown just how very similar intellectually are the oldest elderly to their younger counterparts.

Similarly whilst it is absolutely correct to point out the many ways in which ageing is associated with decline, there is precious little reference to the actual magnitude of such changes. Likewise there is not a great deal said about the ways in which acquired knowledge can offset such decrement. There is discussion of coping strategies but the emphasis is on disengagement rather than wisdom.

Interestingly the shift in the author's perspective over the editions of this book seem to reflect rather well just such changes. The inclusion of the discussion of social policy and the emphasis on broad scientific method are both examples of this. Thus the author makes several very important points about how gerontology should be used to shape broader issues of social policy which can have a major impact on the well-being of older people. Similarly the discussion of scientific method includes reference to the important contribution of the study of single cases and other methods such as field study. There is more to science than the classical randomised controlled trial. The point here is that whereas there is rather little emphasis in the text to the benefits of ageing, the content seems to demonstrate just this. The author has no doubt suffered a dramatic decline in a whole host of intellectual and psychomotor variables, but still clearly possesses greater wisdom.

Inevitably there are some areas which are less to my liking. In particular I cannot recommend the chapter on psychological disorders. Some of the terminology, such as "senile psychosis", probably came from the first edition and is now rarely used. Likewise there is insufficient reference to the considerable understanding of the senile dementias achieved in recent years or the important work on life events and depression in old age. I would certainly recommend students, even at an undergraduate level, to look on of the other texts cited or elsewhere for a summary of abnormal psychology in late life.

Similarly there are times when the style is going to be difficult for the introductory student. For example, in discussing the rise in mortality rates with age, the authors tell us that "According to the Gompertz equation, our chances of dying double every seven years" (p. 283). I searched in vain for any reference to Gompertz in the index. Moreover there is no explicit reference to the absolute levels of mortality risk although these can be read from a graph some 306 pages earlier.

Overall I am left with mixed feelings about this book. There is certainly a great deal to be gained from it, but I am not sure that the restructuring has altogether worked well. Even the author is driven to refer to chapters from the second edition and if this is to go out of print the interested student may encounter problems. With regard to price, there is no doubt that this represents excellent value and one would be very hard pressed to find an alternative suitable for the general reader.

In his preface the author reveals that he is currently preparing a separate book on the psychology of ageing aimed at a more specialised readership. Psychologists may prefer to await this other book with eager anticipation.

Dr Twining is a Clinical Psychologist with South Glamorgan Health Authority.

Human Ageing: An introduction to Human Gerontology (3rd edition)
D.B. Bromley
London: Penguin Books; 1988; Paperback £5.95

Charles Twining

Pitfalls of the PhD Process

How To Get a PhD
E.M. Phillips & D.S. Pugh
Milton Keynes: Open University Press; 1987; Hardback £22.50; Paperback £6.95

Jocelyn Wishart

This handy sized paperback should prove very useful to the psychology postgraduate and all PhD supervisors are urged to consult it as a matter of course. If we could all follow the recommendations made in the two chapters "How to manage your supervisor" and "How to supervise", the breakdown in communications that so often heralds the abandonment of doctoral research need never occur.

However, the book's opening chapters aimed at the prospective PhD student are fairly offputting. It seems as if the potential postgraduate needs to put as much effort into choosing the right topic and selecting an appropriate supervisor as they do into carrying out the entire PhD. The authors note that most people end up hating their subject before the research is completed, so it might be
better to look for comfortable accommo-
dation and the sort of social life you
enjoy.

The book goes on to point out well
known methods of not getting a PhD, but
then cheers up and

The authors recommend treating the
process of acquiring a PhD as the pro-
gressive reduction of uncertainty from
arbitrary to the

There is one point left unstressed by
the authors that is particularly relevant to
the psychology PhD. This is to treat the
whole project as the development of one
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Evolution for Psychologists

The book opens with the challenging words:

We want to be free. We need an identity and ends with the somewhat more cautious

We swarm like flies in the wake of the retreating ice. Only by our own understanding of our situation from this perspective will we come to be able to do what no other force can now do: get ourselves under control.

Alas, as the ending might suggest, after reading Graham Richards' account of human evolution, I am not convinced that I feel any nearer to finding my own identity, nor do I perceive any greater hopes for solving the problems of the world. However, that is no criticism of Richards' book, since his task is a daunting one.

I enjoyed the book, but I am not sure how undergraduate psychologists would take to it. We are not told the level of the intended reader, only that the book is for the behavioural sciences and an introduction. Initially, there is an awful lot of ploughing through basic anthropology and palaeontology, and this might deter a psychologist. Such terms as sexual selection, hybridization, dominance, and capricious, Mendelian, cladistic analysis and recapitulationist evolutionary theory are introduced without explanation. This might put off all but the most determined, unless they have some prior familiarity with genetics and ethology.

However, for the dedicated, there are some major bonuses. Richards writes well and is fair to a fault. He bends over backwards to do justice to unpopular causes. For example, he sees a lot in favour of the somewhat eccentric theory that there was a recent aquatic phase of human evolution, an idea associated with Sir Alister Hardy and Elaine Morgan. Being someone having an innate tendency to sink and wholly incapable of learning to swim, I have the greatest difficulty appreciating the appeal of a theory based partly upon man's affinity to water, but I am glad the idea was discussed. I read on, hoping for a reference to Sir Fred Hoyle's purposive model, my own favourite unpopular cause in evolution theory, but in vain.

Richards displays a vivid sense of humour, which considerably lightens the tougher sections of the book. The intrigues, jealousy, scandals, frauds and personal rivalries that seem to have devilled the history of this subject, even more than others, are discussed with a welcome enthusiasm. My favourite interlude of light relief concerned Neanderthal man:

Whether, as has been alleged, their appearance was sufficiently similar to ours for them to have passed unnoticed in a New York subway is a matter of debate. It might, anyway, say more about New York subways than it does about Neanderthals.

Half-way through, the going, for the psychologist, gets much easier and the discussion of sociobiology and cultural evolution is very thought-provoking. Richards presents a penetrating analysis of what is meant by the term altruism and makes a long-overdue plea for the central role of motivation in the ethological functional analysis of behaviour.

Richards displays a welcome modesty in his discussion, frankly admitting that so much of the story is pure guess work, and that there are some large question marks hanging over the whole area. These days we are perhaps more familiar with, on the one hand, paperback books that claim to have cracked the meaning of the universe, all done with the help of a microcomputer simulation, or, on the other, with critiques of evolution theory that are driven more by considerations of political ideology than respect for dispassionate observation and academic rigour. In this context, Richards' thoughtful work is a breath of fresh air.

At a time when proof reading seems to be a dying art, it was a relief to note a relative absence of typographical errors (I found only three).

Dr Toates is with the Department of Biology, Open University.

A Change in Perspective

The author has significantly changed his philosophy of science since writing the first edition of this book. He no longer presents the history of modern psychology as a series of crises and of possible shifts of paradigm. Instead, we have the emergence of behaviourism (sic), which antedates behaviourism and includes cognitive science. The final third of the book (psychology since about 1892) has been substantially rewritten and an introductory chapter added to reflect these changes. He has produced a more or less typical North American textbook in an area of scholarship where textbooks are rare. The rewriting is sufficient to ensure that the first edition is now obsolete and that there is still scope for a third edition (which he discusses) and a fourth edition (which he does not). In the preface to this edition he explains why he is now a fox and no longer the hedgehog who wrote the first edition. Leahey is more attuned to changes in the philosophy of science than he is to changes in the history of science; e.g. he fails to take on board the full implications of Danziger's thesis concerning the positivist repudiation of Wundt (Danziger, 1979). He thus fails to consider how one's philosophy of science can actually affect one's writing of history. He is, therefore, less sensitive than one would expect a historian to be to the sources of error and bias in the historical accounts that are currently available. Smith (1988) raises the interesting question, in relation to the first edition of Leahey's text, of what is the history of psychology the history, prior to psychology's becoming an identifiable discipline? I predict that it will not be until the fourth edition of his text that Leahey will get around to answering that particular question.

References


Professor Farr is with the London School of Economics and Political Science.
Letters

Clinical psychology crisis
Brown, Loftus and Hackett (The Psychologist, October 1988) describe a crisis in clinical psychology that must be familiar to most of us in the profession. I have little argument with their description of the problem, and I think the case for expansion of resources is unanswerable. However, I strongly disagree with their proposed solution since, while it may not be "... Thatcherism run wild...", it certainly seems to represent a capitulation to the Thatcherite belief that self-interest and market forces are the only possible basis for planning services. Their argument that we must "... adapt to the world as it is..." is strongly reminiscent of the Government's claim that "There is no alternative", which for a long time was one of their favourite means of disabling any opposition. I would personally question their first basic assumption, that clinical psychology is a "product". Health care is not just another product, like a can of beans or a motor car, and it is far from clear that the best way to distribute this "product" is to leave everything to market forces. On the contrary, there is a good deal of evidence that when health care is distributed in this way the results are both less fair and less efficient than the NHS.

I found Brown et al's article obscure at times - what is "... making an assumptive move to a position outside the NHS?"? Is it different to planary "moving"? - but as far as I can see, their solution is a thinly-disguised plea for moving into private practice. What else does "... supply direct to consumers..." mean? If this is what Brown, Loftus and Hackett mean, they could be clearer about it. Moreover, they fail to answer any of the questions that such proposals must face. Are decisions about what services to provide best made by corporations who are interested in profit? What happens to those groups of patients (the elderly, the chronically handicapped etc.) who are unlikely to provide a good profit? If we are providing services directly to patients, what happens to people who cannot pay? At present, we can allocate our time according to need, but what distortions of priorities will be introduced when we also have to think about how profitable a contract will be?

I am also disturbed to find their article so exclusively concerned with psychologists' self-interest, and with so little reference to patients and their needs. The current crisis in the NHS is not just faced by psychologists. It is shared by patients (especially by patients) and by other professions, and both the cause and the remedy are fundamentally simple: the Government's priorities in allocating money, resulting in chronic underfunding. What clinical psychologists need to do is to join with others who believe in the principles of the NHS to fight for adequate funding - both for their own wages and for patient services.

Though at times Brown, Loftus and Hackett almost seem to realise that this is the problem, they offer no solution except opting out and going for what might profit us most. Moreover, I cannot see that their proposal would actually solve even the narrow problems on which they focus. Why should the NHS suddenly be willing to pay more for psychologists' services just because they have formed private consortia? Why should the NHS have any interest in providing training for a profession which has opted out of the NHS? If they do not, what happens to our "high-quality training", and who else is going to take over training schemes to provide the supply of this "product"?

I would urge clinical psychologists to reject this "solution" to our current problems, and to continue fighting for NHS salaries and services which will provide a fair deal both for us and for our patients.

David Westbrook
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Brown, Loftus and Hackett (The Psychologist, October 1988) make the suggestion that clinical psychologists currently employed by the NHS should seek redundancy and then attempt to provide psychological services back to the NHS on a contracted-in basis. If this were to be the case, they argue, clinical psychology would become marked-led, contract-based, project-based, competitive, high profile and marketed. Two inherent assumptions are that such radical change would increase the power of our interventions, and our pay. I suggest the real effect on the NHS, however, would be essentially destructive, not beneficial. On a political level, such a course would be seen as directly supportive of the Prime Minister's belief that privatised systems function more efficiently (i.e., are more likely to be "cost-effective"); our profession's move would doubly be used as ammunition against other NHS defences against privatisation.

The efficient delivery of clinical psychological services in the NHS would be seriously limited to adoption of a stance which encourages the view of our work as simply provision of project-based "packages". Whilst such an approach can work well with some clients (which can include certain subsystems of the NHS itself) this is a dangerously oversimplistic view of our work. If the NHS were only to receive our services in this manner, it would not even be a passable psychological education which our being based within the NHS enables us to slowly, but surely, provide. Such education regarding psychological approaches to situations takes place over coffee with non-psychologist colleagues, before, during and after committee or multi-disciplinary team meetings, etc. In addition to formal lecturing or supervision of others' work. It is likely that almost all of this would be lost if we were not physically based within the NHS on a day-to-day level, operating as members of multi-disciplinary teams in a range of NHS settings.

There are still relatively few Unit and District General Managers in an educated position and therefore able to fully appreciate the broad range of expertise of clinical psychologists. Looking on the blackest side, in this time of severe financial constraint within the NHS, clinical psychologists' services to NHS systems and their patients in some geographical areas would be dropped altogether as another way of saving money. Being somewhat more positive, it is still likely that in many areas despite promoting our range of wares, financially stressed managers would contract clinical psychologists back into the NHS solely to see patients face-to-face (which is an inappropriate use of our resources).

One compromise is to generate income from a base within the NHS, for the NHS (plus a percentage to the "earner"), however, this may not be a "good" solution to clinical psychology's crisis financially or otherwise at present. The current crisis is partially precipitated...
by the existence of central government policies which seek to run down the NHS and promote private health care systems, whatever else is publicly claimed. It may well be that we have to wait for a change of government before being in a position to influence more effectively the manner in which our professions are regarded and financially rewarded.

Tony Hobbs  
Senior Clinical Psychologist  
Dudley Psychology Services  
Cross Street Health Centre  
Cross Street  
Dudley

Private practice  
I have no particular views on private versus NHS practice in clinical psychology, but I think I noticed an illogically in Geoffrey Hayes’ letter (Letters, October). Why is it necessarily cheating to work full-time in the NHS and also take on extra part-time paid work out of hours? Surely the principle to be observed is the honouring of all contracts with employers and honouring of professional responsibilities to clients/patients. As I understand it, looseness of contracts is the main reason for current moves to limit freedom for doctors to work in both systems. But in an economy facing a desperate shortage of skilled personnel (including, it appears, clinical psychologists), and where politicians, scientists and businessmen among others work many more hours per week than 37.5 for standards of living that are still fairly homogeneous, there seems nothing wrong with extra work and extra payment for it.

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NHS waiting lists  
I was saddened by the comments of Mr Hayes (Letters, October) indicating that NHS waiting lists would be shortened by charging for psychological services. His view of people “cluttering up” psychology departments implies firstly that a proportion of people are malicious, a situation that I have rarely experienced in the years I have been in practice, and secondly that it would be alright for people to do so if they could afford to pay for the privilege.

I dared to think how many families in need of assistance but on low income might give up their chance of treatment in favour of a decent standard of living. The letters of both Mr Johnson (Letters, October) and Mr Hayes both appear to contain political overtones: Mr Johnson notes that his company’s operations are “directly in line with Government policies”, and Mr Hayes questions “the assumption that all personal health services should be the prerogative of the state”. Whilst I would respect these private citizens’ freedom to express such views, I should like to think that professionally trained psychologists are sufficiently well educated to remember that the German scientific community supported their Government’s views in the years leading up to 1939, with well-documented results. If people such as Mr Johnson and Mr Hayes wish to continue in their quest for privatization, I for one would be happier if they would drop the pretence of altruism and care for those in need, and more openly by stating that they are in business for money, and to hell with the rest.

Clive A. Glass  
Principal Clinical Psychologist  
Promenade Hospital  
Southport  
Note: These are my personal views and do not necessarily represent the views of my employers.

Medical attitudes to the patient’s right to know  
I should like to respond, in the light of a recent experience as a surgical patient, to Elizabeth Mapstone’s “A new acid test?” (The Psychologist, October 1988) with special reference to medical attitudes to the patient’s right to know. I find it difficult to take seriously any claim that surgeons’ willingness to give accurate information regarding proposed treatment depends on factors such as the patient’s personality, seriousness of prognosis and effect of knowledge on treatment outcome, when first-hand experience indicates that specific enquiry as to the procedure to be used in elective surgery is liable to be met by obfuscation tinged with misinformation. That suggests that surgical practice may be based on a presumption that information is unimportant or even bad for the patient.

Without presuming to suggest that a surgeon’s willingness to give a straight and truthful answer to a patient’s enquiry reflects surgical competence, I think my experience shows that the surgical concept of professional responsibility includes an element of paternalism that might not be acceptable in psychological practice, with its concern for the development of autonomy.

Harold Davis  
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Doctoral degrees in applied psychology  
I write in response to Chris Cullen’s call for responses to his article in The Psychologist (October).

I am Chair of the Supervisors Committee of the Plymouth Polytechnic Clinical Psychology Training Course, and therefore represent clinical supervisors from the eight districts in the South West Region which fund the course. There are 74 supervisors on our register.

Clinical supervisors within the Region strongly support the proposed Plymouth D.OlNPsy. degree and are becoming increasingly frustrated by the lengthy delays in approval of the new degree. It is our view that a doctoral qualification is appropriate recognition of the level of clinical, academic and research expertise achieved following a suitably designed three year training course. We think that eventually all such clinical training courses, including the diploma, should move towards a doctoral status. We consider opposition to the new degree to be misinformed, and harmful to the status and development of the profession.

We therefore warmly support Professor Cullen’s proposal that the Society should convene a delegate conference in the near future. The goal of such a conference should be for the Society to produce an authoritative and carefully considered statement on this important issue in professional training.

Bill Jerrom  
Top Grade Clinical Psychologist  
Department of Clinical Psychology  
Gloucester House  
Southmead General Hospital  
Westbury-on-Trym  
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Media images of public opinion  
My friend Martin Raiser will not mind, I hope, if I raise a point about his interesting article. This is that Media is or are not a homogeneous entity. Television and radio operate under strict codes of public service conduct, leading them to seek and report public opinion in ways that must avoid bias, while the press is much more accustomed to managing its own agenda.

The article, however, contains eleven mentions of the term “media” which serves as an umbrella concept sheltering 31 examples and mentions of the press, but only one reference - and that an indirect one - to television, with radio out of the picture.

The problem for assessment of broadcasting is that articles on “media” behaviour, based essentially on one system, are then taken by later writers to refer to other systems in which conditions may be and often are very different.

Mallory Wober  
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London NW3

The British national curriculum  
Richard Lynn gives a most interesting comparison of the Japanese educational system with that envisaged by the Baker Education Act (The Psychologist, September). I am sure he is right to regret the exclusion from our national curriculum of any consideration of social studies and moral education, and to query the inclusion of a foreign language which will almost always be French.

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A recent survey of young people aged 11 to 15 carried out for Barclay's Bank (reported in The Times, 2 September) found that: "Careers and more efficient methods of study were the subjects teenagers would most like to know more about. Next in order came boy friend and girl friend troubles and dealing with difficult feelings and understanding other people". Of course it is not usual in planning curricula to take much notice of what the recipients actually say they want, but if we do so these are surely matters of social and moral education, to which psychology in particular has something to contribute.

The real problem with the British national curriculum is that the process of decision making has put the cart before the horse in a way that would never have been taken seriously by, for example, the Council for National Academic Awards. That body would have looked for a rationale of aims and objectives, from which content could have been derived; a specification of what children should know, and be able to do, to equip them for life in the twenty-first century. Instead there is simply a list of subjects, for which no reasoned justification has been offered. It is difficult to see it as simply representing the majority interests of the teaching profession. The result is uncannily like the School Certificate which was out of date when I took it more than forty years ago.

It might seem that it is now we who are cutting ourselves off from modern influences as Japan did before 1853, as Michael Argyle mentions in the same issue.

John Radford
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London E1 4AT

"In press"

Am I alone in remarking upon the fact that nearly one-fifth of the references in Professor Herriot's paper (The Psychologist, October 1988) are cited as being "in press"? To know something before publication may confer an advantage upon Professor Herriot, but makes me, the reader, considerably disadvantaged as there is a long delay before I can properly evaluate the paper.

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IQ gain as an outcome of improved obstetric practice

It is a commonplace observation that inter-disciplinary communication is often less than ideal. People working in one discipline could be greatly helped by knowledge of what is going on in other disciplines.

Perhaps one of the most striking of such communication breakdowns in recent times is the recent work of Flynn (eg., Flynn, 1963) on the phenomenon of IQ gains throughout the Western world in recent generations. Flynn explains this phenomenon as indicating faulty IQ testing procedures. He claims that it shows that no IQ test is anywhere near "culturally fair".

The crucial danger that renders this influence suspect is from the field of obstetric practice. Yet one does not need to be a member of the medical profession to know it. In fact almost every woman in the Western world would now know it. It is the fact that surgical intervention now forms a growing part of childbirth in the Western world. If there is any indication of a difficult delivery, an episiotomy is performed. If there are serious problems a caesarian section is performed.

It was not always so. Before the Second World War both procedures were much rarer - partly because many births were still supervised by midwives only. The technique then relied upon to enlarge the birth canal (in place of the modern day episiotomy) was "holding back". In other words, the baby's head (at that age not protected by a solid bony skull) was used to force the enlargement. A common result was that babies were born a nice shade of blue due to oxygen deficiency. The trauma to the infant brain can only be imagined.

It is our gradual release from such primitive practices that has led to increases in average IQ. Reducing trauma to the infant is general and to the infant brain in particular is the whole goal of modern obstetric practice. Most advanced societies have spent a fortune (in the form of the high cost of surgery) in achieving exactly what Flynn dismisses as testing error!

Flynn's results are thus welcome proof that modern-day obstetric practice has achieved its aims. They show that there really is less brain damage around now. In no way do they impugn IQ tests. They do the opposite, in fact. The tests have accurately picked up an effect that the medical profession has long been striving for. In other words, Flynn's results confirm the validity of IQ tests.

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Women's lib in Japan

Michael Argyle (A Social Psychologist Visits Japan, The Psychologist, September 1958) writes that "It is curious that there is no women's lib in Japan". It would be very curious if there were not, given the very restricted women's lives he describes, but in fact there is. Articles in the Guardian and the Independent over the past few years have described not only organised women's movements, but also the emergence of a cult of extremely tough women wrestlers among adolescent girls. These heroines are fondly nicknamed with the equivalents of "Crusher", "BasHER", "Squeficher" etc., suggesting the degree of conventional suppression of femal vigour in present-day Japan.

Furthermore, a television film comparing sexual mores in Japan, America and Europe recently made it clear that married Japanese women very much resent their husbands greater freedom of action outside the home, including their freedom to engage in affairs - while imposing fidelity on their wives.

Japanese feminists have seen the connection between the sexual and the career restrictions imposed on women: the "pink helmet" brigade assault managers in their offices with questions forcing them to consider their own privileges and freedoms in contrast to their wives'.

Unlike Michael Argyle, I have made no particular study of Japan, these are just things I have noticed and remembered. No doubt my selectivity is just as great as these Japanese social psychologists he also mentions, who (mis)perceive their own society through American eyes.

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Links between psychology in Britain and South Africa

Over the last year there have been few issues of the Society's Bulletin or The Psychologist which have not included correspondence regarding the question of whether the Society should have an official policy concerning links between psychologists in Britain and South Africa. We feel it is now time to review the debate.

The pro-boycott argument. The debate began with 96 members of the Society calling for an academic boycott of South African psychologists (Brotherton et al, Bulletin January 1987) "...to respond to the liberation movement in South Africa itself, as echoed by the United Nations and others across the globe". This proposal received support elsewhere (Knipe, Bulletin March & October 1987).

The anti-boycott argument. Other Society members have opposed the boycott proposal. Some of their arguments are that it is not the place of a scientific society to get involved in politics (Deregowski, Bulletin April 1987), that a boycott would itself be a form of discrimination (Calissas, Bulletin May 1987), that a boycott proposal is disingenuous because South African psychologists of their right to "academic freedom" (Michael, Bulletin March 1987; Lowenstein, The Psychologist January 1988), that a boycott would abandon and isolate psychologists in South Africa who oppose apart-
The anti-neutrality argument. Antaki and Wilkinson (Bulletin November 1987) remind readers that the Society membership was by no means happy about being neutral on the question of South Africa - indeed, 2048 of its members had voted to withdraw Society funds from Barclays Bank. Antaki and Wilkinson set out a number of different options for the Society to consider, but all of them boiled down to one moral choice: either defending South African psychologists' right to academic freedom or defending "a hugely greater and less privileged section of South African society" who have barely any rights at all.

Antaki and Wilkinson also make clear the consequences of coming down in favour of the academic freedom of South African psychologists: as long as the Society does not implement a boycott, the South African Government will continue to use this as evidence that "a foreign body feels no compunction in dealing with South Africa" (p. 434).

The compromise proposal: a selective boycott. A South African clinical psychologist, D. Wulfsbohn (Bulletin June 1987) suggested the compromise proposal of a selective boycott "against those institutions and individuals who promote apartheid". This, she argued, would acknowledge the remainder of South African psychologists who are working with the victims of apartheid and are "attempting to bring about the necessary change". An example of such anti-apartheid South African psychologists was seen in the Policy Statement of the South African Institute for Clinical Psychology (The Psychologist, May 1987) considered.

The ballot proposal. A letter from 19 Society members (Baron-Cohen et al., Bulletin October 1987) endorsed this compromise and suggested that it be put to a ballot of all Society members. They further suggested that the motion for such a ballot be similar to the resolution passed by the Royal College of Psychiatrists (Bulletin of the Royal College of Psychiatrists, March 1987, which in effect calls for a selective boycott of cultural and scientific events which have a role in promoting apartheid.

The Society's Honorary General Secretary cautioned that holding such a ballot might be acting ultra vires the Royal Charter of the Society if it called for discrimination against a group of psychologists on the basis of nationality (Bulletin, October 1987).

The Honorary General Secretary is correct in arguing that a blanket boycott against all South African psychologists would be ultra vires but, to repeat, the proposal asks for a selective boycott specifically of those South African psychologists and their Professional Societies who are not prepared to condemn apartheid, the effect of which is to support apartheid. Far from being ultra vires, a selective boycott falls squarely within the objects of the Society, as "the racism of apartheid is itself incompatible with the Society's Code of Conduct" (Bulletin, October 1987, p. 379).

We therefore repeat our request that the Society hold a ballot without further delay on the moderate proposal of a selective boycott against those South African psychologists and their Professional Societies who are not prepared to take a stand against apartheid. The exact wording of the Resolution could be drawn up in collaboration with the Honorary General Secretary to ensure that it was not ultra vires.

An example of the proposed selective boycott. An example of one Professional Society which would be targeted under the proposed selective boycott is PASA, the Psychological Association of South Africa, which "has no stated opposition to apartheid ... (and whose members include) members of the police, prison and military" (Weekly Mail, South Africa, 2 October 1987). In contrast, an example of a Professional Society which would not be boycotted and which would be given active support is OASSA, the Organisation for Appropriately Social Services in South Africa, which was set up in 1983 by psychologists and others concerned about mental health to improve psychological services for blacks, focussing in particular on the mental health problems caused by experiences such as detention, solitary confinement and electric shock to the testicles (The Guardian, 24 August 1988, p. 21). OASSA has "formally taken a stand opposed to those structures and practices that perpetuate the apartheid system" (ibid).

Individual South African psychologists who belong to progressive Professional Societies (such as OASSA) or who state their opposition to apartheid will also be welcomed in Britain and given a platform at our conferences.

What more can psychologists do in this country? We are establishing an independent group called "Psychologists Against Apartheid" to monitor the progress of the selective boycott proposal, and to support a number of other proposals in this direction. Examples of these are Bloom's proposals (Bulletin, March 1987; The Psychologist, January 1988) that a scholarship scheme be established to aid black South Africans' opportunities to study psychology, and that we distribute the progressive South African journal Psychology in Society which publishes articles on the psychological effects of apartheid.

Many other professions have now set up equivalent groups (psychiatrists, speech therapists, health visitors, medical physicians, lawyers, architects, to name but a few) in order to strengthen the international attempt to isolate supporters of apartheid. Further information about "Psychologists Against Apartheid" can be obtained from the first signatory below.

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Information Section

The Erasmus Scheme

The Erasmus Scheme encourages the interchange of students between universities in the EEC countries. The Department of Psychology in the University Autònoma of Barcelona would like to participate in such an exchange of undergraduate and/or postgraduate students with a British university.

Any psychology department that would like to consider the possibility of taking part in the interchange should write to:

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Effects of inter-ward movement on residents

I am currently involved in research concerning the effects of inter-ward movement on residents at Prudhoe Hospital. The impetus for my research arose through growing concern that a large number of residents were being moved, either to reduce overcrowding or as wards closed.

I would be grateful if any readers who know of or are involved in the relevant research would contact me to exchange information and ideas.

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Research in cardiothoracic surgery and organ transplantation

I have recently been appointed as the newly established Clinical Psychologist to the Green Lane Hospital Heart Transplant Team in New Zealand, I would be very interested to hear from anyone else who is working in this area or related areas of cardiothoracic surgery, or organ transplantation.

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Social Psychology, Neurosciences and Cognitive Psychology need each other; (and Gerontology needs all three of them).

Patrick Rabbitt


Myers' enormous intellectual advantage was that he could not be a specialist. In the exciting and, in retrospect, touchingly innocent scientiﬁc culture of his time the boundaries of psychology had to be explored before its claims as a discipline could be deﬁned. To be a polymath was the only available option. Myers' intelligent excursions into psychophysics, psychometrics, applied and occupational psychology, social psychology, anthropology, psychical research and general speculation on the human condition follow the examples of his brilliant elder contemporaries: Freud began with the spinal nerves of the dogfish, proceeded through psychopharmacology (to dignify his unfortunate ﬂirtation with cocaine) neurology and psychiatry, clinical psychology, anthropology and mythology to literary criticism. Freud's remarkable "project" speciﬁcally lays out his personal career agenda for a uniﬁed science of man. His departure from this unfeasible plan signals his genius. Unlike Wundt, whose completion of a remorselessly programmed and dreadful life task is now forgotten.

The embarrassing need for communication

Today academic psychology is increasingly practised by individuals who avoid the embarrassment of trying to communicate with each other by seeking disparate institutions and career afﬁliations. This fractionation is driven by economics as much as by intellectual conviction. Poverty demands ecletic teaching in tiny departments where research is affordable only if it can be done in intellectual isolation and with minimal resources. Disciplines such as neurosciences, which began in a small way in psychology departments, have now become power structures which can demand expensive resources and large research groups. The neurobiological basis of psychology is steadily migrating to departments of physiology and human anatomy in search of resources and specialist colleagues, or to hospitals for access to human patients. The traditional subject of animal learning still forms the folk-image of what goes on in a University Psychology Department, but has, in fact, become an adjunct to Psychopharmacology, Neurophysiology and Zoology. It remains to be seen whether large, well-funded new ﬁelds such as Cognitive Science provide novel centres of gravity or more radical schisms. Cognitive scientists ideally need access to sophisticated computer-systems and to large groups of energetic colleagues in information sciences, electronics, mathematical logic, linguistics and neurophysiology. Probably not often to cognitive psychologists.

Does it matter if sub-disciplines that once uneasily shared the same (usually shabby) accommodation now thrive independently? For example do social psychologists really need more than a minimal knowledge of neuropsychology, sensory psychology, cognitive psychology or even developmental psychology? Surely they need conversations with anthropologists, sociologists, linguists, economists, political scientists and some zoologists far more than quarrelling-rights in a psychology department coffee room?

Perhaps my persistent feeling that we may be losing something is no more than one of the muddled disgusts accompanying my own ageing. However I begin to feel that while the sub-disciplines of psychology are successfully tackling enormously exciting and important specialist problems lack of communication between them causes us to miss other things which we badly need to know. There is a useful test-case: a discipline which, like early psychology, is still far from critical mass andsequent fission, in which there is still no undergraduate training, which consequently totally lacks academic institutions and enviable power structures and so, like early psychology, excites no competition and retains a comfortable status as an academic joke.

Contemporary gerontologists, like the earliest psychologists, are all enthusiastic amateurs trained in other disciplines - such as medicine, neurobiology and brain chemistry, sociology, clinical psychology, economics, anthropology, geography and demography. The present deﬁnition of the subject is merely the sum of their collective skills and insights. While each operates mainly within the limits of his or her own training. Their common topic is still nothing less than the total deﬁnition of what it means to grow old. In this context the training in cognitive psychology which I and all members of my group have had seems ﬁlmy intellectual equipment. How can our limited methods and techniques answer the hard question continually put to us by our gentle but worldly wise, elderly volunteers: “What use is all this going to be to us?”
The role for psychology in gerontology

The humblest and least contentious service that a cognitive psychologist can perform for gerontology is to calibrate the changes in cognitive function that occur as individuals grow older. This large-scale longitudinal work is the main function of the Age and Cognitive Performance Research Centre (ACPRC). All such work asks variants of only three, very simple, questions: When do cognitive changes begin to occur? How fast are they? Do all cognitive functions change at the same rates or do some change faster than others? Yet I and my group find that our attempts to answer these questions have changed our attitudes towards the goals of current psychology. Our cross-sectional survey data on a population of over 6000 individuals aged between 50 and 96 years shows that people's memory efficiency does change as they grow older. The good news is that there is little apparent difference between people in their fifties and their sixties and even in some late 70-year-olds the change is not detectable by the simple adaptations of laboratory memory tests which we use to screen our panels (e.g. recognition memory for pictures, free recall of words, cumulative learning of word lists and digit span). The slight but progressive deteriorations which we do find agree well with those found in other large-scale studies. This information may seem very dull, but it is both useful and timely because, until now, benchmarks for "normalcy" have not been available on very large populations. These benchmarks have immediate economic and social implications. For example the pharmacological industry is currently poised to exploit a huge new market for so-called "nootropic drugs" claimed to improve intellectual function in old age. Without precise data on normal variation we shall neither be able to detect the early signs of possibly rectifiable changes nor evaluate claims for new therapies.

Variations in the effects of ageing on memory

Besides defining "normalcy" and charting decline this work allows us to identify and investigate exceptional populations. We have done this for 2100 individuals in our Newcastle sample by regressing memory test scores simultaneously on IQ test scores and on Age. This has allowed us to identify sub-populations of about 70 individuals whose memory test scores were 2 sd deviations better or worse than those expected for their age and IQ test score groups. The individuals with "supernormal" memories are, of course, very interesting because we should like to discover what makes them so lucky so that others may share in their good fortune. However, let us consider the population of individuals with unusually poor memories who were screened for us by a psychiatrist, Dr Sarah Black, who passed the majority as psychologically healthy and, as far as can be told without brain scan, neurologically intact. Similar individuals, investigated by Carol Winthorpe in our Manchester laboratory, show inability to remember text or autobiographical incidents from memory. They cannot associate words and phrases, perform temporal ordering tests and recall sequences of events. All these individuals lead active independent lives, but are aware of a problem because, on such instruments as the Harris and Sunderland Memory failure questionnaire (Sunderland, Harris & Baddeley, 1985) and the Cognitive Failure Questionnaire (Broadbent, Cooper, Fitzgerald & Paraske, 1982) they report forgetfulness and mental lapses in daily life significantly more often than the rest of our sample. This may seem a banal result, but we were surprised and relieved to achieve it, because we had almost abandoned the idea that people's self-reports of their own everyday efficiency could tell us anything useful about their actual performance. Across our entire population of 6000 individuals, scores on three different self-rating questionnaires had correlated only modestly with each other and not at all with scores on IQ tests or laboratory memory tests. Whist abstract laboratory tasks may make quite different demands than everyday life (Herrmann, 1982), IQ test scores, though imperfect yardsticks, are probably the best practical indices of everyday competence that we yet have.

We finally realised what was happening because our 50-year-old volunteers consistently reported more lapses of memory and cognitive failures than people aged 60 through 80 years. Our 50-year-olds are typically still engaged in very active lives. Busy people inevitably commit lapses, and may vividly remember them if they are alert for signs of cognitive decay. In contrast, our older volunteers have usually moved into untroubled lifestyles in which they can enjoy a benevolent balance between demands and ability to cope. Another clue was that scores on one questionnaire, the Broadbent CFO, correlated modestly with scores on the Beck Depression scale. This forced us to realise that self-ratings of cognitive skills must always be relative. A person wedded to an extraordinarily exact spouse or to a demanding job may become modest about considerable talents. More forgiving environments may allow forgers to become overweening. People who are mildly depressed for other reasons will also feel badly about their everyday cognitive performance.

However, this is not the whole story. Vicki Abson and I described five memory tests in detail to a subset of 340 volunteers and asked them to rate their probable performance on each before they took them. Most underestimated their actual performance on four tests, and overestimated on one. Individuals with high IQs gave smaller underestimates, but also smaller overestimates. It seemed that when they are questioned about a clearly defined domain of competence individuals can, indeed, predict their own abilities. The cleverest individuals give most accurate self-estimates - and not merely because they give confidently high estimates in all cases. If people can accurately predict their performance why are their self-ratings not more revealing of their everyday attainments?

Cueing strategies

Elizabeth Maylor has just completed a study in which she gave 320 volunteers from our Manchester panel a real-life prospective memory task, asking them to telephone her at specified times. Individuals' Cognitive Failure Questionnaire (CFO) scores did, weakly, predict their reliability; their IQ test scores did not. However, the most decisive factor was the way in which individuals actually managed the task. Some relied entirely on internal cues - hoping spontaneously to remember to ring up at the right time. These failed most often. Others used external cues, such as notes or diaries, and performed rather better. The most reliable cued themselves to ring Elizabeth in conjunction with some other routine event which they knew that they would be performing at the required time each day. The revealing point was that younger individuals, individuals with high IQ test scores, and individuals who reported making many cognitive failures in everyday life, (and most particularly those in the conjoint of these categories) tended to use external and conjunctive cueing strategies. In other words, individuals who were aware of making lapses in everyday life, particularly if they were also young and clever, were the ones who took effective measures to avoid failures.

Thus we have a number of points: Performance in the shel
tered environment of a laboratory where easy tasks are performed without distraction may, indeed, pick up older individuals who are suffering from marked memory failures. These individuals, who may possibly be suffering from abnormally severe onsets of normal neurological changes, are also aware of their sensory changes. Within the domains of familiar everyday situations or of tasks which have been carefully explained to them, individuals are fair judges of their own abilities - particularly if they are clever. However most individuals' self-estimates are strongly affected by their idiosyncratic social environments. They may be aware of many lapses either because they are intrinsically forgetful or because they lead very busy and distracting lives. Their self-estimates will also be affected by a depressed mood (volunteers with Beck scores within the clinical range are extremely rare in our sample, and these were excluded from the comparisons described above). When individuals are asked to interrupt their daily routines to remember to perform a simple task, their CFO scores, whether these reflect their life styles or their intrinsic forgetfulness, will, albeit weakly, predict their success. Prediction will be weak partly because, particularly if they are clever, individuals who know themselves to be at risk will compensate by adopting efficient self-cueing strategies. These complex interrelationships between neuropsychological, clinical, cognitive and social data are characteristic of most of our results. Another pervasive theme is that the way that older people feel about themselves and about their own ageing - to lapse into a pretentious vocabulary their response to the existential predicament of growing old - does not emerge merely as a side issue for weak literary speculation but as the crucial practical determinant of how individuals adapt to their changing capacities and cope with their lives. Let us consider some other examples of the ways in which even mild sensory changes in old age can affect individuals' cognitive competence, and so the quality of their social interactions their acquaintances' estimates of their functional capacities.

The effects of sensory changes in old age

Ann Wright, Mike Fleming and I found that apparently routine empirical calibrations can reveal factors with important social implications. While standardising test material for longitudinal studies we presented lists of 30 words either visually or auditorially for immediate free recall. Our volunteers consistently did better with visual presentation. This is the opposite of what is found with young adults. This suggested that slight deafness might be quite common among our volunteers, and seemed at first merely an irritating restriction on the compar­isons we could attempt. However, we remembered that Rabbitt (1968) had found that the extra effort which young adults have to make to correctly hear lists of words over noisy telephone lines prevents efficient rehearsal (Baddeley, 1956) or deep processing (Craik & Lockheart, 1972) and so impairs memory. So we audiometrically screened our volunteers to select 90 pairs matched for IQ scores, vocabulary test scores, levels of education, occupational category, age and sex. One member of each pair had an auditory loss of not less than 35 db and not more than 50 db, and the other had a loss no greater than 30 db over the range 100 to 2500 hz.

We played lists of 30 words over headphones for immediate free recall, scoring only runs in which both members of each pair could correctly repeat every word aloud as it was played. Those with slight hearing loss remembered fewer words. This was not true when the words were read aloud from printed sheets, when the hearing-impaired group remembered just as well as their controls.

It seemed that, like random crackle on telephones, slight deafness affects elderly individuals in two distinct ways: it sometimes causes them to mishear what is said and it makes listening more effortful, and so makes it harder for them to remember what they heard.

We have found other "cognitive" effects of mild deafness. While correctly repeating aloud continuous text read to them people with hearing loss have to make extra efforts to recognise the words and so can spare less time to comprehend the meaning. Thus they tend more easily to forget what has just been said, and so cannot accurately integrate current with previous information in order to make appropriate inferences. People with slight hearing losses may take some time to construct complicated statements, slowing the pace of conversations and appearing sluggish, if not slow-witted. Thus peripheral sensory losses can mimic cognitive disabilities; bluntly, even slightly deaf elderly people may seem more stupid than they really are, and project quite unjust images of their true capabilities.

Hearing loss also makes prolonged conversations more effortful and less rewarding. To be stuck with a garrulous bore is bad enough if you have perfect hearing, but if you also have to struggle to follow banalities your legitimate self-defence may gain you attributions of undesirable personality characteristics. For people with slight hearing-loss the effort of following a long, dull lecture may become so unendurable that blatant inattention or even public dozing is unavoidable. Presbyacusis, which becomes increasingly common in old age, may markedly affect social life by constraining the environments in which conversations are possible. A person who can be a lively companion in a quiet room may have to fall silent in aeroplanes and noisy restaurants. Most environments designed for human "fun" impose severe social constraints on the presbyacusics.

We found very marked individual differences in how well individuals can tolerate slight hearing losses. Hearing impaired individuals with high IQ test scores may show no secondary effects of deafness on memory, on accuracy of inference or on speed of comprehension and response. This is partly because high IQ test scorers process information much faster than low test scorers (e.g. Rabbitt & Goward, 1968), and because they can also derive greater advantages from context in decoding complex material. Unfortunately unadjusted performance IQ test scores fall sharply with age, and slowing of information processing may be the most general cognitive change seen in the elderly (Salterhouse, 1985). Our work also suggests that current age may also have effects on cognitive performance independent of current IQ test scores. Levels of deafness which may cause no change or inconvenience in the young and clever may be formidable social obstacles for the old and less gifted. All secondary "cognitive" effects are greatly intensified by age.

Even if they are not deaf older people may have memory problems which independently interfere with their social skills. For example we had found that as people grow older, while they may continue to remember quite well the entire content of all that is said to them by two or more individuals in succession, they may begin to have difficulty in remembering precisely what was said. The more we considered the difficulties which older people are likely to encounter in social situations, the worse their available options for social interaction began to seem.

If you are slow to decode what has just been said, or cannot integrate contributions from several speakers, it becomes hard to be witty or apposite. Your best remarks will usually be formulated too late. Rapid interjections may reveal embarrassing lapses of comprehension. Silence may seem morose or unfriendly. Continuous nodding and smiling is unenjoyable, and has dubious effects. If you seem pleasant, as well as bewildered, officious help may be thrust upon you. In this no-win situation conversational habits which are sometimes classified as symptoms of egotistical personality defects, to which
the elderly are particularly prone, may actually be no more than sad strategies of desperation: Forcing frequent disjunctions of topic may disconcert your company but at least saves you from being judged morose, from a boring struggle to respond to what has been said, or from appearing much more stupid and disoriented than you are. Monologuing may be boring for your audience, but is much less so for you, and has the great advantage that you neither have to hear, nor to remember, what others have said. Given these hard choices we may all do well to decide on our own strategies in advance.

I hope that the small insight that mild deafness and slowing of information processing markedly affect the way in which older people can present themselves in everyday life may encourage us to more tolerant and humane judgements.

Integrating levels of description

Perhaps they may also illustrate that valid descriptions of individuals in society must include descriptions of their cognitive and sensory capabilities. I do not see how we can properly understand social skills without help from sensory and cognitive psychology. Contrariwise, assessment of a person's degree of "deafness" in terms of decibel-loss per frequency-band is accurate, concise, and vital information, but the entire point of the existential condition of "mild deafness" is the continual struggle to maintain competence and human contacts within social, and even architectural, structures designed for people with excellent hearing. In my view, if we cling to the concept of separable "levels of description" of sensory, cognitive, personality and social psychology we are bound to miss the vital point of how individuals experience and interpret the world and manage their lives within it. In other words, we shall continue to evade what our students and clients hope from us, and continue to miss what we ourselves, so naively and so long ago, hoped from an unknown subject that once seemed more interesting than the other options we might study at university.

Most current work in the ACPRC reinforces the point that to separate "levels of description" is not merely to impoverish our grasp of applied problems, but to invalidate our models of cognitive function. Even neuropsychological and functional models of memory turn out to be poor guides to age-changes unless social factors are also considered.

Carol Winthorpe and I asked volunteers aged from 50 to 86 to recall incidents of any kind from the first, second and most recent thirds of their lives; (Winthorpe & Rabbitt, 1988). They dated each event, and rated it for frequency of spontaneous recall in everyday life ("rehearsal"). For our healthy elderly volunteers as for young adults in other studies, (Rubin et al., 1986) fewer episodes were recalled from early decades than from the recent past. Reported frequency of recent rehearsal turned out to be the dominant factor predicting probability of recall of incidents from all periods - a result easily accommodated by all current functional models for memory.

Carol also tested a group of institutionalised elderly whose scores on the Blessed scale suggested some degree of cognitive impairment and a third group who, though they were also institutionalised because of physical disabilities, remained mentally alert. As expected the very few incidents which the cognitively impaired group could recall all came from their early lives. This pattern is characteristic of delusions in which immediate memory, and so the ability to register events as they occur, may deteriorate over some years before diagnosis. Thus, up to this point, our results simply confirmed a familiar clinical syndrome for which promising neurochemical models exist. It was much more unexpected that cognitively intact institutionalised elderly should show similar patterns of recall to the neurologically impaired. That is to say, although they remembered nearly as many incidents in total as our normal, community-resident volunteers, they remembered almost as many incidents from their early years as from the recent past.

For me the key to this contrast is the apparently naive, evolutionary question as to what animals use memory for. Most living organisms do not depend on their memories for reminiscence of the remote past but rather for rapid interpretation of the present and prediction of the immediate future. Among humans, the young and the active old need frequently to review the recent past in order to plan the immediate future. The institutionalised, but cognitively alert, elderly do not have to plan the routine lives which they share with all their immediate acquaintances. In this static, communal, environment rehearsal of everyday minutiae makes poor conversation. When the theatre of the mind becomes the only show in town archival memories begin to be actively explored for scripts. Remote memories are increasingly rehearsed for recreation and the pattern of memory accessibility across the life-cycle is changed.

Again we see that properly to interpret information about human ageing yielded by the paradigms of cognitive psychology, and to develop adequate functional models of individual differences in cognitive efficiency we cannot ignore social psychology. Current memory efficiency will certainly be determined by the status of underlying neurological mechanisms - but also by the social uses of the process of "remembering".

In practical terms, these distinctions may critically qualify the assessments which carers make of their charges. A tendency to "live in the past" may not be the first sign of impending neurological change or of depressive withdrawal from current realities, but only of a gradual, healthy adaptation to new social and existential demands.

Information storage and retrieval

When AI experts compare biological and electronic memory systems they often offer flattering estimates of human memory capacity based either on the notional number of neuronal interconnections multiplied by their hypothetical information storage capacities, or on assumptions of how much information storage capacity a person might, in extremity, need to register all the events of a lifetime. These sums produce impressively large numbers, but quite other design characteristics than simple storage space determine the present superiority of biological over electronic systems.

Living organisms would have little use for memories which were merely enormous archives of their entire life experiences. The main biological advantage of having a capacious memory is that it allows interpretation of the present and prediction of the very immediate future. For example we continually need our memories to keep us out of trouble by telling us if the next tiny movements we contemplate are risky or not. While massive information capacity is certainly a desirable characteristic, an even more urgent design constraint is that information in memory should be very rapidly available. In a world in which speed of recognition and of anticipation convey vital survival advantages, information which is not instantly available may as well not be stored at all. The speed with which biological memories can be accessed is all the more remarkable when we consider that any one of the sluggish units of which they are constructed probably takes at least a millisecond to communicate with any other. It is the informational architecture, not the massive ware storage space, of biological memories which still offers a challenge to AI systems.

Jocelyn Bryan and I tested whether the speed with which people can retrieve information from their memory data-bases slows as they get older, even though the amount of
The efficiency with which people can order successive "time slices" of a chain of action (i.e. cartoon frames to extract a theme or story); and the efficiency with which they can both generate, and in a different context recognise and validate, associations to Schenken "scenarios" or "scripts". Our experiments were, I fear, much simpler than these rather portentous descriptions might lead one to expect. Jocelyn showed people of different, known, unadjusted IQ test scores and ages between 50 and 79 years items from a series of black and white news photographs. Each picture could potentially yield more information than was actually visually represented; for example the nature of the activity, or the clothing of actors, or background vegetation or other objects might give clues to the location of the action or allow the approximate date of the action to be inferred. Volunteers aged 50 to 79 years inspected each photograph for 15 secs and immediately answered questions about it from memory. Some of these questions simply required recall of concrete details. Others required inference from remembered details which the question did not directly prompt. Volunteers of all ages answered questions on concrete details much better than questions requiring inference. Older volunteers, particularly those with low AH 4 test scores, failed to detect, and to use, even very obvious cues of location to interpret the activities portrayed. Some attempts at immediate recall by these less able individuals showed striking Bartlettian distortions and "conventionalisations" (Bartlett, 1936). For example, a photograph of grim African guerilla fighters, one with a large bundle of mortar bombs balanced on his head, was described by a volunteer as "happy West Indians carrying huge bunches of bananas." These unexpected distortions were not due to visual handicaps - all volunteers had good, corrected, reading acuity. They seemed, rather, to be due to failures to note all the information available in the picture, and to integrate details so as to make necessary inferences.

Knowledge structures

Though the necessary inferences were commonplace it is a mistake to regard them as trivial in any absolute sense. For example identification of a group of men as "guerillas"; and "probably in Africa" requires rapid and efficient access to very large and current bodies of information about the world - the difference between tropical and other vegetation, some knowledge of armaments, inferences based on the nature of the clothes worn by individuals portrayed and some topical knowledge about the geographical locations of current and recent conflicts involving irregular rather than regular armies. Descriptions of such bodies of knowledge, gained at very different times, and for very different reasons from different sources, have been formalised as "scenarios" or "scripts" by Artificial Intelligence experts such as Schenk and Abelson and others.

It seemed that older and less able individuals might have lost the ability efficiently to relate new information, as they perceived it, to these rich and complex knowledge structures. Instead of accessing appropriate knowledge structures by integrating many disparate details they used only one or two details to access entirely inappropriate knowledge and so made wildly incorrect references. An alternative possibility was that their knowledge structures were becoming less intact, or less accessible, to the point where they could bring so little information to bear that they could only make very superficial inferences.

It is interesting that in newspaper illustrations, and much more in TV news and current affairs documentaries and plays, editors and producers make very heavy use of "location shots", or scenarios which subtly establish a place, a
I believe devices such as "flash backs" or "flash forwards" which require instant recognition of cues to sequences, which have to be separated from the "reality" of a plot; or how they cope with abrupt changes of location which signal shifts between parallel sub-plots. It seems probable that the elderly may not be able to use these witty and enjoyable conventions - not necessarily because they are unfamiliar with them, but because they demand cognitive resources which they no longer possess. For example, keeping-track of complex sub-plots and switches between multiple locations requires rapid information processing speed and an efficient working memory. To make correct inferences from the information presented requires very efficient access to elaborate data-bases. Most of us have forgotten - I believe that even developmental psychologists do not often enough remember - the extraordinary range of information we had to learn, and the complicated, and sometimes illogical conventions we had to master as young children before we could make much sense of our worlds. It seems that late in life we may gradually lose this knowledge, or become increasingly unable to use it.

Jocelyn Bryan found evidence for similar difficulties in other tasks. Less able elderly people find it very difficult to rearrange cartoon frames in the correct linear sequence to tell a simple story. Again the difficulty seemed to be that each individual picture was incompletely interpreted so that cues of logical and temporal succession were not perceived, or were misunderstood. Clearly even very simple linearly organised TV programmes are less generally comprehensible than producers and presenters would hope! It is also seems likely that, even for many of the fit and active volunteers in our samples, much of everyday life has begun to seem rather bewildering.

Jocelyn Bryan also explored the possibility that some older, less able, individuals may retain less complex representations of social and other transactions ("scripts", "scenarios" etc) than do younger and more gifted people. Ninety individuals aged between 50 and 79 years, equal numbers of whom had high, medium or low unadjusted scores on the AH4 test of general intelligence, (Heim, 1968) were each asked to take as long as they pleased to generate as many single-word associations as possible to the descriptive titles of each of a number of social "scenarios" such as "a meal in a restaurant", "a wedding", etc. All easily performed this task but older individuals, and individuals with low AH4 scores generated fewer associations than younger and more gifted people. Further, when generated associations were compared, lists produced by the middle and low IQ groups were found to contain only items generated by most others. High IQ individuals generated all these common associations, but tended, much more frequently, also to generate rare or idiosyncratic associations.

The associations generated by this group of 90 subjects were then presented, one at a time in random order, each paired with the scenario title which had evoked them, to a new group of individuals, also stratified by age and IQ test score. Their task was to decide, as rapidly as possible, whether the two words presented were "associated" or not. It was emphasised that there were no correct answers, and that this was an attempt to discover the diversity of associations which different individuals might have to the same scenario titles. However volunteers were told that their decisions would be timed, and that they should make them as rapidly as possible. No volunteers had any difficulty in understanding or carrying out this task. Individuals with high AH 4 scores accepted as valid a much wider range of associations (including very "rare" associations). Low IQ individuals accepted only restricted lists of common associations. Younger and more able subjects identified and rejected associations very much faster than older and less able subjects.

Neuropsychology's contribution to the social psychology of ageing

It is a commonplace of social psychology and sociology that the success, and the quality, of interactions between individuals and groups hinges on the extent to which they correctly apprehend each other's assumptions. Encounters in which one party lacks the necessary background information, or is unable to access it fast enough to keep up with the conversation, will be unrewarding. Evidently there can be no adequate social psychology of human interactions, no description of social skills and no account of how individuals use, or fail to use, the extraordinarily complicated conventions developed by the public media without a cognitive psychology which is, in turn adequate to describe the mechanisms which support these high level skills. We also have data which suggest that an adequate social psychology of ageing must also be supported by neuropsychological insights.

Carol Winthorpe has studied the way in which people aged from 60 to 79 years describe events from their past lives in normal conversation. She found that individuals with normal to high IQ test scores used complicated grammatical structures and showed excellent management of themes and sub-plots. They cogently described the main details of experiences with rich supplementary details which were not directly relevant but embellished and enhanced their stories. In contrast, elderly people with lower test scores not only showed impoverished grammatical and narrative style, but also sparse content - often only very general comments describing generic activities which must have been very frequently repeated during a long period, but without referring to any specific occasion, e.g. "I joined the railway"; "I used to work in the hunting yard, and sometimes I worked on the platform". Ruthless prompting and cueing could elicit little more information.

To test whether older, lower ability individuals might have lost the skill of telling an anecdote through disuse or by adherence to idiosyncratic social conventions, Carol invited them back and used transcripts of their earlier conversations to probe for further details. Very few individuals showed any improvement.

In a humane sense these few successes are important because they make the neglected point that, like all other cognitive skills, loss of social skills may be accelerated by disuse. Increasing loneliness may trigger a malign spiral in which forgetting of social skills leads to their increasing unavailability; interactions become increasingly unrewarding and withdrawal is intensified. It is encouraging to believe that people who spend even brief periods of time talking to the elderly may be doing more good than they imagine.

Unfortunately this is not our main conclusion. Although none of Carol's low ability subjects could be classified as "cognitively impaired" on standard clinical assessment procedures, most showed no improvement in recall of details in response to very vigorous cueing. All volunteers who had described autobiographical events also took part in further experiments which assessed their working memory spans, their ability to recall simple prose passages, and their ability to distinguish between original and altered versions of single sentences which they had encountered in these passages.

Volunteers who showed poor recall of their life events also
performed very poorly on most of these tasks. Compared to
to higher and medium ability elderly people they had briefer
working memory spans and, although they managed suc-

cssfully to recognise and to recall main thematic points, they
recalled only very few supplementary or irrelevant details.
This did not seem to be due to a failure of selective attention,
since when they were given other passages which contained
two separate themes they remembered both and, when given
passages loaded with additional irrelevant details, they still
managed to recall most salient points. Their problems seem
to be well-described as a loss of overall memory "resources".
They were still able prudently to allocate their diminished ca-
pacity to critical, rather than to irrelevant or incidental points.

In these respects the performance of older, low ability, elderly
people seemed to resemble that which Cermak (1984) has
described in patients suffering from amnesia induced by tem-
poral lobe damage. Amnesia can often recall the general
nature of activities in which they once were involved (e.g. "I
used to go sailing a lot") while being unable to remember any
specific prototypical incident or supporting details. This hints
that even when elderly people do not suffer from focal le-
sions, the loss of cortical tissue accompanying normal ageing
may not be uniform, but may occur faster in some areas -
perhaps in these cases in the temporal lobes - than in others.

However this may be, our present point is that neurophysi-
ological changes which elderly people cannot control or avoid
may have sad effects on their social performance. An inability
to offer more than the most general outline of your life experi-
ences, to share more than a scanty summary of a recent common experience, a failure to distinguish between what is
generally true and what actually happened on a particular oc-
casion, a loss of working memory capacity which makes it
difficult to hold in mind the precise content of more than one
or two sentences at a time - all offer very marked obstacles to
successful social interaction.

We feel that we cannot too strongly stress that social life, and
by implication social psychology, is not a concept which
should be reserved for the young and the competent. We feel
that our work increasingly shows that no adequate social psy-
chology of the elderly is possible without a concomitant
precise description of the neurological and functional
changes which they experience. Little understanding or in a
longer view, amelioration, of their condition is possible with-
out a cognitive psychology which can distinguish between
changes which may occur from disease, and which may there-
fore be remedied by appropriate training, and changes which
are due to neurological events which can be buffered by
prostheses, by clear understanding, tact and sympathy, but
which cannot be cured.

Although our work is, necessarily, carried out mainly through
isolated laboratory studies, it continually forces us back to the
larger questions of how the elderly make sense of their lives
and the environments in which they find themselves. For
example, the fact that many healthy, active elderly people
seem to recall only the most general outlines of most of their
life experiences and social roles must mean that they now in-
habit a strange conceptual universe, in which most of the
in which the rest of us base our public and private self-
definitions have become inaccessible. A science of
gerontology which has nothing to say about what being old
feels like, how elderly people see themselves in relation to
the world, and how they attempt to understand their lives and
to manage their interactions without embarrassment and pain
will be a patently, pseudo-academic exercise. It will not even
succeed on these meagre terms because it will totally miss
the point of how people feel about themselves, and how the
nature and the quality of their achievable social interactions,
feeds back to determine how well they can maintain the
everyday functional efficiency of their cognitive processes.

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Requests for reprints should be addressed to:
Professor P. Rabbitt, Age and Cognitive Performance Re-
search Centre, University of Manchester, Oxford Road, Man-
chester M13 9PL.

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506 December 1988 The Psychologist
Media Watch

John Morton reports

Branding iron

I had a nice little note from Chris Brand concerning the review in the Daily Telegraph of a publication on child rearing to which he contributed (see the October column). Chris had a riposte published in the letters column of the D.T. and managed to establish that rather than being a Thatcher-lacquey, the review had hinted at, he is "clearly critical of present Government policy (for example, of the provision of easy divorce and comprehensive schooling)." One thing Or Brand and I do agree about is the need to remove personal and ideological motivation from the domain of early childhood education.

In his letter, he also pointed out that, contrary to the report, he did not dismiss Penelope Leach's "Baby and Child," but used it gratuitously with his own children. This correspondence comes too late. Sting by what she supposed to be his opposition, Or Leach has rushed through a new edition of her work which came out last week.

Conference reports

A disappointing crop from the September conferences. The Developmentists were in Harlow. The advantages of such a spot are not always appreciated by editors, and coverage was minimal. The Western Mail and the Liverpool Post (which seemed to regard itself as a local newspaper) picked up on research into asperginal Welsh children running into problems with monolingual teachers. The Independent reported rather cautiously some work by Peter Sutherland of Stirling. The report began with "Children with learning difficulties make more progress if they are given special individual attention rather than left in ordinary classes of mixed ability," which is not going to surprise anyone. This, however is taken as challenging "the current policy of integrating children with special educational needs into the normal classroom." But integration doesn't entail leaving alone, does it? At least not in principle.

The Socialists, no Socialists... In Stirling, Social Studies were given a social section meeting in Cambrebury was reported only by the Morning Star. They liked the title "Margaret Thatcher's speeches during the Falklands Conflict and "How unemployment, job security and poor pay affect mental health"

Browned off

One of the benefits of the Society's subscribing to a clipping agency is that we pick up little things from around the country. So an advance for psychologists as expert witnesses that was only reported in Devonian papers came our way. Ivan Brown, of the Applied Psychology Unit in Cambridge, gave evidence that seems to have been crucial in the hearing of a woman who drove at 50 mph into the back of a stationary vehicle on the M6, killing two girls. He argued that the man was suffering from "highway hypnosis" and was driving carelessly. The man was fined £2,000 and banned from driving for three years. The point was that the judge understood the difference between what happened here and deliberate dangerous driving. According to the man escaped a prison sentence. (As a postscript we can note that the man had two previous convictions for speeding, which just goes to show how complicated real life plots are.)

"All This and Work Too"

This is the title of a book just out by the wonderful Maryon Tyers - who coincidentally is a member of the Press Committee. Apart from long sections in Company, which Morton is an agent and subject to the place, Maryon appeared on TV AV (the day after my appearance, in which Iummy had a nasty accident when Jeffrey Archer was eaten alive at the Daytime Live, Lucy Eden, on Radio 4, The Feat Murray show on LBO, Capitol/Thee Way It Is, RTE Dublin, and BBC Radio, Northampton and Lancashire. Another entry for Prescott: Christmas for Young Marvellous Under Stress, by Geoff Will and Gary Cooper. Notched up interviews on EFN, Radio 1 National World Service, BBC Radio Scotland, London and Derby, Capital Radio, Manchester, Piccadilly and Granada TV. Any advances?

A foot in the door

We noted David Lowe's insightful Guardian sponsored work on Lewins year's awards in that he moved into Boots and sandwich making. The chain of stores wanted to know what kind of people eat what fillings. (What kind of people go to Boots to buy sandwiches anyway?) You won't be surprised to hear that prawn sandwiches are preferred by ambitious types who are demanding and passionate lovers - and whose legs are more dependable than one would think. Just Desserts: Schaupenstilts (flashing in passers' apparently) and naming was for the corner a mull maw moments according to the Daily Mail. The Yorkshire Evening Post and Western Evening would also lend this theme party and TODAY actually illustrated the story with a drawing of a sandwich with a bite taken out of it. TODAY went to Enfield to see the Junior Health Minister who laughed off the survey. She scoffed, not at a sandwich but "Well my favourites are veg sandwiches, so what does that make me?" But Lewis had a red face after noting that Dr Lowe is also quoted in TODAY, on a totally different day and says nothing in particular - I'm beginning to get the feeling he has a direct line to TODAY's newsdesk - so saying, "Most people miss out on wonderful opportunities to get ahead because they are afraid."

Update

Since I wrote the preceding paragraph more data has been flooding in. I have learned that motherhood has fundamentally changed Ferrie: "It is that old "do to someone to confirm that is what seniors were doing. Ferrie's new restant suggests that she will become an even better mother than Princess Diana. I have further learned that the amount we try to reveal secrets about our personalities.

The world divides up into four main types of tick, apparently, those who order peanut and banana sandwiches who non their laws in circles and those who write about the psychology of being Naff. Yes, TODAY had five glorious days of detail on Naffness and who do you guess gave really psychological interpretations? As David Lowe said, "The important thing is to express your individuality without falling into the naff trap."

Well, it's easy to confuse relation to general comments by psycholinguists in the press (well, I hope it is). However, TODAY takes psychology very seriously, with a page on research by Hareton and Howells on the goals and control of anger. Anyone covered by the Times: Heading psychologist Desmond Morris on your character in your home, a couple of columns on Bayes and Bradley's work on the effects of nursery rhymes on teaching development, Guuly Towbright and Allan Weiss of the CELT on Baby Box and normal infant development - what Ferrie will be missing, among others, at the last couple of festivals.

In case you thought it was over

A feature in the Yorkshire Evening Post recently, "A Pole in the Eye to top psychologists," who revealed her tip for relieving anxiety. It doesn't matter what the problem is, one or two of the following are one of the best ways to calm down. Better than eating a bacon and egg sandwich? Better than putting the town with a knife and fork? Come on, David.

Freefoot Martin is Head of the MRC Cognitive Development Unit in London.

Psychology on the Air

RON DAVIE, Director of the National Children's Bureau, appeared on BBC TV national news on 23 September following a major national conference in Westminster on child sexual abuse organised by NCS and the Law Society Local Government Group. He was commenting on Lord Justice Butler-Sloss's recommendation that offenders should be returned to their families under supervision.

JILL DAVIES-EVANS, a Welsh-speaking clinical psychologist contributed to a programme on Radio Cymru on 20 October on the topic of fear reactions to the stimulus of a police car or fork, and possible false positive findings as a result of images of guilt from such reactions.

PETER HODGKINSON, Principal Psychologist, Basildon Hospital, appeared on BBC TV Scotland on 12 July and Radio 4 on 12 and 13 August, discussing the strengths of the Pettey Alpha algorithm, and on several BBC local stations on 1 September discussing a possible national disaster unit.

ROGER GILL, Managing Director of Roger Gill and Associates in Singapore, appeared on Singapore Broadcasting Corporation TV programme, "Friday Background" on 30 September, talking about historical analysis.

ESTELLE M. PHILIPS, of the Department of Occupational Psychology, Ercikke College, was interviewed in August by Radio Sarawak, BBC TV's, "The Garden Party" and a current affairs radio programme in Western Australia about work at a television studio.

STUART R. WALKLEY is a broadcast and political psychologist for BBC Radio Gloucester with a weekly programme covering diverse human psychology topics.
Society News

A Policy Statement

The Initial Training of Educational Psychologists in England, Wales, Northern Ireland and Hong Kong

1 Introduction
1.1 Educational psychology services have experienced considerable change and expansion over the past ten years. Educational psychologists are now involved with children and young people in the age range 0-19 years, along with their parents and caregivers, a greater variety of referral problems and a greater range of work contexts. Legislative changes, particularly the 1981 Education Act, have resulted in a considerable expansion in their role. The Education Reform Act 1988 also has major implications for the work of educational psychologists. In addition there have been changes in assessment practice, greater involvement in intervention work and staff training, particularly of teachers, and developments in models of service delivery.

1.2 In England, Wales and Northern Ireland the initial training of educational psychologists is based in ten universities, one polytechnic and one National Health Service Clinic. There is a further course at Hong Kong University. Educational psychologists qualify by gaining:

i) a good Honours degree in psychology, or an equivalent qualification recognised by the Society as conferring the Graduate Basis for Registration;

ii) a postgraduate teaching certificate and at least two years teaching experience, or equivalent qualified work with children and young people up to 19 years of age;

iii) a Masters degree in Educational Psychology, or an equivalent qualification.

The Society as conferring the Graduate Basis for Membership and Qualifications Board is a further course at Hong Kong University.

1.3 The Society does not determine the qualifications a psychologist must have for employment as an educational psychologist in training. These are determined by the Southbury Committee for the local authorities. At present these are the same as described in 1.2 except that a teaching qualification and at least two years experience as a qualified teacher are necessary, and no equivalent is acceptable.

2 The Role of the Society
2.1 The British Psychological Society, through its Membership and Qualifications Board (MOB) and Division of Educational and Child Psychology Training Committee, is concerned to maintain the quality of entrants to the profession and their training. (NB Separate arrangements apply to Scotland where the Society operates through the Scottish Division of Educational and Child Psychology Training Committee, which also reports to the MOB).

2.2 The Society maintains quality and monitors training by determining entry criteria to courses, and by the evaluation and accreditation of courses every five years. The criteria for the evaluation of courses are given in a separate document also available from the Society.

2.3 In order to ensure quality at a time of increased demands on the profession, the Society wishes to draw the attention of training institutions, the Local Education Authorities and the Department of Education and Science to its policy on four issues:

i) length of training

ii) staffing of training courses

iii) recruitment planning

(iv) funding of training.

3 Length of training
3.1 The length of the postgraduate training has remained virtually unchanged since the first training courses were started, though an earlier pattern was for trainees to work untrained for a year or so before taking the one-year award-bearing course. This pattern of training is now very rarely used.

3.2 The higher professional demands made on educational psychologists led to the upgrading of courses from Diploma to Masters courses. The demands of the professional role now emphasise the need for a longer period of training to cover the knowledge, skills and necessary breadth of professional practice and experience. The British Psychological Society has been aware for the past five years of the need for an extension of the training period and the recommendations arising from course accreditation reports highlight this need. Training courses are no longer able adequately to cover the curriculum in one year.

3.3 A series of meetings was held during 1983-4 to discuss training, chaired by the Department of Education and Science and involving representatives of the Society, Association of Educational Psychologists, Association of County Councils, Association of Metropolitan Authorities, Society of Education Officers and the University Grants Committee. The outcome of these discussions was an acceptance of the case for an extension of initial training courses with a majority agreement for an extension to two years.

3.4 The British Psychological Society recognises the need for a two-year Masters degree and recommends that immediate steps be taken to ensure that funding arrangements be introduced to permit this. The British Psychological Society will no longer consider accreditation of new courses of training lasting only one year.

4 Staffing
4.1 Course tutor. Overall responsibility for course organisation should lie with one professionally qualified educational psychologist with at least five years experience. By virtue of qualifications, experience and contribution to the profession the course tutor should be of senior lecturer status in the university, or principal lecturer in the polytechnic, and should be able to devote the majority of his/her time to the course. The course tutor should be based within, and funded by the training institution, thus ensuring the maintenance of a secure academic base and safeguarding the standing of the Masters degree course. Course tutors should retain some involvement in LEA service issues though this will probably be on an honorary basis.

4.2 Local Education Authority Tutors. Each course should have one or more Local Authority Associate Tutor(s) who are qualified and practising senior educational psychologists, seconded for part of their time from an LEA to the training institution as honorary lecturer(s). This should be approximately 50 per cent of this tutor’s work. Such posts ensure that training is influenced and informed by current relevant experience and by strong links with Local Authority practice. The Local Education Authority tutor bears a direct responsibility for ensuring the quality of field supervision of educational psychologists in training. These posts should be based within LEAs, Local Education Authority tutor(s) should retain some duties as members of the psychological service within the LEA.

4.3 Staffing Ratios and Numbers. In recognition of the intensive professional and academic demands of this training and the need to maintain adequately effective service levels, it is recommended that there should be a minimum of one full-time equivalent tutor to five trainees. Thus, a course with ten trainees registered on a one year course might be staffed by one course tutor based in the institution of higher education and two half-time Local Education Authority tutor
posts, seconded from one or two local authority services.

5 Planning numbers of entrants to the Profession
The Society recognises the need both to plan the total number of educational psychologists trained each year, and to ensure a regional spread in the provision of training. The Society, together with the Association of Educational Psychologists, is able, within limits, to forecast the need for qualified educational psychologists nationally and is engaged in monitoring this. The Tutors Group monitors numbers on Training Courses and their destinations on leaving the courses.

6 Funding
6.1 Trainers. The abolition of a National Pool for funding the training of educational psychologists and its replacement by arrangements within the system of Local Education Authority Training Grants Scheme (Circular 5/88) has made it difficult to ensure the allocation of financial support for training to the best candidates. The Society would wish to see modifications to the current system such that financial support should be made available to candidates of the highest quality.

6.2 Tutors. The course tutor should be funded by the institution in which the course is based. LEA tutors should be financed from the overall budget available nationally to LEAs to train educational psychologists. This should be arranged so that the LEA employing the LEA tutor is fully reimbursed for that proportion of the costs attributable to training.

7 Conclusions
The British Psychological Society, through its Division of Educational and Child Psychology Training Committee, is concerned to maintain the quality of entrants to the profession. It achieves this by determining entry criteria and by its evaluation and accreditation of training courses. In order to ensure quality at a time of (a) increased demands on the profession, (b) the greater range of services related to practice in the field and discipline of educational psychology, (c) an increased awareness of the complexity of professional training, the Society recommends that:

i) immediate steps be taken to ensure that funding arrangements be introduced to support a two year Masters degree (para. 3.4);
ii) the full-time course tutor should be based within and funded by the training institution (para. 4.1);
iii) each course should have at least one senior educational psychologist seconded for part of the time as LEA tutor to the course (para. 4.2);
iv) the staff ratio should be one tutor to five trainees as a minimum (para. 4.3);
v) the Society, as part of its role in the accreditation of courses, should monitor the numbers and regional spread of training in institutions and entrants to the profession (para. 5);
vi) the funding arrangements should be such that candidates of the highest quality are given financial support for their training (para. 6.1).

Requests for reprints should be addressed to:
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Round the Board Room Tables

Colin Newman reports on a meeting of the Scientific Affairs Board on 30 September 1988...

Research Reviews
Draft comments were agreed on the Society's response to a review of Research Councils' responsibilities for the Biological Sciences currently being carried out by the Research Councils' Advisory Board. The Health Psychology Section is being asked to draft comments on the DHSS review of Guidance on the use of fetuses and fetal material in research.

The Initiatives Fund
Small grants are to be made to three projects:
- Computers in Teaching
- Cognitive Science in Medicine
- The use of Information Technology as an aid to teaching developmental psychology.

Applicants for a small grant are asked to specify clearly the amount of money that is required, other sources of support, the exact purpose to which a grant will be put and why the proposal represents a scientific initiative.

The Myers Lecture 1989
Dr Vicky Bruce has agreed to give the Myers Lecture at the 1989 Annual Conference to be held at the University of St Andrews.

Future of Psychology
Copies of the SAB Report on the Future of the Psychological Sciences are available free to all members, and can be obtained from the Leicester office. Comments are invited.

... and on a meeting of the Council, 15 October 1988
Disciplinary Board Appointed
In keeping with the provisions of the revised Royal Charter and Statutes, the Society now has a Disciplinary Board consisting of three psychologists and four lay members who are "non-psychologists nominated at the invitation of the Council by other bodies with Royal Charters, Registration Councils and the Law Society". The Council endorsed the appointment of the lay members and recorded its gratitude to the four other professional bodies who had nominated senior members of their profession. Lay members are:
- Dr Diana Anderson (Institute of Biology)
- Mr Alan H. Coles (Law Society)
- Mr Peter H.D. Hancock (Institute of Civil Engineers)
- Mr David G. Richards (Institute of Chartered Accountants)

The three psychologists, who are all required to be "Past Presidents of the Society", are Dr Halla Baloff, Professor Derek E. Blackman and Professor Kevin J. Connolly.

Mr David Richards has been appointed Chair and Mr Alan Coles Deputy Chair.

Appointments
Professor David Legge wishes to step down from the position of Secretary of the Global Education Association when the new Committee is put in place. Professor Kevin J. Connolly will become the Society's Honorary Secretary and Professor Robert J. Hargreaves will become the Society's Honorary Treasurer.

Professor David Legge wishes to express his gratitude to all the members of the Society for the work they have done during his period of office.

Professor Legge's term of office as Honorary General Secretary comes to an end in April 1989. In addition to calling for nominations for the post of Honorary General Secretary from the membership at large, the Council has set up a search committee to generate interest in the election for this key honorary officer post. Members of the Society who are considering standing for election are invited to discover more about the post from the search committee.

Proposals for Two Special Groups
The Council approved proposals for two Special Groups. Special Groups, in the words of the Royal Charter, are for these "concerned with principal areas in which psychologists provide advice, tuition or services."

1. Counselling Psychology
Full membership of the Group will be open to Members who have at least three years' experience of counselling psychology since graduation in psychology. When formed, the proposed Special Group will complement the Counselling Psychology Section and will be open to any Member of the Society with an interest in research within the area of Counselling Psychology.

2. Clinical Neuropsychology
Full membership will be open to Members who are eligible for DCP Membership and who are engaged in clinical neuropsychological practice for at least three years or an equivalent part time period, or to Members who have been engaged in academic teaching and research relevant to clinical neuropsychology and have gained clinical experience over a similar period.

Formally the position is now the same for both proposed Special Groups. A form is available from the Leicester office or from the proposers on which Members can signify their wish to become Members and to state their qualifications.

Provided a hundred or more Members desire to become Members and are qualified, the proposal that the new Special Group be formed will be put to the vote at a General Meeting of the Society (Rule 63(C)).

Dr Newman serves on the staff of the Society as Executive Secretary.

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The Psychologist
December 1988

R. H. W. 

SOCIETY
News of Members

DR BARNASY B. BARFITT has been appointed Adjunct Associate Professor in the Department of Psychology, Wayne State University School of Medicine. He continues to hold the post of Adjunct Professor in Clinical Psychology at the University of Detroit, and to maintain a private psychoanalytic practice in the northern suburbs of Detroit, Michigan.

ANNABEL ERIOME is currently on secondment to the NHS Training Authority as a Change Management Consultant, from her post as District Psychologist, Dudley Health Authority. From January 1989 she will be working as an Organisation Consultant with Sheppard Mosley Ltd.

JILL FAIRBAIRNS has joined Sheppard Mosley Limited, a European consulting firm of organisation development and training practitioners. Previously she was with the FA Consulting Group. Her address is: Enormous House, Willow Grove, Chaddesley, Kidderminster WR17 6TT.

DR DAVID P. FARRINGTON has been appointed Reader in Psychological Criminology at Cambridge University. In addition, his book Understanding and Controlling Crime has won the prize for distinguished scholarship of the British Sociological Association Criminology Section.

STEPHEN GALLIANO, formerly Principal Psychologist at St. Andrew's Hospital, Northampton, has been appointed Head of Acute Services at St. Mary's Hospital, Paddington, and St. Charles' Hospital, North Kensington.

DIK GREGORY has been appointed Consultant, Training Technology at Robson Phoenix, following MODARE's closure of its Behavioural Science Division (formerly Applied Psychological Unit) at Teddington. His new address is: Robson Phoenix, Management Consultancy Division, 190 City Road, London EC1V 2NU.

STEVEN HARRLAND has been appointed Consultant Human Practitioner at Robson Phoenix following MODARE's closure of its Behavioural Science Division (formerly Applied Psychological Unit) at Teddington. His new address is: Robson Phoenix, Management Consultancy Division, 190 City Road, London EC1V 2NU.

DR LEO B. HEINRICH has been appointed Head of the Department of Education, University of Aberdeen.

DR NIGEL J. KEMP is remaining with Thorn Home Electronics International, Development Centre, Wembley, Mill, Sidcup, Kent, but is now working in Management Development Executive. He is not moving to the London Business School as previously stated.

DR CELIA KITZINGER has been appointed Lecturer in Social Psychology at the North-East London Polytechnic.

DR MICHAEL KORTELAN has been appointed Senior Lecturer and Head, Consultant Psychiatrist at Charing Cross and Westminster Medical School, and has been appointed Consultant Psychiatrist at St. Mary's Hospital, Manchester. He continues to hold the post of Consultant Psychiatrist at St. Mary's Hospital, Manchester. He can be contacted at the Department of Psychiatry, Charing Cross and Westminster Medical School, 22-24 St Dunstan's Road, London W6 8RF. Tel: 01-769 6611 Ext 22000/08 or long range bleep.

DR CHRIS LEACH, formerly lecturer in Newcaste upon Tyne University, has started clinical psychology training in Leeds. His new address is: Department of Psychiatry, University of Leeds, 17 Hyde Terrace, Leeds LS2 9LT.

JANE LETHEM has joined South Parkside District Clinical Psychology Department on 3 October as Principle Clinical Psychologist for Children. Her address is: St. Mary's Hospital Department of Child Psychiatry, Paddington Green, London W9.

DR CHRIS MAIN and HELEN PARKER of the Department of Clinical Psychology, Hope Hospital, Salford, have been awarded the 1988 Black Pain Association Medal for the research into the Salford Pain Management Programme.

MICHAEL S. MILLER is a member of an Association of Graduate Careers Advisory Service Working Party which has produced a video aimed at helping students and graduates on how to present themselves effectively on paper in application forms and face to face in interview situations. They are "Write, Glance, Full Control" which has won an International Visual Communications Association Award of Merit and overall Gold Award for best video script of 1988 and "Tell me, Mr Datastore.

RANGE PECK, Senior Lecturer in Clinical Psychodulogy, University of Edinburgh, has been appointed as Assoc Clinical Psychologist, Hillend Health Board, based at Craig Dunlop Hospital, Inverness, as from 5 December 1988.

JONATHAN PINGLE is leaving his post as Senior Lecturer in Human Aspects of Management at the Psychiatric Clinic of Central London to give full time assistance to his private consultancy practice in management and team development, communication skills training and counseling.

JACK RONALDSON has retired as Lecturer in Applied Psychology and Tutor in the MSc in Educational Psychology course at the University of Edinburgh, University of Newcaste upon Tyne, and on 1 October 1988 took up an appointment at a College of Further Education, University of Newcaste upon Tyne.

DR SIAMR K. SAROA, currently Chief Psychologist at the Western General Hospital (a Mental Hospital), Fort Supply, Oklahome, was elected Chairman of the Council of the Department of Mental Health, Chief Psychologists for the State of Oklahoma. He is also appointed by the Oklahoma Psychologists Association to the Congressional-State Task Force on Drug Abuse.

RICHARD TOOGOOD has taken up the post of District Psychologist for Dudley Health Authority.

DR TINA TOWNSEND has been appointed Acting Chief Executive of the NHS Training Authority.

MICHAEL WARD has been appointed Clinical and Training Course, Fellow of the Department of Psychology, University of Hull, and trainer Psychologist, with the four Humbred District Health Authorities.

GMPIS M. WARD has joined the NHS Training Authority as a Change Management Consultant, from her post as District Psychologist, Dudley Health Authority. From January 1989 she will be working as an Organisation Consultant with Sheppard Mosley Ltd.

Dates of Meetings 1988

Scientific Affairs Board
Saturday 9 December followed by Presidents' Award Committee
Postgraduate Admissions Committee
Thursday 1 December
Standing Committee on Communications
Friday 9 December

Dates of Meetings 1989

The Annual General Meeting
Sunday 2 April followed by Open Meeting (University of St Andrews)

The Council
Saturday 16 February
Saturday 20 May
Saturday 14 October

The Finance and General Purposes Standing Committee
Friday 6 January
Friday 17 February (Pre-Council)
Friday 10 March
Friday 31 March (Pre AGM)
Friday 14 April
Friday 15 May (Pre Council)
Friday 16 June
Friday 8 September
Friday 13 October (Pre Council)
Friday 17 November

Scientific Affairs Board
Thursday 30 March (University of St Andrews) followed by Spearman Medal Committee
Friday 5 June
Friday 23 September
Friday 2 December followed by Presidents' Award Committee

Professional Affairs Board
Saturday 14 January
Friday 3 March
Saturday 22 April
Friday 5 June
Friday 15 September
Saturday 11 November

Membership and Qualifications Board
Saturday 21 January
Friday 17 March
Saturday 5 May
Friday 22 June
Friday 22 September

Graduate Admissions Committee
Thursday 12 January
Thursday 7 March
Thursday 27 April
Thursday 27 June
Thursday 7 September

Postgraduate Admissions Committee
Thursday 10 January
Thursday 16 March
Thursday 4 May
Thursday 8 July (to sweep in final "grandparents")
Thursday 14 September

Fellowships Committee
Friday 10 February
Friday 12 May
Friday 6 October

Standing Committee on Communications
Friday 3 February
Monday 3 April (during Annual Conference)
Tuesday 3 July
Friday 13 October

Disciplinary Board (Annual Meeting)
Friday 3 November

December 1988

The Psychologist
**Announcements**

**COGNITIVE PSYCHOLOGY SECTION**

The Cairn Hotel, Harrogate is our venue for the

**INTERNATIONAL CONFERENCE ON COGNITIVE NEUROPSYCHOLOGY**

21-24 July 1989

**CALL FOR SUBMISSIONS**

We invite submissions for papers on the following topics: memory, language disorders, reading and writing disorders, visual recognition, attention, action and movement, childhood disorders and remediation. If possible, papers will be organised thematically. There will be no symposia. Submissions should consist of an abstract of 100-150 words including names and affiliations. An extended summary of a maximum of 1200 words should also be included. The deadline for submissions will be 1 February 1989.

**CONFERENCE ORGANISERS**

John Beech and Ann Colley, University of Leicester.

**COSTS**

The daily rate in the hotel will be: £55/day (single), £47/day double or £20/day b.b. for partner; a special dinner on Saturday will be £30 above normal rate. Registration will be £30 for Cognitive Section members, £40 for non-members and £20 for students and unemployed members of the BPS. Boarding house accommodation will also be available.

**SCOTTISH BRANCH**

**ANNUAL GENERAL MEETING AND ONE DAY CONFERENCE**

This will be held on Friday 10 February 1989 at the Walton Suite, Southern General Hospital, Glasgow. Members will be circulated with the programme in the January issue of The Psychologist. Nominations are sought for the Committee for ordinary members and for Chair and Secretary.

Nomination forms and further details of the Conference are available from:

Dr A.M. Richardson
Dept of Psychological Medicine
Royal Infirmary of Edinburgh
Lauriston Place
Edinburgh

**DIVISION OF CLINICAL PSYCHOLOGY**

**ANNUAL GENERAL MEETING**

Notice is hereby given that the Annual General Meeting of the Division of Clinical Psychology will be held on Sunday 2 April 1989, during the Society's Annual Conference at the University of St Andrews (the exact time to be notified later) when the Annual Report will be presented and appropriate business transacted. Resolutions to be placed before the Meeting and nominations consequent to the Call for Nominations which appears below must be received at the Society's office by 27 January 1989.

**CALL FOR NOMINATIONS**

Nominations are invited for:

- Chair-Elect - Tenure for one year (Note 1)
- Honorary Secretary - Tenure for one year (Note 2)
- Honorary Membership Secretary - Tenure for three years (Note 3)
- Two Committee Members - Tenure for three years (Note 4)

Nominations should be sent to the Honorary Secretary at the Society's office to arrive not later than 27 January 1989. The nominations should be on a form obtainable from the Society's office and require:

i) A proposer and seconder who are full members of the Division.

ii) The written consent of the nominee to accept office if elected.

iii) A brief professional biographical sketch of the nominee.

Further information concerning the duties of any of the above posts is available from Bruce Napper, Assistant Executive Secretary at the Society's office.

**NOTES**

1. The Chair-Elect serves a total of three years. In the year immediately following election he or she serves as Chair-Elect in the next year as Chair, and in the third year as Vice-Chair.

2. Dr M.A. Holmes was elected as Honorary Secretary in 1987. She had already served two years in the place of Chris Cullen after he was appointed Chair in 1985. Having served four years in the office she has decided to resign at the AGM in 1989. The present call for nominations is therefore for a by-election. The person elected will serve for one year and will then be eligible for re-election for the full term of three years.

3. Dr P.J.P. Higson completes his term of office as Honorary Membership Secretary in 1989. He is eligible and willing to stand for a second term.

4. Ms E. Wilkinson and Dr G.N. Bolsover were elected in 1985 and retire at the AGM in 1989. Neither are eligible for re-election as committee members.

**Dr M.A. Holmes**

Honorary Secretary

**PSYCHOLOGY OF WOMEN SECTION**

The Section invites all of its members to a social get-together at the London Conference on Monday 19 December from noon to 1pm, in Room CM506. Wine will be provided.

**SPECIAL GROUP OF COUNSELLING PSYCHOLOGY**

Council, on 15 October, approved the next stage in the formation of a Special Group of Counselling Psychology.

At least 100 Members are required to form a Special Group, therefore Members are now invited to indicate if they would wish to join the proposed Group.

Further details and a form to indicate your wish to join the Group are available now from the Leicester Office.

**DIVISION OF EDUCATIONAL AND CHILD PSYCHOLOGY REFRESHER COURSE**

**DERWENT AND VICTORIA HOTELS, TORQUAY**

3-4 January 1989

**Assisting Psychology in the Market Place**

The course will be a forum to explore the tools and contexts of promoting psychology at various levels: individual, school, area, county, national. We would not wish this to be limited only to the educational system as we are aware that many colleagues assert psychology in a variety of ways within the community, and the course would wish to embrace their valuable contributions.

The course will provide an opportunity for participants to focus on and develop skills of assertion, negotiation and management at the various levels. Different contexts and clientele will be considered as “consumers” (eg school staff, advisers, administration, parents, politicians, community groups, institutions). There will be a need to examine underlying beliefs and attitudes necessary to create vision and energy to join clients and systems in a productive way.

**Main speakers include:**

Professor Lea Pearson, Professor Tony Gale, Mr Chris Marshall of the DES.

**Workshops and seminars will focus on the following themes:**

Management of change; Promotion of psychology in education; Asserting psychology with other professional psychologists; Promoting psychology in the wider context; Psychology and the public at large; Accountability and evaluating psychological innovations.

**Further details and provisional programme/registration forms available from:**

Valerie Bull
The British Psychological Society
St Andrews House
48 Prince Road East
Leicester LE1 7DR

**HEALTH PSYCHOLOGY SECTION AND HEALTH EDUCATION AUTHORITY**

The Health Psychology Section of the Society and the Health Education Authority held their first meeting on the Psychological Contribution to the Primary Prevention of AIDS on 5 October.

Anyone interested in attending further meetings on this topic should contact Dr Marie Johnson at Psychology Unit, The Royal Free Hospital, Pond Street, London NW3 2GQ.
Call for Nominations

Members of the Society are invited to submit nominations for the following offices, which commence April 1989.

Council
President Elect (who will be President in 1990/91)
Honorary General Secretary (one-year term)
Honorary Treasurer
Five Ordinary Members of the Council (four three-year terms and one of one year)

Nominations should reach the Leicester Office not later than Wednesday 15 February 1989. To ensure validity of nomination it is advisable to use the standard nomination form (obtainable from the office) which gives details of the information and signatures required.

Voting

The Offices for which nominations are invited in this issue will, if contested, be decided by postal ballot immediately prior to the Annual General Meeting at St Andrews on 1 April 1989. Voting papers will be sent out at the beginning of March; you will be asked to return papers to the Electoral Reform Society, who will administer the count and announce the result to the President before the meeting.

Election will be by Proportional Representation on the basis of a Single Transferable Vote.

THE BRITISH PSYCHOLOGICAL SOCIETY
QUALIFYING EXAMINATION 1988

Chief Examiner's Report

Although 13 candidates had originally registered for the Qualifying Examination in 1988, only six finally presented themselves for examination. Of those six candidates, one failed and five passed. In each case the decisions were clear-cut: the unsuccessful candidate failed in three of the six papers and the successful candidates generally performed well, with the exception of one, who was more borderline. Two candidates achieved first class marks on individual papers.

Standards across papers were very similar: average paper marks were within a narrow band and performance on the Experimental Design and Statistics paper (on which candidates typically perform poorly) was generally as high as on the other papers.

Altogether the Examination Panel's view was of a relatively good batch of candidates.

Hugh Foot BA PhD FBPSS Registrar and Chief Examiner

Human Rights Day
10 December

Televised highlights from the Amnesty International "Human Rights Now!" World Tour will be beamed to one billion people throughout the world on 10 December, Human Rights Day.

Pop stars like Sting, Bruce Springsteen and Tracy Chapman gave concerts in Europe (starting with Wembley Stadium), Africa and North and South America, helping human rights campaigners and former Prisoners of Conscience spread the message: human rights must be defended.

The Amnesty International 1988 Annual Report is now available and covers 135 countries. It reveals that:

• In half the countries of the world, people are imprisoned for their views;
• In one third of countries, adults and children are being tortured;
• In scores of countries, government agencies kidnap and murder citizens.

The report can be obtained from:
Amnesty International
5 Robert Place
London EC1R 0EJ
price £7.95 (inc. postage).

Assistant Editors Appointed

The Editorial Sub-Committee on 18 October 1988 appointed the following people Assistant Editors of The Psychologist:

Art: Les Prince
Interviews: Celia Kitzinger
Research in Brief: Geoff Lowe
Special Features: Andrew Stevens

They join Chris Fife-Schaw (Books) and Tony Gillie (Computer Column). Their appointment is for three years.

The Editors and the Editorial Sub-Committee would like to thank all those who sent in applications. The field was strong, and it was encouraging that so many members wished to contribute to our new style publication. We hope that their interest will become manifest in the coming months as our new Assistant Editors ask them to contribute to the different sections.

Note for contributors

All Editors and Assistant Editors are actively seeking suitable material for publication. They can be contacted via the Leicester office in the first instance.
Collaboration Between Social and Natural and Medical Scientists
A conference on the above theme is being organised in London on Friday 8 January 1989 by the Association of Learned Societies on the Social Sciences. Attendance is free.

Applications and enquiries should be made to Dr. C.S. Smith CBE, Conway Hall, Conway House, Conway Gardens, London SW7 4AE, though copies of the brochure on the conference can be obtained from the Society office in Leicester.


One-day Counselling Skills Workshop, Tuesday 24 January. Venue: Finchley, Fee: £90.

Two-day Counselling Skills Workshop, 3-4 January. Venue: Finchley, Fee: £90.


Further information, dates, and application forms from:
Dr. S. Doiroy, AFBPsS
Chartered Clinical Psychologist
3 Northumberland House
237 Ballards Lane
Finchley
London N3 1LB
Tel: 01 346 4010

South London Psychotherapy Training Centre
Theories and Therapy of Depression
24-25 June 1989
Fee: £90
Fee: £90
Run by Patrick Casement, Psychoanalyst and author of "On Learning From The Patient". Patrick Casement will expand on his observations of unconscious communication between therapist and patient, and on his own use of internal supervision. Participants are invited to bring their own case material along for the workshop.
Fulfilling Your Potential
20-21 May 1989
Fee: £60
Run by Lily H. Stuart, Clinical Psychologist and TA trainer in training. A personal workshop looking at how to increase your potentials of creativity and productivity in an enjoyable way, without increasing your energy output.
For details, send an SAE to:
The South London Psychotherapy Training Centre
106 Heathwood Gardens
London SE7 8ER
For urgent last minute bookings, call: 01 854 3608.

Cerebral Palsy
Courses for Psychologists
DATE: 7 February 1989
VENUE: Cheyne Centre for Children with Cerebral Palsy, 61 Cheyne Walk, London SW3 5LX.
Tel: 01 352 8434
TOPICS: What is Cerebral Palsy? - Review of treatments, communication technology, working with families of handicapped children. Enquiries and application forms from:
The Courses Administrator or Senior Clinical Psychologist

MRC/ESRC Social and Applied Psychology Unit, University of Sheffield
Open Day,
Tuesday 13 December, 2-4 pm
Collegiates are cordially invited to visit the Unit on the occasion of the official opening of the new building.

The new building is to be found in the main University complex, adjacent to the Department of Psychology.

For further details please contact the Unit on 0742 756600.

Spectrum Psychologicae
Anglo-German Publications
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Enquiries:
P. M. Bond-Kaplan
P.O. Box 40W
London W1A
Tel: 01 436 4289

THE BRITISH PSYCHOLOGICAL SOCIETY
53rd ANNUAL CONFERENCE
31 March - 3 April 1989

The following keynote speakers have agreed to participate:
Professor R. Sternberg
Professor E. Arfelsbaum
Professor A. Bandura
Professor M. Kimsbourne
Professor J. Morton will give the Presidents' Award
Dr. V. Bruce will give the Myers Lecture
Professor A. J. Chapman will give the Presidential Address
Dr. J. Teasdale - Guest Speaker
Professor M. Billig - Invited Speaker
Professor M. Jeeves - Invited Speaker

For the first time we hope to arrange group travel. For further details please look for the group travel questionnaire enclosed with the January Psychologist along with the provisional programme and application form for the Conference.

For further details please contact:
The Conference Office
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR

or phone the Conference Hotline on 0533 557123

December 1988
The Psychologist
N.L.P. WITH A HEART

TRAINING IN NEUROLINGUISTIC PROGRAMMING.

Introduction: 10th/11th December.
Intermediate: 14th/15th January.
Advanced: 25th/26th February and 4th/5th March.

Location: St Ann’s Hospital London. Certificate on completion.

Learn Advanced Communication Skills.

These courses aim not to glamorise NLP but to teach the skills that CAN be applied practically.
The course material ranges from core NLP skills to the latest NLP techniques.

(See 'Advertisers Announcements' for further details)

British Hypnosis Research, 83 North Street,Brighton, Sussex BN1 1ZA
(0273) 23467.

The Psychologist December 1988

The Annual Meerside Conference in Clinical Psychology Nadine Eisenberg and David Glasson

This volume represents the proceedings of the seventh 'Current Issues in Clinical Psychology' conference.

Contents include: Psychotherapy Training in Institutions, Issues in Clinical Training, The relevance of Cognitive Theory, Research and Practice, Empowering the Client.

Gower December 1988 240 pages Hardback 0 566 05742 5 £25.00

An Introduction to Clinical Child Psychology

Edited by S. Lindsay and Graham Powell

This book highlights both investigation and treatment of childhood difficulties, and concentrates mainly on describing the single case experimental approach.

Gower March 1989 About 250pp Hardback 0 566 05103 6 Ab £25.00

A Handbook of Clinical Adult Psychology

Edited by S. Lindsay and Graham Powell

"...an invaluable reference book for more experienced practitioners and those in training". British Medical Journal Gower 1987 832 pages Hardback 0 566 05129 2 £55.00

British Social Attitudes

The 5th Report, 1988/89 Edition Edited by Roger Jowell, Sharon Witherspoon and Lindsay Brook Contents include: The Price of honesty; Education matters; Trends in permissiveness; Working-class conservatives; The public’s response to AIDS; An ailing state of national health; Trust in the establishment; One nation?; Interim report - rural prospects; Interim report - a woman’s work.

Gower November 1988 288 pages Hardback 0 566 05699 2 £29.50 Paperback 0 566 05771 9 £14.95

The ABC of Child Abuse Work

Jean G. Moore

Community Care Practice "Concise and essential reading for trainee and social worker alike."

Social Sciences Gower 1985 128 pages Paperback 0 566 08660 2 £4.50

Available from: The Gower Publishing Group, Gower House, Croft Road, Aldershot, Hampshire, GU11 3HR Tel: (0252) 30155 Fax: (0252) 944405 Prices are subject to alteration without notice and exclude postase and packing

Edward Arnold A division of Hodder & Stoughton

41 Bedford Square, London WC1B 3DQ

December 1988

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Consciousness in Contemporary Science
Edited by A. J. Marcel and E. Bisiach
The place of consciousness in modern science is here discussed by authorities in a variety of disciplines. They examine its theoretical status; its basis in cognition and brain organization; conscious and non-conscious behaviour; disorders of consciousness, and other topics.
£45.00

Relationships within Families
Mutual Influences
Edited by Robert A. Hinde and Joan Stevenson-Hinde
From before birth, children form parts of networks of relationships crucial to their development. This volume looks at relationships within the family, with emphasis on consequences for the children.
£32.50

Machiavellian Intelligence
Social Expertise and the Evolution of Intellect in Monkeys, Apes, and Humans
Edited by Richard W. Byrne and Andrew Whiten
This book argues that human intelligence developed not as is usually argued from the need for tool-using skills and for communication to enhance co-operation, but rather from the need to manipulate and outwit others within the social group.
£50.00

Thought without Language
Edited by L. Weiskrantz
Can abstract reasoning and other faculties exist in the absence of language? Experts on non-verbal thinking in adults, in pre-linguistic infants, and in animals discuss this question. The wide-ranging material includes a personal account of non-verbal reasoning by a gifted but dyslexic mathematician.
£60.00

OXFORD UNIVERSITY PRESS

DHSS CHILD SEXUAL ABUSE TRAINING PROGRAMME
INSTITUTE OF CHILD HEALTH, LONDON
in conjunction with
HOSPITAL FOR SICK CHILDREN, GREAT ORMOND STREET

Applications are invited for this two-day-per-week twelve month multi-disciplinary post-professional qualification training programme in Child Sexual Abuse at the Institute of Child Health, London. The aims of the course are to enhance assessment and treatment skills in cases of child sexual abuse, and to assist in the development of training in local communities, with a view to the development of a co-ordinated, structured, multi-disciplinary service delivery to CSA victims and their families.

The course consists of one day per week study day and one day per week placement, and is available to a limited number of professionals from the fields of social work, clinical psychology, child psychiatry and community paediatrics.

The course commences March 1989.

For prospectus and application form, please contact:
Short Courses Office (Room G6)
Institute of Child Health
30 Guilford Street
London WC1N 1EH
Tel. 01-829 8692 (direct)

Closing date—3 weeks from date of advertisement.
NEW CAREERS TITLES
FROM THE BRITISH PSYCHOLOGICAL SOCIETY

Manage Your Own Career: A self-help guide to career planning
Ben Ball
Are you trying to decide on a career after full-time study? Returning to work after a break? Having to make a career change through redundancy? Simply frustrated in your present job?
Manage Your Own Career is written for all ages and stages of career change and development. It is more than a simple guide to job hunting. Using a four-stage, carefully structured approach, it helps you to take stock of your present situation and to define your interests, skills and values. By means of 12 Questionnaires the reader builds up a personal and career profile. The style is lively and direct making good use of case studies. Details of placement and helping agencies and other sources of information are also given.
Readership: Students embarking on a first career; adults contemplating a career change; careers guidance professionals and teachers; personnel and training professionals.
January 1989; 112 pp; 1 85091 861 9 Price £4.95

Putting Psychology to Work
Stephen Newstead, Michael Miller, Eion Farmer and John Arnold
What are psychology graduates good at?
What should a prospective employer look for in a psychology graduate?
What can psychology offer to the world of industry and commerce?
Putting Psychology to Work addresses all these questions from the perspectives of both job seekers and employers.
January 1989; 36 pp; 1 85433 003 9 Price £1.95

Career Choices in Psychology: A guide to graduate opportunities
Edited by Louise Higgins
Educational psychologists - occupational psychologists - clinical psychologists - criminological and legal psychologists - teachers and researchers - What do they do?
This attractively presented career guide gives detailed work profiles of professional psychologists. Each section has been written by practitioners and contains information about qualifications and training, job prospects, pay, working conditions and career development.
October 1988; 60 pp; 0 901715 86 7 Price £3.95

How about Psychology?
"a fine factual book ... It gives essential information" ACACHE
An attractive, illustrated booklet for those contemplating a degree course or similar qualification in psychology. Opportunities in applied psychology, as well as teaching and research, are described and illustrated. It also includes names and addresses of useful organisations.
1986; 24 pp; 0 901715 53 0 Price £1.25

BPS Careers Pack
The BPS Careers Pack gathers together in one convenient package everything the careers adviser needs to know about jobs relating to psychology. It contains one copy each of How about Psychology?, Career Choices in Psychology, Putting Psychology to Work and Manage Your Own Career, together with 2 attractive posters and leaflets about GCE and GCSE psychology, courses and degree options, etc.
Every careers office will need the BPS Careers Pack - full of up-to-date information, lively first-hand accounts, practical advice and down-to-earth answers to students' questions, all provided by the people who themselves teach and work in the field.
January 1989 Price £12.95
FOR YOUR DIARY

DECEMBER 1988


1-2 Organisation and Management of Specialist Health Professions. Brunel Workshops. Details: John O'Vertreat (0895 56461). (See Oct.)

2 Nutrition and Behaviour. Clinical Ecology Psychologists' Group. Study Day. Details: Mrs C. Armin (0226 73000 Ext 2314). (See Nov.)

2 British Psychosocial Oncology Group 5th Annual Conference. London. Details: Dr Maggie Watson, British Psychosocial Oncology Group, CRC Psychological Medicine Group, The Royal Marsden Hospital. Downs Road, Sutton, Surrey SM2 5PT. (See Oct.)


3 SDECP Annual General Meeting. Stirling. Details: Tom Williams. (See Oct.)

5 Edward Glover Lecture, The Portman Clinic. Royal Free Hospital, London. Details: Mrs J. Wilkins (0171 94 8262). (See Oct.)

5 Peak Performance - Overcoming Pressure - The C Zone - workshop. Institute of Complementary Medicine, London. Details: Barbara Ward, 16 Osterley Lodge, Church Road, Isleworth, Middx TW7 4PO. (See Nov.)

7 Western Branch Scientific Meeting. Dr D. Hargreaves on "Everyday Likes and Dislikes" followed by AGM, The Tower Block, University of Wales College of Cardiff. Details: Dr Gill Penny (0443 480480). (See Nov.)

9 Whom Families Fail - Research and Practice in Child Abuse. Course, Institute of Psychiatry. Details: Nadine Morgan (01 703 5411 Ext 3170). (See Nov.)

9 Psychology and the Media. SW Thames DCP One Day Training Event, St George's Hospital Medical School, London. Details: Helen McCartney (093 28 72000 Ext 2253). (See Sep.)

10-11 West Midlands Society of Hypnotherapy and Psychotherapy. Advanced Course. Details: Dr D. F. Evans (021 327 8401). (See Nov.)

10-11 NLP with a Heart - Introduction. St Ann's Hospital, London. Details: British Hypnosis Research (0273 23467). (See Dec.)

12-15 Communication, Health and the Elderly. International Colloquium 1988 at University of Wales Conference Centre, Newtown, Mid Wales. Details: Dr N. Coupland, Fulbright 1988 Centre for Applied English Language Studies, University of Wales, Cardiff CF1 3EU. (See June.)

17 Open Day, MRC/ESRC Social and Applied Psychology Unit, University of Sheffield. Details: 0742 756600. (See Dec.)

14 Hyperventilation Symposium. Psychophysiology Society/Respiratory Psychophysiology Society, in London. Details: Dr W. Gardner (01 274 8222 Ext 2214). (See Aug.)

14-15 Applied Workshop in Transactional Analysis, Bereavement and Loss. Details: metanoia (01 579 2505). (See Nov.)

15-16 Annual Scientific Meeting of the Psychophysiology Society. London. Details: Drs Goff & Samot (01 837 8511). (See Aug.)

15-21 Counselling Skills Course. Finchley. Details: Dr D. S. Delroy (01 346 4010). (See Dec.)

19-20 BPS London Conference, City University. Details: Conference Hotline (0553 557123). (See Oct.)

19-20 Health Psychology Section AGM. City University. Details: Dr Louise Wallace. (See Oct.)

19-20 Psychobiology Section AGM. City University. Details: Dr Peter Wright. (See Oct.)

19-20 DCLP AGM. City University. Details: Mr Paul Mathias. (See Oct.)

31-4 Advanced Training in Gestalt Psychotherapy. Details: metanoia (01 579 2505). (See Nov.)

JANUARY 1989

3-4 Two-Day Counselling Skills Workshop. Finchley. Details: Dr S. Delroy (01 346 4010). (See Dec.)

3-5 Psychology Needs You. DECP 1989 Course. Torquay. (See Aug 88.)

3-6 Asserting Psychology in the Market Place, DECP Refresher Course. Torquay. Details: Valerie Bull, BPS Office. (See Dec.)

4-6 Occupational Psychology Section Annual Conference. Bournemouth-on-Wintermores. (See Aug 89.)

7-8 Gestalt Fundamentals Course. Details: metanoia (01 579 2505). (See Nov 88.)

6 Collaboration Between Social and Natural and Medical Sciences Conference. London. Details: Dr C.S. Smith, Cornwall House, Carmwell Gardens, London SW7 4AE. (See Dec 88.)

7-8 Transactional Analysis - Introductory Course. Details: metanoia (01 579 2505). (See Nov 88.)

7-11 Advanced Training in Gestalt Psychotherapy. Details: metanoia (01 579 2505). (See Aug 89.)

9-20 Physical Disabilities Course. Institute of Child Health. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)

14-15 A Positive Approach to Stress Management - Workshop. Details: Barbara Ward, 16 Osterley Lodge, Church Road, Isleworth, Middx TW7 4PO. (See Nov 88.)

14-15 NLP with a Heart - Intermediate Course. St Ann's Hospital, London. Details: British Hypnosis Research (0273 23467). (See Dec.)

16-17 Gait Analysis Course. Institute of Child Health. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)

16-17 Assessment and Treatment of Sexually Abused Children and their Families. Institute of Child Health, London. Details: Anne Crowle (01 820 8569). (See Dec 88.)


19-20 The "Clumsy" Child - Course. Institute of Child Health. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)

19-20 Theories and Therapy of Depression Workshop. Details: South London Psychotherapy Training Centre (01 854 3605). (See Nov 88.)

23-24 Creative Aggression. Details: metanoia (01 579 2505). (See Nov 88.)

24 One-Day Counselling Skills Workshop. Finchley. Details: Dr S. Delroy (01 346 4010). (See Dec 88.)

28 Psychotherapy Section AGM, at Institute of Group Analysis, London. (See Nov 88.)

FEBRUARY 1989

1-5 Advanced Training Workshop in Psychopathology from a Gestalt Perspective. Details: Petruksa Clarke, metanoia (01 579 2505). (See Oct 88.)

1, 15, 1, 15 March Developing Counselling Skills - Course. Charter School, London. Details: Valerie Bull (0485 62204). (See Aug 88.)

6-10 Hearing, Language and Communication Disorders - Course. Institute of Child Health. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)

7 Cerebral Palsy - Course. Cheyne Centre for Children with Cerebral Palsy, London. Details: The Courses Administrator or Senior Clinical Psychologist (01 352 8434). (See Dec 88.)

10 Scottish Branch AGM and One Day Conference. The Walton Inn, Southern General Hospital, Glasgow. Details: Dr A.M. Richardson, Dept of Psychological Medicine, Royal Infirmary of Edinburgh, Lauriston Place, Edinburgh. (See Dec 88.)

11 Examining Women's Psychology Training Day. Details: South London Psychotherapy Training Centre (01 854 3606). (See Oct 88.)

14-15 A Positive Approach to Stress Management - Workshop. Details: Barbara Ward, 16 Osterley Lodge, Church Road, Isleworth, Middx TW7 4PO. (See Nov 88.)

18 Internal Supervision in Process Workshop. Details: South London Psychotherapy Training Centre (01 854 3606). (See Nov 88.)

20-22 Systemic Integrative Psychotherapy Training Course. Details: Petruksa Clarke, metanoia (01 579 2505). (See Oct 88.)


21-23 Making Video Programmes Course. Details: The National
MARCH 1989

7 Applying Psychology to Imprisonment: Young Offenders. Conference at HM Young Offender Institution, Leicester. Details: Mary McMurran (0533 772622). (See Dec 88.)

10-20 Three Day Stress Management Workshop, Highbury. Details: Dr S. Delroy (01 346 4010). (See Dec 88.)

11-12 Gestalt Psychotherapy Training Course. Details: Petruska Clarkson, meltonia (01579 2505). (See Oct 88.)

13-14 Autism - Developments in the Field - Course. Details: The National Hospitals College of Speech Sciences (01 837 0112). (See Nov 88.)


26-31 9th International Congress on Pre and Perinatal Psychology and Medicine, Jerusalem, Israel. Details: ISPP Congress Secretariat, c/o International Ltd, PO Box 29313, 65121 Tel Aviv, Israel (03 554541) Telox 33554 Intur 11.

28-30 History and Philosophy of Psychology Section, 3rd Annual Conference, Lincoln. Details: Dr Carol Sherrard, School of Studies in Psychology, Bradford University, Bradford, West Yorks BD1 1DP. (See Oct 88.)

29-1 International Conference on Dyslexia, Specific Learning Difficulties, and Special Educational Needs. Details: Dr H. Chasty, British Dyslexia Association, 98 London Road, Reading RG1 5AU.

31-3 BPS Annual Conference, University of St Andrews. Details: Conference Hotline (0553 557129).

MAY 1989

6-12 Institute of Child Health, Course - Developmental Surveillance. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)


20 Good Grief - Workshop. Institute of Complementary Medicine, London. Details: Barbara Ward, 16 Osierley Lodge, Church Road, Ickenworth, Middx TW7 4PQ. (See Nov 88.)

20-21 Fulfilling Your Potential Workshop. Details: South London Psychotherapy Training Centre (01 854 3606). (See Dec 88.)

JUNE 1989

5-9 Severe Visual Disabilities in Young Children - Course. Institute of Child Health. Details: Mrs A. I. Lovell (01 837 7618). (See Aug 88.)

19-22 European Society for the Study of Cognitive Systems - Seventh Workshop, St Maximin-la-Sole, Bastia, France. Details: Dr G. J. Durlencourt (03 636472). (See Oct 88.)

28-2 World Congress of Cognitive Therapy, Oxford. (See Dec 87 Bulletin.)

21-24 7th International Symposium on Adapted Physical Activity - an Interdisciplinary Approach, West Berlin. Details: 7th ISAPA Berlin 89, Institut für Sportswisenschat, Rheinbabenalle 14, D-1000 Berlin 33, West Germany. (See Sep 88.)

22-25 ISSID meeting, Heidelberg. Details: Prof. Dr. M. Amelang, Psycholog. Inst., Universitat Heidelberg, Hauptstrasse 47-51, D-6900 Heidelberg. (See Sep 88.)

24-25 Theories and Therapy of Depression Workshop. Details: South London Psychotherapy Training Centre (01 854 3606). (See Dec 88.)

24-25 Transactional Analysis Introductory Course. Details: meltonia (01579 2505). (See Nov 88.)

28-2 World Congress of Cognitive Therapy, Oxford. (See Dec 87 Bulletin.)

JULY 1989

17-21 Counselling, the Profession and the Community. International Round Table for the Advancement of Counselling, Dublin. Details: Dr J. Chamberlain, Dept of Psychology, University College Dublin, Belfield, Dublin 4. (See Nov 88.)

21-24 International Conference on Cognitive Neuropsychology, Cognitive Psychology Section. (See Dec 88.)

AUGUST 1989

21-25 World Federation for Mental Health, 1989 World Congress, Auckland, New Zealand. Details: Convention Management Services, PO Box 3839, Auckland, New Zealand. (See July 88.)

SEPTEMBER 1989

18-22 International Conference on Health Psychology, Welsh Branch and Health Psychology Section, Cardiff. Details: Dr Gill Penny, Dept of Behaviour and Communication Studies, The Polytechnic of Wales, Pontypridd CF37 1DL. (See Oct 88.)

NOVEMBER 1989

10-13 Conference on High Ability. The European Council for High Ability, in Zurich. Details: Dr Joan Freeman (061 980 459). (See Oct 88.)

The Psychologist, Editors and Staff wish all our readers Seasons Greetings and a Happy New Year.
What I really mean is ...

Jacqueline Atkinson provides a glossary for interpreting research papers in psychology.

What is said ... What is meant ...
Title
Title with current buzz word
It was the only way to get this rubbish printed.
... A case study.
I'm building up my CV in the easiest way possible.
... A second case and possible implications.
Getting rubbish published is easier than I thought.

Introduction
It has long been known ...
I can't be bothered to find the original reference.
It is generally agreed ...
Two of us decided over a drink
The vast majority agree ...
Three of us decided over a drink ...
... of great theoretical importance ...
Of no earthly use ...
... of great practical importance ...
My excuse for indulging in this ...
... of great theoretical and practical importance ...
Well I'm interested in it even if no one else is.
(Personal communication)
(He said it in a drunken stupor at the late bar at last year's Annual Conference and now denies it)

Method
A random sample ...
I took anyone who would agree ...
Subjects had to meet certain criteria ...
We took anyone who would agree ...
Patients were randomly allocated to treatment conditions...
Those who made a fuss and threatened legal action got the usual treatment while those who made a fuss and demanded we do something got the experimental treatment.

The experimental animals were randomly allocated.
The rats got out of their cages one night. A retrospective study ...
I can't be bothered to collect new data.
The trial design was based on that developed by Jones (1985).
I've plagiarised Jones's method but used more subjects.
Using the technique developed by Brown ...
I wish I'd thought of it first.

Results
Computer analysis of the data was carried out by Mr. Smith.
I don't understand what he does with my data and as long as I get the results I don't ask.
Twenty per cent of the patients dropped out of the trial ...
All the patients got fed up with being messed about but only twenty per cent were brave enough to say so.
The results of Table 1 have been adjusted to take account of any possibility of bias resulting from error in the sampling technique.
I fiddled my results.
The results in Table 2 omit those patients who did not fully comply with the treatment regimes.
I've dropped those patients doing badly.
Although not significant the results show a clear trend in the predicted direction and might be expected to reach significance with a larger sample.
I can't be bothered to run any more subjects, or No-one will let me loose on any more patients or I'm desperate to publish before Cox who's doing the same thing but in a better designed study.
It was thought that non-parametric statistics were the most suitable for analysing the data.
I couldn't make head or tail of the interactions from an analysis of variance.

Discussion
Similar findings have been reported by Harris (1984).
I got the whole idea from Harris in the first place.
The results correspond well with theoretical predictions ...
... because I thought the predictions up once I'd got the results.
Although not possible to provide definitive answers ...
Nothing worked out but I'm still going to get a paper out of it.
Further work is required to clarify this finding ...
I haven't a clue what is going on.
These findings would seem to warrant further investigation.
This is a piece of cake and I'm going to spend the next couple of years doing much the same thing.

Acknowledgements
The author wishes to thank Professor Bell for his unfailing support, advice and inspiration throughout the entire project.
I'm about to apply for a job in Professor Bell's department.
I would like to acknowledge the suggestions made by Dr. Pearce.
It was Pearce's idea in the first place.
I would like to acknowledge the assistance of Miss M. Brown and the advice of Dr. Smart.
Brown did all the work and Smart told me what it meant.
I would like to thank my wife for her unstinting help, encouragement, advice and loyalty throughout this project.
It's really her work but it's more important that I got promoted so my name's on the paper.

Dr. Atkinson is a Lecturer in the Department of Community Medicine, University of Glasgow.
### SUBSCRIPTIONS AND FEES 1989

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<td>Scottish Division of Educational and Child Psychology</td>
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### Section

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### Special Group

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Journals: The charge to members for a volume (all parts for a year) of each journal will be:

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<th>Student Concession Rate</th>
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<tr>
<td>The British Journal of Psychology</td>
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<tr>
<td>Australian Journal of Psychology</td>
<td>£12.00</td>
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</tr>
<tr>
<td>Current Psychological Research and Reviews</td>
<td>£12.50</td>
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</tr>
<tr>
<td>The Psychologist incorporating the Bulletin of the British Psychological Society (Affiliates only) - free to all other grades</td>
<td></td>
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The Conference programme will include the following keynote speakers:

Guest Speaker:
CHRIS BREWIN, Institute of Psychiatry, London

Invited Speakers:
ANDY ELLIS, University of York  DEREK PUGH, Open University

Spearman Medal
STEVE DUNNETT, University of Cambridge

SYMPOSIUM TOPICS INCLUDE:

Communication skills: Psychology and physics: Teaching psychologists using computers:
Training of psychologists: Wine appreciation: The undergraduate curriculum:
Communication skills: Cognition and the menstrual cycle

Preferential hotel rates have been negotiated with the New Barbican Hotel
which is situated within 5 minutes walking distance from The City University.
Please see the Conference Registration form for details or phone the
Conference Hotline.

The provisional programme and registration form are now available

Please contact:
The Conference Office
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester
LE1 7DR

Conference Hotline
0533 557123