

physiology, sensation and perception has supported this view. However, Lefrancois' description of these areas does not fully deal with this issue. For example, his discussion of brain-behavioural relationships is inadequate although he describes the structural and functional properties of the nervous system in detail. Further, there is no mention made of the basic concepts in the psychological study of sensation (e.g., signal detection theory, thresholds, Weber's Law, etc.). These illustrate to the student the relationship between the properties of the receiver and those of the physical world in information processing.

Material is presented in a clear integrated manner in most chapters. One obvious exception to this, however, is the chapter on Memory. This chapter opens with a description of short and long term memory. Lefrancois then describes research related to the primacy and recency effects, trace vs. cue dependent forgetting, interference, and tip-of-the-tongue phenomenon. He fails, however, to clearly state how this research may be used to distinguish between different memory processes and storage systems. He provides little discussion of the facilitating effects of organization and cues in storage and retrieval. One indication of his lack of consideration of the effects of cues is reflected in the second major heading of the chapter: "More Facts". A heading

such as this is hardly a retrieval cue for students.

A text, of course, should be accurate and offer complete interpretations of positions within psychology. This is particularly true when the issues discussed have important social implications. Lefrancois' discussion of the "Jensen hypothesis" is worth noting in this regard. First, Lefrancois does not seem to recognize that a correlation coefficient of .75 accounts for 56% of the variance in a relationship, not 75% (p. 350). Second, although Lefrancois points out some of the major criticisms of Jensen's work, he fails to mention the problem of measurement of intellectual potential. If IQ is not a valid and reliable measure of intelligence, then any inferences regarding racial differences in intelligence are called into question.

In conclusion, this text is one that provides the introductory student with complete coverage of the major areas of psychology. It informs the student about the classical paradigms as well as the more recent approaches used in psychology today. It has some weaknesses which were pointed out in this review but these could be compensated for in classroom lectures. Its distinctive quality is the Lefrancois style which is humorous and personal. Introductory students would certainly enjoy reading this text.

Henry Minton and Frank Schneider, *Differential Psychology*.

Monterey: Brooks/Cole Publishing Company, 1980.

Reviewed by Robert Gifford

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*Having received their graduate training at Pennsylvania State University and the University of Florida, respectively, Drs. Minton and Schneider are currently both on faculty at the University of Windsor. Minton, whose work has focused on power as a personality construct, is the Department Chairperson. Schneider is a social psychologist with an interest in nonverbal communication.*

This is a brave book. I mean this in three ways.

First, differential psychology is a large field; attempting to survey it is a formidable undertaking. Indeed, in a sense it is too large a field. While there are classical topics within it, nearly every psychological investigation must choose to examine or bury the omnipresent variation in human behaviour. But once-loyal minions of differential psychology have branched out on their

own. We now have whole courses on sex differences, intelligence differences and social class differences whose instructors may not even consider themselves differential psychologists. These psychologists *are* in the field of differential psychology, but they have specialized right through it; differential psychology is now like a huge landscape painting that has been around the house so long that no one notices it any more.

Second, differential psychology is neglected and abused by the process people, who are presently in the ascendant. I'll never lose the image of a colleague prominent in the field of decision-making processes after someone asked him if he ever got curious about individual differences. The response was not obscene, but neither was it printable: it was a nonverbal display of contemptuous scoffing so convincing that the unfortunate young queror visibly shrank away from further questioning. The descendants of Wundt and those of J. McK. Cattell still treat one another like the Hatfields and McCoys. The bravery of this book is that the zeitgeist favors the Hatfields.

Third, to the extent the authors intend the volume as a textbook, they are brave. I surveyed 23 of the larger, more well-known Canadian universities to determine whether my impression that courses in differential psychology are extinct was correct. It was not. Perhaps a third of the psychology departments had courses wholly or partly relevant to the book. Half these courses were hybrids, so that differential psychology was sharing the stage with testing or social behaviour. Considering the book has nearly 500 pages, it appears that maybe five courses in Canadian psychology departments constitute the market for a full-sized treatment of the subject. Of course, there are always the Americans, without whose potential market this book would have neither hope nor a publisher.

The book itself is bound and printed very handsomely. It discusses most of the topics it should, which is to say it omits some deservedly and includes others required for being up to date. In the former category, little attention is paid to topics like somatotypes and musical ability which used to occupy the talents of researchers more than they do now. In the latter are person x situation interactions and environmental influences. One area that is absent but should not be is culture. The material on cultural differences

should, given the vitality of cross-cultural psychology, have been gathered into a chapter of its own.

The writing? Very even-handed, straightforward and clear. The level of discourse has that fine and rare quality of being comprehensible to the younger undergraduate without being below the interest of those who have been kicking around long enough to be thought sophisticated. A great advantage this book has over the dinosaurs in its small pond is the preponderance of recent work cited. In most chapters, most references are to works published long after the last editions of the books which once dominated the field.

This new volume from Minton and Schneider, then, is handsome, well-written, largely complete and the first new treatment of the subject in years. I shall find it a useful resource. As may be evident, my worry is for the field, which ironically may have less going for it than the book does. Differential psychology is theory-thin and fact-thick. There are, of course, valuable theoretical perspectives in most of the subfields, like intelligence, personality and even sex roles. But differential psychology somehow lacks an overall perspective beyond naive wonder at the infinite varieties of human variation. This wonder was at the root of psychology, both in its historical Grecian beginnings and in its scientific Galtonian beginnings. It may well be the root of the interest of laymen and undergraduates in psychology today. Yet the inevitable tendency of all individual differences books to merely list is eventually wearing. This raises the suspicion that the declining interest in differential psychology as a whole is justified; it is time to be more concerned with variation in its sub-areas. Even Leona Tyler once remarked that differential psychology made her uncomfortable when it dealt more with congeries of human characteristics than with organized repertoires and systems of human characteristics.