

## BOOK REVIEWS

N. BRODY: *Personality In Search of Individuality*. Academic Press, San Diego, Calif. (1988) pp. 270 \$35.00.

This book is a timely contribution to the literature on trait theories of personality. It demonstrates very clearly the notion that trait theories have been destroyed by social learning theorists and other erroneous. Nathan Brody manages very successfully to show that trait theories still provide entirely viable accounts of human personality and of the role played by heredity in determining individual differences in personality.

The trait theories considered in detail by Brody are those of Hans Eysenck, Gray, and Zuckerman. All of these theories are evaluated in an unbiased and judicious fashion. However, I would argue that these theories would benefit from considering in much more detail the workings of the cognitive system. There is, for example, accumulating evidence that individuals high and low in trait anxiety or neuroticism differ substantially in their processing of threat-related stimuli. While Brody appears to attach less importance to the cognitive system than I do, he does have an interesting final chapter in which conscious and unconscious influences on behaviour are discussed.

In sum, Nathan Brody has written a fine book which will be of great value to those interested in contemporary views on personality. It provides a very accurate and up-to-date view of the field, and as such it can be highly recommended.

MICHAEL W. EYSENCK

---

R. A. HINDE: *Individuals, Relationships and Culture: Links Between Ethology and The Social Science*. Cambridge University Press, Cambridge (1987) pp. 207 £5.95 (paperback).

This is a first rate introduction to the relation between ethology and the social sciences as seen by one of the most eminent researchers at this interface. Professor Hinde's 12th book provides a thoughtful application of ethological principles to aspects of human sociality ranging from the relatively molecular levels involved in the expression of emotions in humans and other primates, through adult-child and child-child social interactions, and on up to the complex levels engaged in the transmission of culture in well organized societies. Throughout, Hinde comfortably switches between animal and human studies and provides interesting reflections on the resulting synthesis. One basic theme is that while biological science has much to offer at the lower levels of social complexity, it has severe limitation at higher ones. Another is to emphasize the importance of the 'interactions' that occur between different levels of social organization during various stages of development. A third theme is to focus on the universals found in behavioral development rather than on differences. While many readers of this particular journal may feel this last emphasis is a pity (and that the treatment of behavioral genetics is much too cursory and dismissive), none the less the book really does try to build bridges and advance knowledge. I recommend it to all except those who have discovered the harder-core pleasures of behavioral-genetics and sociobiology.

J. PHILIPPE RUSHTON

---

D. H. SAKLOFSKE and S. B. G. EYSENCK: *Individual Differences in Children and Adolescents International Perspectives*. Hodder & Stoughton, London (1988). pp. 341 £35.00.

This book highlights the overwhelming dominance of the English language in the field of psychological research and publishing. It alerts us to the glaring deficiencies in this field in terms of an international perspective and the danger of sealing off ideas and research that emerge from non-English speaking countries. This edition attempts to redress the balance by bringing together an international collection of research reports and studies on the individual differences of 'juventude' in today's world. The editors strive to avoid Euro-centric bias (U.S.A., Canada, N.Z. and Australia apart) by including studies from Korea, Israel and Japan and Third World countries (Sri Lanka, Uganda). Moreover, they get away from traditional western dominance by including several contributions from Eastern block countries (Hungary, Lithuania, Romania, U.S.S.R., Yugoslavia). The translations bridge the language gap but the diversity of these studies accentuates the ever present culture gap. The difficulties encountered in finding standardized measures to accommodate these differences and the inappropriateness of attempts that have used, for example, the British/English speaking child as a yardstick to measure the world's children, underscores this brave attempt. Cross-cultural testing (mentioned on p. 234) is a valid contribution and would seem more in line with the notion of 'cross cultural', i.e. across cultures rather than measured against one culture. The individual differences and similarities of children and adolescents from these varied cultural and ethnic backgrounds offers an intriguing source of research and study. Foremost, however, as pointed out in this edition, is an appreciation of 'cultural context'. The approach of the Puerto Rican contribution, for example, attempts to put its psychological reporting in a cultural context. The preliminary part of the report explains the background of psychological theories and practices in Puerto Rico thus enriching the reader's perspective of the report on programmes of elucidating techniques they devised to raise the self-esteem of talented Puerto Rican students from low socio-economic backgrounds.

This book enhances our understanding and awareness of the ramifications in psychological problems encountered not only internationally but also in the multi-ethnic communities of cosmopolitan cities today.

JEANNE WALSH PIERCE