d'une recension de ce même volume. À court terme, l'auteur et l'éditeur devraient songer à publier un errata. Même à cela, je doute de l'utilité possible d'un errata. Celui-ci comprendrait tellement de pages qu'il serait difficile de suivre certains chapitres. À moyen terme le volume devrait être réédité, à condition d'avoir reçu préalablement l'avis de spécialistes du domaine. En effet, le volume réunit un ensemble important d'informations en français sur la théorie classique des tests qui peuvent être de grande valeur si elles sont bien traitées. Les modifications à apporter devront viser à introduire plus de rigueur dans le développement des idées et des concepts statistiques, restructurer le plan du volume de manière à réduire les renvois ou les recoupements inutiles, introduire des exercices de revision en fin de chapitre et enfin, rajeunir la bibliographie et le contenu de manière à ce que le texte soit sensible aux influences récentes en théories des tests.

Références

Allen, M. J., & Yen, W. M. (1979). *Introduction to Measurement Theory.* Belmont: Brooks/Cole Publ.

Bernier, J. J., Morissette, D., & Valiquette, C. (1982). Problèmes psychométriques, statistiques et phychologiques de la mesure du gain. *Monographie en mesure et évaluation.* Ste-Foy: Université Laval, Département de mesure et évaluation.

Ferguson, G. A. (1959). *Statistical Analysis in Psychology and Education.* New York: McGraw-Hill Book Co., Inc.

Lord, F. M., & Novick, M. R. (1968). *Statistical Theories of Mental Test Scores.* Reading, Ma.: Addison-Wesley.

Morissette, D. (1984). *La mesure et l'évaluation en enseignement.* Ste-Foy: Presses de l'Université Laval.

Séguin, S. P., & Ajar, D. (1984). Rencension: Bernier, J. J. Théorie des tests—Principes et techniques de base. *In Mesure et évaluation en éducation,* 7(1), 71-84.

Stanford, J. (1981). *So You're adopted.* Edinburgh: Macdonald Publishers.

Reviewed by: Annemarie Travers, University of Victoria.

The aura of secrecy around adoptions is currently being replaced by a more open, informative stance. General practice is to inform children not only that they were adopted, but to provide them with some information about their background and the circumstances of their adoption. Arising from the increased availability of information, adopted children may feel a need to know more about their circumstances and to gain a fuller understanding of what adoption means to them. *So You're Adopted* is designed to aid adoptees in late childhood or early adolescence to understand the implications of their adoption and to view it positively.

A number of areas are discussed in language appropriate to older children. Topics include: reasons why children are placed for adoption, parent's reasons for adopting, the preparation process for parents and children, settling in, post-placement conflicts, acceptance of the past, searching for natural parents, and cross-racial adoptions. A variety of case histories are scattered throughout the

text to highlight points and to enhance the reader's interest. The author has attempted to increase the book's attractiveness to the reader by keeping it short, including a variety of illustrations, and discussing issues in general terms.

While the suggestion on the jacket of the book is that it is geared to any adoptee in late childhood or early adolescence, the book deals most directly with the concerns of children who are currently being placed for adoption. The chapters concerning the preparation process for children and parents, meeting, and post-placement issues are especially relevant to these children, but would be of little interest to a child adopted in infancy.

In attempting to maintain a positive approach, the author has neglected to discuss certain delicate issues, such as abuse by natural parents and placement breakdowns. These are common experiences for children placed for adoption late in childhood, and omission of these issues from the discussion may serve to increase any negative feelings the child may have resulting from such experiences.

Legislation governing adoption varies from province to province and country to country. Much of the information contained in the book refers to the legal process, and its applicability will vary across Canada. Any social worker or counsellor referring a child to this book should first note the discrepancies, and indicate corrections to the child. This is especially true in the section regarding the sensitive issue of contacting one's natural parents. In British Columbia and a number of other Provinces, no provision is made for contact between adoptees and their natural parents, and the suggestion in the book that such contact is possible (if inadviseable) would be misleading.

In sum, the intent of the book, to provide adopted children with some factual, interesting, and positive information regarding adoption in general, is admirable and sorely needed. Due to variation in the laws governing adoptions, and the author's reluctance to deal with some of the more delicate issues related to adoption, the book should, however, be used selectively.

Forsyth, Dorelson, R. (1983). *An Introduction to Group Dynamics*. Monterey, California: Brooks/Cole.

Reviewed by: S. J. Piccinin, University of Ottawa.

In comparison with many other areas of psychology taught in university, there is, in my view, a relative dearth of good textbooks for a basic course on group dynamics. In this context the arrival of Forsyth's *An Introduction to Group Dynamics* is a most welcome addition.

As the title suggests, this book is intended as a text for a basic course in group dynamics. Forsyth states that in writing the book he "sought to maintain a balanced stance when presenting ideas, evidence, and viewpoints, between theory and research, theory and application, traditional with contemporary topics, and the psychological with the sociological viewpoint" (pp. v-vi). This is a lofty goal, but in my view he by and large succeeds. In particular he is to be complimented for the balance he brings between theory and research and theory and application. His writing is informed, interesting, forceful. His frequent use of relevant examples links theory and research with application in