

over, by critically opposing the intellectualized or educated approach to child rearing which invariably focuses on the vulnerability of the child, he discredits the significance of his own publication which follows a similar pattern.

The author justifies the emphasis that he places on the mother as opposed to the father in the cause of Momism because of the abundance of research available in the one area and the scarcity in the other. It does not logically follow, however, that because Dad is not predominant in the literature that Dad is not the procurer of the

disease. Although Sebald recognizes this discrepancy he avoids developing the father's contribution to the disease in any great depth. Consequently, Sebald's work is not a provocative contribution to the already expanding literature on motherhood, but rather echoes the theories of Freud, Adler and Berne.

Despite these limitations the most profound theme that Sebald submits is that raising children is the most challenging and responsible job in our society while simultaneously being one of the most dangerous.

If I Tell You, Will I Feel Less Scared? Gregory SASS, Toronto: McDonald House, 1975, 91 pp.

Reviewed by:

Brian R. Usher
Board of Education
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I can only concur with views expressed about this book in the publisher's release; the experience of reading this book is truly moving and filled with a sense of sharing the intimate frustrations and agonies of children who seem so worthy of love, respect, and a sense of belonging but are so deprived of these qualities in life.

The need for greater understanding of these children, if not all children is definitely demonstrated by the author. Perhaps these children make us aware of their particular problems, but we should not overlook the vast numbers of similarly "disturbed" children who go undetected, unnoticed, without any sense of being able to talk with someone. The book is not as such an

indictment of education but rather it shows us how far we have yet to go in order to achieve a more rationally sensitive environment for the growth of children both at home, in schools and in society.

For those persons about to embark on a career in teaching it is an excellent work to sensitize the prospective teacher to some of the behaviours, thoughts, feelings, and fantasies of children who may await them. For those concerned with "disturbed" children it is a moving book in that it transmits one into the world of this type of child. Hopefully, the experience will serve to assist such teachers in their work. For educators generally, the book is an awakening which may perhaps disturb the educational system sufficiently enough that the problem becomes not one just for the parents of these children but one that must concern the public at large.

I would highly recommend this book and intend to do so in a number of courses and committees for which I am responsible.

Readings in Psychological Tests and Measurements (3rd ed.), W. Leslie Barnett, Jr. (ed.), Baltimore: Williams & Wilkins, 1976, 415 pp.

Reviewed by:

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The publishing of another edition of a popular book creates the expectation of new, interesting and useful information. This third edition of Barnette's readings, first published in 1964 and revised in 1968, may be somewhat disappointing to those familiar with the earlier editions. The editor has deleted 19 articles from the second edition and balanced this with 19 additions to maintain the previous total of 52. Of these, 35

are journal articles, six are excerpts from books, six are papers and five are reports. An earlier section on "Response Sets" has been deleted and replaced with a new section on "Testing the Disadvantaged" which contains an excerpt from Jensen's now-famous *Harvard Educational Review* article on racial differences. Each entry is introduced by an editorial comment and several have been specially adapted.

The collection has been directed toward "advanced undergraduate majors in psychology who have already been exposed to a required course in Elementary Statistics." The focus is on empirical studies containing material that is "unusual and interest-promoting". There is a wide range of application oriented studies and relatively few theoretical articles.