

lationships, social psychology, marital and family relationships, research methods) because many of the chapters contain up-to-date and integrative reviews of topics relevant to these courses. The chapters to be recommended vary according to the topic of the course. For example, the chapters on emotions and personal and family relationships would be excellent additions to a course on current conceptions of relationships. I would recommend

the entire book for a course in interpersonal communication, and I would have the students write the integrative comments the *Handbook* asks. Based on my reading of this book, it appears that the field does not have such a text, and this volume does not accomplish this goal. However, the *Handbook* makes clear that such a text is needed, and it might stimulate further efforts. ■

STUDENT Meta-Analysis and the Study of Gender

Janet Shibley Hyde and
Marcia C. Linn (Eds.)

*The Psychology of Gender: Advances
Through Meta-Analysis*

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University Press, 1986. 293 pp.
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Review by
Jacquelyne Eccles

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This book was assembled to demonstrate the utility of meta-analysis in studying the psychology of gender. It contains two types of chapters: (a) theoretical discussions of meta-analysis in general and its applicability to the study of gender differences and (b) examples of the use of meta-analysis in specific domains. Chapters of the first type include a general discussion of meta-analytic techniques (Hedges and Becker), a discussion of uses of meta-analysis in examining gender differences (Eagly, Linn), a discussion of the validity of gender difference research (Eagly), and a summary and discussion of the contents of this book (Linn). Chapters of the second type focus on gender differences in the following domains: aggression (Hyde), spatial skills and their implications for achievement in mathematics and science (Linn and Petersen), causal attributions (Whitley, McHugh, and Frieze), smiling and gazing (Hall and Halberstadt), and susceptibility to social influence (Becker).

All chapters of both types are excellent. The authors are to be complimented

on the clarity of their hypotheses and their analytic strategies. It is rare to see these issues discussed so explicitly and comprehensively. If thoughtful meta-analysis elicits this type of scrutiny and care in research integration, theoretical analysis, and methodological critique, then it offers new hope for progress in psychology in general, as well as in our understanding of the psychology of gender. But, as the authors are quick to point out, meta-analysis, like any research technique, can be misused and overused. To their credit, the authors provide a comprehensive discussion of both the limitations and the possibilities of meta-analysis.

Each of the three theoretical chapters (Hedges and Becker; Eagly, Linn) outlines the uses and abuses of meta-analysis, paying particular attention to both the power of meta-analysis in assessing the reliability, validity, and generalizability of research methods and findings, and the advantages meta-analysis provides over other forms of research synthesis. Hedges and Becker present a clear overview of a

set of statistical tests designed specifically to assess the homogeneity of effect size and to test competing models of the sources of heterogeneity. These techniques are then used in each of the example chapters. The chapters by Linn and Eagly provide a more focused discussion on the use of meta-analysis in the study of gender differences. They pay particular attention to issues of construct validity and external validity. They also discuss the pros and cons of various forms of research synthesis, pointing out that any form of synthesis is limited by the range of the primary research on which it is based. Although this may seem an obvious statement, one is struck in reading the chapters with the limitations inherent in the primary studies being synthesized and with the power of the technique, in the hands of thoughtful researchers, to alert us to these problems.

Each of the five example chapters provides a main effects analysis. Gender differences, in the stereotypic direction, are strongest (six tenths to nine tenths of a standard deviation unit) on measures of mental rotation, gazing frequency, aggression, and mathematics problem solving after age 16. Differences of about one third of a standard deviation unit emerge on measures of spatial perception, smiling, and some aspects of susceptibility to social influence. Small but consistent differences also emerge on some measures of causal attributions (though none of the major theories regarding the patterns of these differences are supported), helping behavior (males helping more than females), and acquisition of information about science.

But more important, each of the five example chapters provides tests of the homogeneity of effect size and a series of study by gender interactions. The interaction analyses are driven by either methodological or theoretical considerations that are carefully and clearly laid out in each chapter. These analyses provide direct tests of specific hypotheses regarding the reliability, validity, and generalizability of particular constructs, measures, and/or commonly held beliefs. The technique also allows the researcher to test specific hypotheses regarding the sources of between study variances in effect size and, thus, can be (and are) used to test various theories about the nature of gender differences in each domain considered. Each chapter is an excellent example of these strategies.

As one would expect, significant interactions for study by gender effect size are the norm. As Linn concludes, these

An Introduction to Psychotherapy

Gary S. Belkin
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Review by
Alan E. Kazdin

chapters demonstrate quite effectively that "gender differences are responsive to a large range of situational factors and background knowledge" (p. 221). They also show that gender differences depend on the specific operational definitions used, the age of the subjects, and the methods of study, suggesting that psychological gender differences can be either minimized or maximized by the situations males and females find themselves in and by their previous training and socialization experiences. These results reinforce the notion that gender differences must be viewed from an interactionist's perspective.

To the extent that the example chapters differ, they differ most in how thoroughly they discuss the implications and possible origins of the differences they report. I was especially impressed with Linn and Petersen's discussions of the presumed links between spatial skills and achievement in both mathematics and science and with discussions of the implications of causal attribution theory and research for our understanding of women's achievement by Whitley, McHugh, and Frieze. These two chapters go beyond the presentation of meta-analysis to a more global discussion of the domain itself. And, although each of the five chapters includes a thorough discussion of the theoretical and methodological issues associated with the domain being considered, I found these broader discussions very helpful.

In conclusion, this book goes well beyond its goal of "demonstrating how meta-analysis can be applied to furthering our understanding of the psychology of gender" (p. 2). What is most unusual about *The Psychology of Gender* is that it contains both the methods of doing meta-analysis and excellent examples of these tools being used with different types of data and different constructs. In addition, each of the example chapters models clear and insightful analysis of the important methodological and theoretical issues associated with the topic being discussed. Thus it provides us with instruction in substance and style, as well as specific concrete suggestions for future research directions. Consequently, I highly recommend this book to both professionals and novices in training. It provides important information for anyone interested in either meta-analysis or the psychology of gender and is an excellent primer in research synthesis and analysis for all graduate students in the social sciences. ■

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The present book is directed toward introductory students or clinical trainees who are interested in understanding current psychotherapy techniques. To that end, major approaches to treatment are described and illustrated. The book is organized into five sections, each of which covers a major approach to treatment: psychodynamic therapies; behavior therapies; humanistic approaches; cognitive-dynamic therapies; and group and family therapies. An overview conveys general assumptions, background material, and unique characteristics of each approach. Within each approach, several different therapy techniques are presented. The majority of the text is devoted to case studies that illustrate each of the therapy techniques.

Several excellent features are evident in this book. To begin with, the coverage is fairly broad. A wide range of therapy techniques (e.g., child psychoanalysis, client-centered therapy, systematic desensitization, cognitive therapy, gestalt therapy, reality therapy, strategic family therapy, transactional analysis) and clinical problems (e.g., various phobias, depression, sleepwalking, obsessive-compulsive disorder, voyeurism, schizophrenia) are presented. Second, the case studies, drawn almost exclusively from the published literature, maximize the interest value of the book. Finally, several significant features (e.g., concise overviews of treatment, essay questions for students at the end of each section, and a glossary) make this book quite useful for classroom adoption.

There are a number of topics pivotal to contemporary psychotherapy that were omitted. First, salient commonalities among alternative techniques (e.g., the

therapeutic relationship, mobilization of hope for improvement on the part of the client) were not elaborated. Second, recent shifts in the field toward eclecticism and integrationism in practice and research would have been worth discussing. These represent pervasive movements that encompass practitioners and researchers. Finally, the role of research in psychotherapy evaluation is essential and warrants inclusion. The development of new treatments has never been a problem in contemporary psychotherapy; rather, the problem has been proceeding from development to careful evaluation. The importance of controlled studies to evaluate processes and outcomes of treatment is not conveyed. The "experimental method" is mentioned in passing and quickly dismissed as not useful in studying dynamic therapy.

Overall, I believe the book could be improved with a chapter that considered current issues, questions, and trends in psychotherapy research and practice. Contemporary psychotherapy is more than a set of alternative techniques and their application. The field embraces research, ethics, and policy matters. Also, many problems brought to treatment (e.g., posttraumatic stress disorder, psychological effects of physical or sexual abuse, or rape) are at the core of critical social issues (e.g., casualties of war, violence). Mention of these issues could convey the broad social relevance of psychotherapy.

The omissions of the text should not detract from what the book accomplishes well. The first edition, published in 1980, was noteworthy for clarity in introducing treatment approaches. The second edition updates the cases and adds group and