tage in this book: photographs. They are generally appropriate to the context and sensitively selected, and some amount to brilliant mini-essays in themselves—the contrast of the child coal miner and the McDonald's worker (p. 128) is a good example of the latter.

On the other hand, the selection of research is subject to criticism. Most of the "classic," frequently cited works are included, but sometimes more relevant recent work is overlooked. Elder's 20-year-old study of parenting styles is appropriately cited and described, but Hill and Steinberg's important recent work on actual family interactions goes unmentioned. Instructors should be prepared to supplement the basic discussions substantially. One minor annoyance is poor proofreading, especially of authors' names (Sieglar for Siegler, Castanzo for Costanzo, and others) and of figures.

The major failing of the book derives from an inadequate social or historical context for the discussions of specific adolescent problems. Counselors may expect to focus on individual problems, but they will do so inadequately if they fail to understand the context. Kett's argument that G. Stanley Hall did not so much discover as construct the phenomena of adolescence as part of a conscious effort at social construction of reality is not noted, although the social construction of adolescence (and possible *re*construction) is an important theme in most discussions of adolescent development. The medical model is clearly evident in a discussion of possible interventions (p. 26), in which an environmental manipulation is restricted to strategies aimed at the *individual*—remedial, compensatory, or individualized (illustrated by different doses of medication). This psychological bias is perhaps clearest in a discussion of class and race biases in employment and their possible sources: "Changes in self-concept and self-esteem among minority and lower-income youths may do more to diminish employment disadvantages than any other factor" (p. 143). A counselor of poor urban youth who regards self-concept as the limiting factor in employment prospects is not addressing the reality these young people confront. It is perhaps unfair to single this book out for such criticism because the orientation described is commonplace, but a text directed to future youth workers has a special responsibility to reflect both adjustment problems and the social factors that often create them. Despite these difficulties, this book represents a worthy entry in the adolescent textbook market and one that could be used effectively for its intended audience. ■

# Maternal Effects on Feeding: A Research Report

Wanda Wyrwicka
**The Development of Food Preferences: Parental Influences and the Primacy Effect**
Springfield, Ill.: Charles C Thomas, 1981. 117 pp. $12.75

*Review by*
Bennett G. Galef, Jr.

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The past decade has seen increased interest in the role of social influence in the development of feeding behavior. Experimentation has frequently focused on the effects of social interaction on diet selection and the performance of associated foraging behavior. The feeding behavior of a range of vertebrate species has been found susceptible to socially induced modification.

Wyrwicka's brief monograph presents a detailed account of her studies both of the role of maternal influence in the development of feeding behavior in kittens and of the role played by socially determined early feeding history in the diet preference of adult cats. By means of appropriate application of rewarding electrical brain stimulation, Wyrwicka induced mother cats, chronically implanted with electrodes, to ingest one of several normally unacceptable foods. Weanling kittens, feeding with a mother that ingested an unusual food, rapidly accepted their mother's diet and, in some cases, continued to exhibit into adulthood a preference for the normally unacceptable diet to which they had been weaned. Although the size of experimental groups is often small, relevant control groups are occasionally lacking, and statistical analyses are not described, the data presented are sufficiently robust to support the conclusion that the ingestive behavior of a mother cat can profoundly affect diet acceptance by her kittens. Data suggesting that early feeding history can markedly alter diet preference in adulthood are less consistent.

Although the central focus of the book is a careful description of Wyrwicka's methods, observations, and results, two introductory chapters place the author's experiments in context by reviewing related work by others (Hall, Lipsitt, Hogan, Jacobs, and Galef) in the fields of infant and juvenile feeding. Potential contributions of Wyrwicka's data to an understanding of imitative learning, primacy effects, and the role of learning in food preference development are discussed at appropriate places in the text.

The review of the relevant literature is not comprehensive, and this selectivity will limit the usefulness of the volume as a general introduction to work in the areas of maternal effects on juvenile feeding and primacy effects in food preference determination. Particularly noteworthy among the lacunae in citation are the absence of any mention of Z. Y. Kuo's pioneering studies of early experience effects on adult food preference in cats and dogs, the extensive Japanese and recent French work on social learning of food preference in infrahuman primates, and the few studies of the role of social factors in facilitating diet acceptance by human infants. I found several citations of Vilhjalmur Stefansson's insightful discussion of the role of feeding history in determining breadth of diet acceptance as a personal communication from the late H. Gantt uninformative, when direct reference to the relevant pages in Stefansson's classic *My Life with the Eskimo* (Macmillan, 1913) would surely have been a greater service to the reader.

*The Development of Food Preferences* will be of interest to experts in the areas of behavioral development, food preference determination, imitative behavior, mother–young interaction, and related fields. Although much of the material presented here is available in published articles, Wyrwicka's findings are not so widely known as they should be. The present reasonably priced report

makes readily accessible a thought-provoking investigation of the development of feeding behavior. ■

# Introducing Psychology

Lyle E. Bourne, Jr., and
Bruce R. Ekstrand
**Psychology: Its Principles and Meanings. 4th ed.**
New York: Holt, Rinehart & Winston, 1982. 607 pp. $24.95. (Also available: instructor's manual, test bank, student workbook, unit mastery workbook, computerized test bank, and slide package)

John P. Dworetzky
**Psychology**
St. Paul, Minn.: West, 1982. 718 pp. $22.95. (Accompanied by study guide, $7.95; and instructor's manual)

Jonathan L. Freedman
**Introductory Psychology. 2nd ed.**
Reading, Mass.: Addison-Wesley, 1982. 662 pp. $22.95

Frank B. McMahon and
Judith W. McMahon
**Psychology: The Hybrid Science. 4th ed.**
Homewood, Ill.: Dorsey Press, 1982. 720 pp. $19.95

Richard H. Price, Mitchell Glickstein, David L. Horton, and Ronald H. Bailey
**Principles of Psychology**
New York: Holt, Rinehart & Winston, 1982. 667 pp. $24.95.

Ronald E. Smith, Irwin G. Sarason, and Barbara R. Sarason
**Psychology: The Frontiers of Behavior. 2nd ed.**
New York: Harper & Row, 1982. 732 pp. $24.50.

*Review by*
Margaret W. Matlin

*The authors of the first book under review are associated with the University of Colorado, Boulder. Lyle E. Bourne, Jr., is professor of psychology and director of the Institute of Cognitive Science.* ■ *Bruce R. Ekstrand is dean of the Graduate School and associate vice-chancellor for research.* ■ *John P. Dworetzky, author of the second book, is professor at Glendale College. He has written* Introduction to Child Development. ■ *Author of the third book, Jonathan L. Freedman, is professor and chairperson of the Department of Psychology at the University of Toronto (Canada). He is author of* Crowding and Behavior. ■ *The first author of the fourth book, Frank B. McMahon, is professor of psychology at Southern Illinois University at Edwardsville.* ■ *Judith W. McMahon, second author of the fourth book, is assistant professor of psychology at the Lindenwood Colleges in St. Charles, Missouri. The two are also coauthors of* Abnormal Behavior: Psychology's View. ■ *Richard H. Price, first author of the fifth book, is professor and chairperson of the community psychology program and faculty associate in the Survey Research Center at the Institute for Social Research of the University of Michigan. He is coauthor of* Abnormal Psychology in the Human Context *with S. Lynn.* ■ *Second author of the fifth book, Mitchell Glickstein, is professor of neuroscience at University College London (England) and has contributed a chapter to T. C. Ruch and H. D. Patton's* Physiology and Biophysics. ■ *David L. Horton, third author, is professor of psychology at the University of Maryland (College Park) and coauthor of* Human Learning *with T. W. Turnage.* ■ *The last author of the fifth book, Ronald H. Bailey, is a free-lance author residing in East Meredith, New York. His numerous books include* The Role of the Brain. ■ *The authors of the last book under review are affiliated with the Department of Psychology at the University of Washington. Ronald E. Smith, professor and director of the clinical psychology training program, is coeditor of* Psychological Perspectives in Youth Sports *with F. L. Smoll.* ■ *Irwin G. Sarason, professor, is editor of* Test Anxiety: Theory, Research, and Applications. ■ *Barbara R. Sarason, senior research associate, is author of a chapter in J. D. Wine and M. D. Smye's* Social Competence. ■ *Margaret W. Matlin, reviewer, is professor of psychology at the State University of New York at Geneseo. Her most recent textbooks are* Perception *and* Cognition.

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Authors of introductory psychology textbooks face an awesome task. They must introduce psychology to beginning students whose knowledge of the strategies and content of psychology has often been gathered from Sunday supplements and popular magazines. The authors must convince students that psychology uses methodologies other than questionnaires and informal observation and that psychologists examine topics such as pattern recognition and attribution theory as zealously as they examine infantile autism and hypnosis. Introductory textbooks must therefore achieve a satisfactory balance between scientific sophistication and high interest level. All six of the textbooks included in the present review attempt to achieve this balance. Their degree of success ranges from acceptable to excellent.

Instructors in introductory psychology have approximately 150 alternatives from which to select a textbook. My sample of 4% of the options will appeal to instructors seeking middle-level textbooks that cover the standard topics in the traditional biology-to-sociology order. The six books, however, emphasize somewhat different content areas. Table 1 lists the approximate number of chapters devoted to each major topic.

Notice that the books by Dworetzky and by Smith and his coauthors cover psychopathology and psychotherapy in somewhat more detail than do the other four texts. Freedman's and Price et al.'s textbooks include an extra social psychology chapter. McMahon and McMahon emphasize developmental psychology more than the other authors do.

Introductory psychology textbooks make extensive use of special features to emphasize important points and to capture student interest. All of the books reviewed here begin with chapter outlines and end with chapter summaries. All six have glossaries in which new terms are defined. The books by Dworetzky and Freedman, however, feature running glossaries, in which each new term is defined in the margin of the page on which it is first introduced. The other four texts have glossaries at the end of the book, where they may be overlooked by many students. All of the books use a special typeface—such as italics or boldface print—to emphasize new terms. None of them, however, consistently supplies concise definitions for each new term when it is introduced. In this respect, the Dworetzky and Freedman books offer an advantage because they supply brief definitions adjacent to the text.

Table 2 lists additional special features. Three of the books provide a pronunciation guide for difficult new terms, a feature that probably would be appreciated by all but the most sophisticated introductory students. Four books include demonstrations, or small-scale experi-