

Newly Published Books

The Nursing Process: Assessing, Planning, Implementing, Evaluating, by Helen Yura, Ph.D., R.N. and Mary B. Walsh, M.S.N., R.N. Meredith Corporation, 1973, 440 Park Avenue, South, New York, New York, 215 pages, Paperback Edition.

The Nursing Process attempts to discuss the components of the nursing process which are of value to the baccalaureate nursing student. This book is divided into five chapters: Chapter 1 briefly reviews the historic background and current ideas of the nursing process. Chapter 2 reviews some of the theories fundamental to and related to the nursing process. Chapter 3 analyzes and discusses phases of the process; chapter 4 suggests applications; and chapter 5 identifies future potentials in terms of study and research. A suggested reading list appears at the end of the book.

Thinking: Its Nature and Development, by John Radford and Andrew Burton, John Wiley and Sons, London, New York, Sydney and Toronto, 1974, Paperback Edition.

The purpose of this textbook is to provide students of psychology, the behavioral sciences, and related social studies, with a comprehensive account of the process of thinking, the development of thinking, and the varied ways in which thinking has been studied. It draws together historical studies, major theories and a large amount of recent experimental work. A special feature is the focus, in each chapter, on a specific issue or topic relevant to that chapter. However, the main attraction of the book must be the interesting and critical manner in which the authors have reviewed and integrated theoretical, experimental, developmental, anthropological and experiential aspects of the study of thinking.

The Effects of the Infant on its Caregiver, by Michael Lewis and Leonard A. Rosenblum, Ed., John Wiley Co., New York, N.Y., 1974. 264 pages.

The first volume in this series on development and behavior of human infants and animals, this book focuses on the effect that the infant may have on its caregiver. It discusses the significance of the interaction between mother and infant and the subtle contributions that each makes to the other in shaping their ongoing dyadic behavior. It emphasizes the impact of the infant as a *source* of information, regulation, and even the malevolent distortion of the caregiver's behavior. The resulting picture is of the infant who, even at birth, is no mere passive recipient of stimulation from those around him. It encompasses the effect of infant defects on caregivers from a variety of viewpoints, using both humans and monkeys as subjects, while also examining in normal infants data

drawn from many levels of discourse including morphology, physiology, and behavior. Thus it should prove of interest to workers in such fields as anthropology, zoology, psychology, psychiatry, and pediatrics.

The Writings of Anna Freud, Vol. I, Introduction of Psychoanalysis, Lectures for Child Analysts and Teachers, by Anna Freud, International Universities Press, Inc., New York, 1974, 200 Pages.

This volume contains Anna Freud's first writings, which broke ground in crucial areas.

Her lectures on the technique of child analysis not only presented a new form of treatment but also provided empirical evidence verifying previously postulated assumptions on child development.

The book on the psychoanalytic treatment of children was followed by her lectures for parents and teachers. Having seen the effects in disturbed children of absent and rejecting mothers, of overpunitive (and overindulgent) fathers, of stern school teachers and inflexible hospital authorities, Anna Freud hoped somehow to create a new climate, new attitudes toward upbringing.

"Using the simplest words she could find, she described the child's 'fluid' psychological nature, his swings in mood, his tendency to make strides in one direction and then, suddenly, to fall back in another. More important she tried to get across the idea that these alterations in growth were within the boundaries of the normal—were common to all children. Finally, she made it clear. . .that what she was arguing for was not a lack of restraints, but rather a *via media* between extremes—'that is to say,' to use her words, 'to allow each stage in the child's life the right proportion of instinct gratification and instinct restriction.'"

This volume also contains her first psychoanalytic papers, among them "Beating Fantasies and Daydreams," one of the first longitudinal studies which traces the development of masturbation fantasies in a little girl and their transformation into socially accepted stories in adolescence. The material contained in this volume had been completely rewritten by the author, who basically has not changed her views.

Psychology: A Life-Centered Approach, by Frank J. Bruno. Hamilton Publishing Co., Santa Barbara, California, 1974, pp. 496.

This text represents a change in forces from the traditional encyclopedic textbook. It is not an exhaustive resource of the whole field of psychology but rather a lucid treatment of a limited range of concepts. The emphasis is on understanding a persons experiences and behavior by discussing such topics as identity, marriage, sexual adjustment, feeling about children, the problem of war, and attraction between people. The chapters start with a human problem of general interest. Each chapter is followed by a short quiz and answer key.

Psychology of Reading: Foundations of Instruction, Mildred C. Robeck and John A. R. Wilson, John Wiley Inc., 1974, pp. 667.

Psychology of Reading: Foundations of Instruction focuses on how individuals learn to read. . .how motivations for reading or avoiding reading are built. . .how the cognitive characteristics of the learner can be used to select the most promising beginning approach for him. . .and how self-directed reading extends the cognitive and effective world of the reader. Use a learning-motivation model that inter-relates cognitive and affective learning into a meshing system of motivated reading behavior. It explains the neurological basis of reinforcement in successful reading in ways that the teacher can apply it.

The book covers the interaction of sensory systems. There are separate discussions of auditory, visual, and neural integrations of these with haptic perception.

There is a discussion of clinical analysis of reading with techniques for classifying, diagnosing and instructing students who have failed.

It includes a glossary of reading terms, an analysis of reading systems, an evaluation of reading tests, an observation checklist for teachers, and sources of tests and reading programs.