

draws on the full spectrum of thought from realism to relativism, using the insights of Popper, Lakatos, Laudan, Kuhn (early and later), Feyerabend, and others. Rather than developing one doctrine above all others, du Preez approaches his subject from a multiplicity of theoretical angles. This lends the book a somewhat mercurial quality: it reads like a loosely connected collection of essays although in fact the book has a definite structure and mission. Beginning with the concept of the 'knowledge matrix' the author goes on to consider (the later) Kuhn's concept of a 'disciplinary matrix'. From this vantage point he surveys six psychological research traditions - existential phenomenology, psychoanalysis, genetic epistemology, Marxist social psychology and Skinnerian behaviourism - in terms of (a) the (logically) primitive entities postulated by each, (b) the cardinal metaphors used by each, (c) the 'exemplars' advanced within each, (d) the values promoted by each and (e) the axioms assumed by each. The next three chapters take a close look at the role of metaphor, metonymy and axioms in psychological research. Chapter Seven deals with how research traditions evolve both during periods of relative quiescence (the 'problem solving' of Kuhn's 'normal science') and upheaval (Kuhn's 'scientific revolutions'), examining both cognitive and sociological factors. The next three chapters on strategies of theoretical competition, scientific values, and epistemological realism I found particularly gripping while the final chapter, a sketch for a reflexive psychology, seemed anticlimactic.

This book is a gem. It will be of interest to anyone concerned with the philosophical underpinnings of psychological research. Notwithstanding the author's clarity and wit, however, the book is probably best read by those who have acquired at least a rudimentary understanding of contemporary philosophy of science.

David Livingston Smith

THE ANATOMY OF JUDGEMENT: AN INVESTIGATION INTO THE PROCESSES OF PERCEPTION AND REASONING by M.L.J. Abercrombie. Free Association Books, London, 1989.
£9.95

This book was originally published in 1960, and is based on 10 years of research conducted during the 1950s. However, it remains as relevant today as it must have been revolutionary 30 years ago. The book's thesis is based on the findings from a teaching project in which Abercrombie, a trained biologist, sets out to teach medical students "to make sound judgements about scientific matters" (p. 17).

The book is divided into two parts. The first part gives an introduction to the field of perception in particular, and generally argues that we never just "passively receive information from the outside world" (p. 26), but that we always "interpret and judge" while receiving information. Thus, Abercrombie argues that our judgements are inevitably influenced by personal and cultural

"assumptions" and "schemata". She concluded, therefore, that we need to be aware of the factors influencing our judgement first, before we can assess their validity.

Abercrombie argues that it is the traditional teaching method's emphasis on *results*, rather than on *processes* of observing or thinking, that is responsible for the "unscientific" attitude of many students, who often "blindly and automatically accept the first that comes" (p. 17) when observing and interpreting material. She sees formal education as largely concerned with "reality-adjusted" thinking, in which the teacher passes on the schemata that other people have found useful. Thus, s/he is not usually concerned "with how the new information ... comes into relationship with the old schemata" (p. 61). Applying principles from psychoanalysis and developmental psychology, Abercrombie recognizes "... [the] extent [to which] emotional reactions [can] block learning" (p. 75). Thus, she advocates the importance of uncovering and exploring these deeply held constructs (which may date back to the preverbal stage of development) for effective learning. Unusual, if not to say radical 40 years ago, she chooses group discussions (as adapted from Foulkes' "free floating discussion") for facilitating the students' exploration of themselves and their assumptions.

Even 30 years after its first publication Abercrombie's work remains inspirational. Accessible throughout, Abercrombie manages to convey what must have been a very exciting project. She creatively combines insights from psychoanalysis, developmental psychology, group psychotherapy, and phenomenology, and shows that one does not have to be a psychotherapist or philosopher to apply them effectively in a teaching situation.

Abercrombie's work implicitly questions the empiricist theory of knowledge that has been underlying the classical notion of science since the Enlightenment. She thus exposes the myth of 'objective' thinking by showing the relationship between emotions and thinking. Her conclusions remain relevant, not only in a scientific context, but in any educational setting that is concerned with facilitating greater mental flexibility, and thus a discriminating attitude.

Anna David

ON THE ORIGINS OF LOVE AND HATE by Ian Suttie. Free Association Books, London, 1988. 277pp.

First published in 1935, *The Origins of Love and Hate* has been out of print in Britain for some years. It is now available again with a new foreword by John Bowlby and an informative introduction by Dorothy Heard - a psychiatrist, and Suttie's niece.

The book is an impassioned critique of Freud's dual instinct theory which Suttie replaces with an object relations perspective. In 1935 his views were provocative for he postulated a love independent of genital appetite, arising from self-preservative