This book, written by 2 of A. B. Cattell’s colleagues and with a foreword by Cattell himself, presents essentially 1 viewpoint on child personality structure and development—A. B. Cattell’s. The usefulness of the book therefore depends on your predilection for Cattell’s ideas. The book is not entirely parochial; Cattell’s work is discussed within the context of other child research from Baldwin, Cooley, and Mead to Sears, Whiting, and Bandura. Unfortunately, the authors’ preoccupation with social learning theory makes even their “broader context” 1-sided. The book is intended for students with little exposure to research methods and statistics and therefore begins with an introduction to these topics. Chapters 1 and 2 instruct the reader in the conceptual and computational details of bivariate correlation, analysis of variance, and factor analysis. In my judgment, this introduction is too difficult for a student without a good background in multivariate statistics and is therefore useful only as a review for persons already familiar with the concepts. Chapter 3 selectively reviews research on imitation, aggression, and identification, concentrating on reinforcement/modeling theories (particularly Bandura’s). This review emphasizes the inadequacies of bivariate research and sets the stage for a discussion of Cattell’s multivariate research, presented in Chapter 4. Roughly a quarter of Chapter 4 is text, and the remainder contains tables showing the results of factor analyses. Chapter 5, which discusses the relationship between childrearing variables and personality, is also heavy on tables. Fifteen of the 33 pages in Chapter 5 are devoted to a single table. The next 2 chapters address specific topics—personality and school achievement and the personality of exceptional children. Although Chapter 6 ignores an enormous amount of research on personality, cognitive patterns, and school achievement (notably absent are studies using the California Psychological Inventory), it nonetheless presents some valuable information on the subject. Teachers would be particularly interested in the instructional implications in this chapter. Chapter 7 discusses personality traits and coping styles of children with physical, intellectual, and emotional handicaps. The authors suggest that 5 Cattellian second-order personality factors may help us conceptualize and organize research findings in this area. Empirically, however, only 3 factors appear to be relevant. The book concludes with a chapter on suggestions for future research, which, not surprisingly, amounts to a continuation of Cattell’s research program. Due in part to the single-mindedness of the book, 3 important subjects are not covered in this book. First, the authors say nothing about the influence of nonparental role models, except to note that these influences become increasingly important as a child grows older. Second, the authors fail to discuss temperament and behavior genetics. Cattell, in his foreword, attributes this omission to the dearth of information in these areas. That explanation will not do—behavior genetics, which relies heavily on the type of multivariate techniques discussed in the book, is a substantial and rapidly growing field. Finally, the authors fail to confront a fundamental paradox in the field of personality development: How can one talk about personality development (which implies changes over time) using the language of personality traits (which implies consistent, persistent, stable characteristics)? Dielman and Barton’s only relevant comment, in their last chapter, is that time relationships between variables are actually rather unimportant. One can conclude from this comment that the authors are far more concerned with personality structure than development; the content of their book confirms this conclusion. —J. A. Johnson.