

Entire concepts are compressed into a few sentences. Such cursory discussion obviously makes it difficult to communicate complicated theories. If the reader is not already at least briefly acquainted with the concepts in questions, (s)he will probably only be confused by the abbreviated explanations. A second problem is the discontinuity involved in the arrangement of the profiles. Within each chapter the theorists are presented in alphabetical order. This makes it difficult to trace the influence that the theorists had on each other. A third problem is that the quality of biographic data varies among profiles. Some profiles include fairly extensive lists of academic posts held while others only mention such items as year and place of birth. The apparently unsystematic way information is excluded can become annoying to the reader.

While *The Province of Sociology* is tedious to read in its entirety, it is a convenient monograph for quick reference. Pearman and Rotz have written a useful source book that provides basic information about well known theorists and their sociological works.

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John L. Hartman and Jack H. Hedblom. *Methods for the Social Sciences: A Handbook for Students and Non-Specialist*. Westport, Conn.: Greenwood Press, 1978, 400 pp. \$29.95 cloth.

*Methods for the Social Sciences* by Hartman and Hedblom purports to be both text and handbook as it addresses the needs of the student and the established researcher. Although the book shows its greatest promise as a text, it is not completely satisfactory as either text or handbook. The chapters are arranged in a logical manner, tracing the researcher's steps from theory through reporting the results. The book is well written, easy to understand, and the content compares favorably with many of the standard texts currently in use. However, the prohibitive cost counters the gains made in clarity and readability. Indeed, there are several introductory research methodology texts that are of similar quality, but have a substantially lower price.

A second problem emerges from the most innovative portion of the book. This occurs when Hartman and Hedblom discuss the connection between two major sociological theories (functionalism and symbolic interaction) and research methodology. Although the idea is commendable, the results fall short of their intended mark. This is largely attributable to the lack of discussion on measurement theory in the chapter "Synthesis of Theory, Design, and Problem." Measurement is the process by which theoretical constructs are linked to their empirical indicators; without an understanding of this process, the relationship between theory and method remains unclear. Finally, there is a misplaced emphasis in the statistics chapter. About half of the chapter is devoted to probability and the binomial distribution, while much of the other half is on the calculation of parametric and nonparametric statistics and how to determine their significance levels. While probability and the binomial distribution are important, mathematically, for hypothesis testing, a more important concern is to give the beginning researcher an intuitive understanding of measures of association (how to interpret in terms of strength and direction of association, as well as significance). In sum, barring the expense, *Methods for the Social Sciences* would make a good textbook.

However, the qualities that make a text good are not the same for a handbook. A handbook needs to be clear, comprehensive, concise and easy to use. First, clarity is a strong feature of this book. The authors were careful to make research concepts and terms well understood. To achieve this, though, they assumed little prior experience with research, and gave up much depth and detail. As a result, the book is neither comprehensive nor concise, but these shortcomings could have been easily dealt with. Although it is becoming increasingly difficult to achieve methodological comprehensiveness in a concise manner, the addition of a list of central references (preferably annotated) at the end of major sections would have improved this as a handbook. Finally, while this book is not difficult to use, it would be easier if page numbers were available in the table of contents for chapter sub-headings. Despite efforts to be both text and handbook, *Methods for the Social Sciences* comes across, albeit somewhat better, as just another methods text.

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Judith Weinstein Klein. *Jewish Identity and Self-Esteem: Healing Wounds through Ethnotherapy*. New York: Institute on Pluralism and Group Identity, The American Jewish Committee, 1980, 64 pp.

The concept of ethnic pluralism—the cultural divergence of ethnic groups rather than their “melting together—represents a challenge to American integration ideology, established and enforced by a majority of “White Anglo-Saxon Protestants.” Minorities such as Blacks, Hispanics, and Jews recall their origin and revive their ethnic identity, thus challenging the dominant value system with its “negative” impact on their own group peculiarities. In this process, individual self-esteem might be strengthened or weakened depending on the group’s self-conscious imposition of ethnic authenticity on its individual members.

Judith Weinstein Klein’s booklet on Jewish identity and self-esteem clearly illustrates the dependency of self-esteem on ethnic identity and raises the question of how individuals achieve ethnic identity. Klein defines ethnic identity as how one group defines itself as the result of common origin, culture, or kinship patterns, and how the particular group is defined by other groups in society. Membership and individual identity takes on three personalized forms: (1) the *positive identifier* is directly attached to his group and shares its positive and negative associations; (2) the *ambivalent identifier* is superficially attached to his group and occasionally adopts group images; and (3) the *negative identifier* commonly refuses to identify or affiliate with his group, although he or she is willing to take advantage of the group’s achievements. Individual Jews for instance, differ in (a) the degree of willingness to support group members; (b) affiliation to and alienation from the group, and (c) scores of self-esteem (measured on scales created by Rosenberg or Keniston). Klein’s findings indicate a higher score of self-esteem in the group of positive identifiers. She infers that positive identification with the group leads to higher self-esteem. A treatment for achieving higher self-esteem would be ethnotherapy, a clinical model developed by Dr. Price Cobbs (1972), “which seeks to change