Actualization," "Religion and Mental Health in Later Life," "Religion and Marital Adjustment," "Crime, Delinquency and Religion," and "Religious Ritual and Mental Health." The range is broad and intrinsically interesting, but perhaps the stereotypical format of the titles reflects the basically traditional and conservative tone of this volume. Probably in the interests of scientific validity, the editor and authors have conformed to the academic norms for "papers"—rather dull, sometimes convoluted language, thoroughly interspersed with references, but not spiced with any personal passion—"objective" in the sense in which we used to imagine we could adequately communicate about something as vibrant as the human psyche and as impassioned as religion. Can we not relax enough to let these features of our subjective selves show through somewhere in a volume dedicated to religion and health?

This is certainly not a manual or a "how-to" book describing techniques for handling religious issues in psychotherapy, nor is it a biblio-therapeutic volume—one a therapist would give a client for insight into his or her concern. It is much too broad, abstract, and scholarly for that. It is, on the other hand, a book for the counsellor who is interested in pursuing a study of the most recent research in the relationship of religion and psychology, particularly health psychology. It may, in that sense, then be one of the most practical of aids, enabling the therapist to unravel some of the confusions of that much-abused word "religion" and its relationship to "mental health"—whatever that term means!

In a word, this ambitious volume is the kind of book you would probably like to find in your university library, but, given the hefty price and its value mainly as a reference, perhaps not on your own bookshelves.

Kellaghan, T., Sloane, K., Alvarez, B. & Bloom, B. S. (1993). *The home environment and school learning.* San Francisco: Jossey-Bass. 186 pp., ISBN 1-5542-588-7.

Reviewed by: Bruce Ryan, Associate Professor, University of Guelph.

In this work, Thomas Kellaghan and his colleagues have offered a short and readable exploration of the growing body of scholarly literature that seeks to examine the way the family and the school interact to promote learning and development in children. The book consists of ten fairly loosely connected chapters that deal with family and school as institutions (chapters 1, 2, and 5), the family as a determinant of school success (chapters 3 and 4), and interventions that link families and schools (chapters 6, 7, 9, and 10). Chapter 8, "The Foundations of Scholastic Development," stands apart from the rest in focusing on factors that encourage cognitive and noncognitive development.

Although the book is presented as a fully authored book, as opposed to an edited book, the chapters are not tightly linked by either style or content. Instead, it reads very much like an edited book with separate and distinct

authors for each of the chapters. The strongest and most scholarly chapters are those dealing with family characteristics and home processes in relation to school learning (chapters 3 and 4) along with chapter 2 which considers ways of improving the home-school partnership. Aside from the fact that each of these chapters summarizes some of the major research extant in the literature on these topics, it is rewarding to see studies from parts of the world outside of the U.S.; Kellaghan's Irish roots clearly show in the breadth of the studies reported.

The chapters dealing with home/family intervention programs and their evaluation are interesting and effectively presented. They contain a review of the evolution of such programs since the 1960s, ending with a cogent examination of the currently popular empowerment models. The discussion, however, is dominated by preschool programs which are not entirely relevant to the problems faced by the families and teachers of school-aged children. In a real sense, however, this is not so much a failing of Kellaghan and his colleagues as it is a feature of the literature. If the authors are to be faulted here it is in not cautioning the reader about the risks in transporting interpretations from the preschool domain into that of the school-age child.

It should be borne in mind that the book is not to be taken as an exhaustive treatment of the family-school linkage. There is no consideration of family/interparental conflict, separation, divorce; nor is there an examination of the effects of parent's characteristics such as maternal depression and expectations/aspirations of their children's education. No reference is made to family relationship processes from a systems theory perspective. Finally, there is very limited reference to the growing literature of parent involvement in homework or school responsibilities. Here, again, there is undue focus on studies of preschool children without the important caution in generalizing to school-age children and their families.

In spite of these weaknesses, the book remains a useful one because it pulls together data from various parts of the world while offering an intelligent examination of the most widely cited studies in this developing field. The authors of this book have done well in coping with the fact that the available literature is too scattered and disconnected to easily assemble into a book without loose ends. The book is to be recommended to those who wish to have a look at the present state of the field in all its untidiness.