

size, i.e. boundary information, no information about surface properties like texture and colour. I found it difficult to summarize this chapter, although it certainly contains a lot of information.

An essential part of the model introduced by Davidoff in chapter 8 is the Internal color space, a kind of reference centre for the colour description. It contains the colour palette of the observer, i.e. the categories, to be distinguished from the names given to the colours. The internal colour space is not simply related to either the neurophysiology of colour vision, nor to the names used for the colours. Davidoff refers to old literature (Sittig 1921) to distinguish colour agnosia from agnosia for colour names. The internal colour space has a similar function for object colours as the entry level representation has for objects. This level is different from the colour naming stage. This difference is important for the distinction between Colour Agnosia and Colour Name Amnesia. An interesting side step in this chapter has to do with the relations between colours and emotions, which are much less well established than is often assumed.

In the next chapter Davidoff offers more evidence for his viewpoint that colour does not play a role at the entry level representation. There are a few tables in which many neuropsychological studies on object and colour recognition disturbances are summarized.

Chapter 11 deals with the important topic of colour naming in normals and in brain-injured subjects. It describes the relatively late development in children of the full spectrum of colour names. For me the term Colour stupidity (the authors writes 'color stupidly' as a translation of *Farbendummheit*) was completely new. A description of the Whorf hypothesis is given and a number of interesting experiments in colour naming is summarized, before an overview is given of disorders in colour naming.

*Cognition through Color* is a nice book to read several times if only because of the very extensive literature review in the area of central colour disorders which is rather difficult to access.

Ch.M.M. de Weert  
NICI, University of Nijmegen  
P.O. Box 9104  
6500 HE Nijmegen  
The Netherlands

Michael W. Eysenck (ed.), *Cognitive Psychology: An International Review*. Wiley, Chichester, 1990.

The title that is given to this collection of review chapters is a bit misleading. Although the book is concerned with cognitive psychology, it is

not really a review of that area, let alone an international review. For a general review of the area it leaves out to many important areas (e.g., the central area of memory is missing except for a few special topics). Clearly, the assertion that 'anyone who wants to know what is different about cognitive psychology now compared with a decade or so ago can find out simply by reading this book' (p. 3) is an overstatement. To qualify as an international review one would have expected a discussion of the type of research that is conducted in various countries and continents. In the preface, Eysenck explains the usage of this subtitle by referring to the fact that cognitive psychology has become dominant in many different parts of the globe and that the authors come from different countries (although all from Anglo-Saxon origin).

Disregarding the title, the present collection of chapters provides a good introduction to a number of selected areas within cognitive psychology. What is lacking however, is some kind of theme that connects these topics and explains the choice of areas to be included. Of course, one problem (that should not be blamed on the editor) is that the term 'cognitive psychology' itself is becoming more and more nondescriptive. Does it reflect a particular point of view, a specific approach, or simply a fancy name for the psychology of human information processing? I have no problem with the latter usage of the term but it should then be realized that this implies that it does not make sense to talk about cognitive and noncognitive model approaches.

The topics that are treated in the various chapters range from neuropsychology (mood disorders, dyslexia) through intelligence and knowledge acquisition to social cognition. What is especially noteworthy is the large percentage devoted to neuropsychology (three chapters totalling 140 pages or about 50%). This is no coincidence but reflects in my opinion one of the fortunate consequences of the recent attention for actual brain processes, a shift that seems to be related to the popularity of neurally inspired models. One problem (especially for the non-specialist) is that the neuropsychological evidence is rarely such that it leads to clear conclusions with respect to the underlying mechanisms. However, it is clear that such data lead to additional constraints on processing models and that it will be of increasing importance to the study of human cognitive functions (as it has been in other areas).

Even though this volume is a bit lacking in terms of cohesiveness, the various chapters have been very well written and give excellent reviews of the current state of the art. Individual chapters will be quite useful as background reading in graduate courses in the respective areas (e.g., language, cognition, neuropsychology, social psychology).

Jeroen G.W. Raaijmakers  
*TNO Institute for Perception*  
P.O. Box 23  
3769 ZG Soesterberg  
The Netherlands

[REVIEW] Cognitive Psychology: A Student's Handbook (6th Ed.) by M. W. Eysenck and M. T. Keane. February 2011. British Journal of Psychology 102(1). I liked Part II: Memory so much that I have expanded review of Part II in order to describe the themes and strategies Eysenck and Keane use throughout the handbook. One aspect of this text I especially liked was that memory was treated as its own topic rather than having short. Publication date. 1990. Topics. Cognition, Cognitive psychology. Publisher. Chichester, England ; New York : Wiley. Collection. inlibrary; printdisabled; internetarchivebooks. Digitizing sponsor. Kahle/Austin Foundation. Contributor. Internet Archive. Associated-names. Eysenck, Michael W. Boxid. IA1802604. Camera. USB PTP Class Camera. Collection\_set. printdisabled. Psychology Press, 2010 - 760 pages , ISBN: 1841695394, 1841695408 6th Edition Previous editions have established this best-selling student handbook as THE cognitive psychology textbook of choice, both for its academic rigour and its accessibility. This sixth edition continues this tradition. It has been substantially updated and revised to reflect new developments in the field (especially within cognitive neuroscience). Traditional approaches are combined with the cutting-edge cognitive neuroscience approach to create a comprehensive, coherent and totally up-to-date overview of all the main fi