highly documented and focuses on the presentation of facts. Very few personal biases are apparent. These may result from multi-authorship where opinion leaders contribute their individual expertise. The downside of these multi-authored books is the variation in styles and continuity. In my opinion, the chapters of this book could have been be re-arranged to correct this. However, each chapter can well stand on its own merit and cover its area independently.

This book is not easy reading. However, the main satisfaction in reading it comes from having at hand an up-to-date, complete, and well-documented source of information that can then be used as a reference. This book will be of interest to anyone involved in teaching or with a thirst for knowledge in this area. It is an excellent reference textbook for anyone interested in either the scientific underlay or the clinical outcome of patients suffering from anxiety and/or depression.

Y. D. LAPIERRE
Chairman, Department of Psychiatry, University of Ottawa
Ottawa, Ontario, Canada
S0022-3999(96)00055-4

Doing Qualitative Analysis


One of the problems most frequently bemoaned in qualitative analysis today is the seemingly mysterious processes inherent in doing analysis. In particular, investigators new to qualitative methods struggle to understand how qualitative researchers move from data to results. These three texts provide detailed descriptions of those processes. Although each text addresses a common topic, each author has addressed the problem uniquely, so that the three texts are complementary rather than competitive. Why?

Miles and Huberman's Qualitative Data Analysis is a text on data management, about how to process data. This text is basic, instructing the reader with a clear, practical approach, including many examples of exactly what to do with data. It shows the researcher many approaches to organizing, sorting, displaying, and categorizing data so that the patterns and linkages between data bits become evident and analysis may proceed. The approach is pragmatic and remarkably free from theory. Thus, the text is a manual in the strictest sense of the term: this book tells you what to do, not how to think. As a technical text, the book is excellent; it is invaluable and necessary for all qualitative researchers' libraries.

However, one important criticism is that the approach to qualitative research presented by Miles and Huberman is relatively positivistic. The authors explain qualitative procedures and how they may be accomplished, in quantitative terms. For instance, the authors have addressed not only validity, but how different types of validity may be obtained in qualitative inquiry. They uncritically explain how to present and incorporate a theoretical framework into the proposal as a means to guide data collection (and to avoid collecting unnecessary data), even though it is generally recognized that such frameworks are deductive, may be limiting, may be a source of invalidity, and are thus generally inappropriate for qualitative work. Furthermore, it is unfortunate that qualitative inquiry is implied to be a mechanical and predictable endeavor—and, for the most part, nothing could be further from reality.

In light of the above, as a guide to qualitative inquiry, the book is lacking in important dimensions. While the manual provides all the instructions necessary for doing the tasks of analysis, even down to the amount of time each task may be expected to take, qualitative inquiry is portrayed in the text as a task, rather than an intellectual endeavor. Missing are descriptions of the cognitive nature of qualitative work, and the intellectual, creative, and interpretive strength of qualitative inquiry is poorly presented. For such descriptions, one needs to refer to the other two texts.

Silverman's Interpreting Qualitative Data is written from a sociological perspective, attempting to convey the craft of qualitative inquiry. His book takes the researcher through the entire research process, centering on observational methods and the analysis of discourse. The final section pertains to reliability and validity, to the "practical relevance of qualitative research," and, lastly, presents "six rules of qualitative research"—pragmatic and important principles to guide one's work.

Although less structured and more theoretically based than Miles and Huberman's approach, the strength of Silverman's text is the presentation of definite formats for transcribing and analyzing text. He especially warns against the "anything goes" approach, and his respect for sociological theory is clear.
In *Transforming Qualitative Data*, Wolcott achieves the difficult task of showing the reader how to think qualitatively and how to move from varying degrees of abstraction, from description to analysis to interpretation. Although the methods described were derived from ethnographic methods used while conducting anthropological fieldwork, Wolcott notes that the principles are pertinent to all qualitative work. Perhaps this is true; however, his descriptions and his classical examples ("the best of Harry") are ethnographic and best understood in that context.

The book is divided into four parts—the first three describe principles of description, analysis, and interpretation, and the final section is on teaching and learning qualitative inquiry. There are numerous examples, and the book is written with an engaging style through which Wolcott talks directly to the reader, making the book a pleasure to read.

Three books addressing issues in analysis: which one to buy? I recommend all three. These three support one another in that each one assists the researcher with a different task or perspective in conducting analysis. Miles and Huberman's text will assist with the process of data management, Silverman's with the analysis of observational and conversational data, and Wolcott's with the processes of analysis and interpretation. This trio provides a complementary and comprehensive resource for managing and analyzing qualitative data.


This book is the fifth volume in the series *Research Methods for Primary Care*. Each volume examines a particular aspect of performing primary care research in the "real world." The current title explores general and practical issues, collaborations, and different settings of primary care research. This is accomplished through the review of a wide variety of excellent examples of completed studies. The book provides a number of checklists to assist the beginning primary care researcher, and the appendix expands upon those concepts addressed throughout the text.

In general the book emphasizes several principles. These include 1) practicing primary care physicians can perform research, 2) research is more likely to be accomplished with collaboration, 3) this research produces valid results, 4) qualitative research utilizes many of the same techniques of quantitative research, and 5) a great deal of primary care/health services research has already been completed using these techniques.

This book should not be confused, however, with one which actually describes specific research methodologies or discusses the individual strengths/weaknesses of study designs for particular questions. It functions as an introduction and transition for the health care provider who is still somewhat uncertain that they can or should enter into what they perceive to be the intimidating world of research. It emphasizes not only the need for qualitative research, but also the qualitative aspects of doing research in areas such as ethics, collaboration, the patient/doctor relationship and, most importantly, of paying attention to the observations and questions of everyday practice.

Keeping in mind this particular focus and the need for more health services research, the book accomplishes its purpose.


The *Fourth Generation* is intended to replace its predecessor: *Psychopharmacology—The Third Generation of Progress*. To those who are familiar with *The Third Generation* and have found it useful, *The Fourth Generation* can be summarized briefly—it is a worthy successor.

To those unfamiliar with this line of books *The Fourth Generation* is an authoritative treatise on the
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