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factor, split tests into more than one factor, and leave many other items amid the noise, are taken only to confirm the tests' validity.

Similarly, these data never threaten the ultimate question: Is there such a thing as monopathism-polypathism? That it exists is never doubted, even when its measures cannot account for more than 4% of the variation in LSAT scores or torts grades (the closest thing to a criterion validation attempted). The assertion that it is a unidimensional construct is unscathed by a factor analysis of "cognitive self-image" that yields the "happy surprise" (p. 78) that "monopathism" and "polypathism" are independent factors. Surprise, yes. But if these are indeed orthogonal, some fundamental revision of the theory is called for. Generalizations and applications to lawyers are made as confidently after as before such findings. Law schools are advised that

if they "do not distinguish between cognitive styles in their measures of performance, perhaps they should" (p. 132).

Several potentially interesting and important side issues are presented with virtually no data, related to the monopathism-polypathism issue only through speculation, but nevertheless taken as support of or applications from the hypothetical construct. These chapters include one on a problem-solving exercise given some of the students, another on the cognitive style of their law professors, and one on differences in the test scores associated with different law schools (which are considerable).

RARELY have I seen so many poor methods lead to so few confirming findings, which are taken as so many points of departure for confident characterizations about their subject.

a fascinating account of an investigation into one such alleged case of a feral child, a child found in the 1970s in Burundi, whom they've called "the Wild Boy of Burundi."

The book reads like a detective story—detailing in chronological order the unfolding of this unusual study, from first report of the case to the elaborate, harried preparations necessary to carry out the study, to the actual observation and examination of the child. The book captures the excitement, drama, adventure, and hard work involved in Lane and Pillard's investigation, and clearly one of the main purposes of the book is to convey to the scientifically untrained reader an appreciation of scientific method within this extraordinary context.

Lane sets the tone for the book, providing most of the diary accounts and discussion, and most importantly, articulating the theoretical significance of cases of feral and isolated children with colorful historical backdrop of philosophical debates that have defined why these cases are fascinating: To what extent can genetic endowment account for human intellect and personality? To what extent is human development the result of experience alone? What truly differentiates humankind from other species? How perfectible are we? Lane centers his discussions around the case of the Wild Boy of Aveyron, found in 1799, and the philosophical climate of 18th- and 19th-century France, with its emphasis on the empiricism of Condillac and Rousseau. He provides well-motivated argument against the persistent claim that the characteristics of feral children can be explained on the basis of autism or congenital retardation. Having intimate familiarity with the case of the Wild Boy of Aveyron, which he detailed in his 1976 book, Lane is especially qualified to meet all of these challenges.

The book is sometimes marred by inaccuracies and overgeneralizations. Details related to the history and progress of the isolated girl, Genie, are inaccurate; the false impression is given that Genie is close to being a normal, functioning young woman. Claims that the Wild Boy of Aveyron is the only unquestionably feral child ignore the

A New "Wild Child"?

Harlan Lane and Richard Pillard

The Wild Boy of Burundi: A Study of an Outcast Child. New York: Random House, 1978. Pp. xiv + 188. \$10.00.

Reviewed by SUSAN CURTISS

Harlan Lane is Professor of Psychology at Northeastern University. A PhD of Harvard University and Doctor of Letters of the Sorbonne, he was previously Professor at the University of Michigan and Visiting Professor at the Sorbonne and the University of California, San Diego. Lane is author of *Wild Boy of Aveyron and coeditor of Current Perspectives on Sign Language Research with F. Grosjean (in press)*. Richard Pillard is Associate Professor of Psychiatry at Boston University School of Medicine and Director of the Family Studies Laboratory. A University of Rochester MD, he has been recipient of an NIMH Research Scientist Development Award. Pillard's primary interests

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IN the quest to understand the essence and origin of human personality and intellect, the feral child can be regarded as a potential source of answers. Harlan Lane and Richard Pillard have written