Reviews

It is work of the type represented in this book which will do much in this direction. Intensive study of individual cases, as so well carried on by Healy with the juvenile offender, is the only proper method of approach to the attempted solution of individual cases.

Meyer Solomon.


The two most distinctive features of this book, which supplants but is not a revision of the author's earlier "Primer of Psychology," are the absence of any description of the nervous system, and the great emphasis laid throughout on the distinction between fact or process and meaning.

Professor Titchener holds, in common with a minority of other psychologists, that neurology is not a proper branch of psychology, and therefore should not be included in an elementary textbook of the latter science. The reviewer assents to the first part of this statement, and wishes the teacher could assume in all his students that introductory knowledge of neurology which would make the second part of it equally obvious. A glance at the index, however, shows at least 27 distinct references to neurological topics (nervous "forces," "dispositions," etc.), and the constant references to such matters throughout the book evidences at least the difficulty of adhering with absolute consistency to the principle of a pure psychology in an elementary textbook.

The reviewer questions also, while again yielding a hearty—and in this case an enthusiastic—adherence to Professor Titchen-er's principle of separation between process and meaning, and his contention that psychology has to do entirely with the former and not at all with the latter—notwithstanding all this, the re-viewer finds himself seriously questioning the possibility of making this distinction clear to the elementary student, and maintaining it consistently throughout an entire course. The author succeeds in this matter admirably, but at the expense of sufficient clearness, it is to be feared, to the student who comes for the first time to the study of non-objective phenomena. The chapter on Association, for example, in which the author is most successful in adhering to his principles, is from the student's point of view probably the least satisfactory in the book.

The concluding chapter and the appendix are devoted to topics usually and probably advisedly, omitted in introductory books on general psychology—one to the subject of "Self and Consciousness," the other to "Dreaming and Hypnosis." The former, granting the advisability of including these subjects at all, is commendable for its treatment of consciousness and of the self of experience, though hardly just to the concept of the sub-conscious in its explanatory aspect.
Mention of the subconscious leads the reader naturally to a consideration of the topics discussed by the appendix, which is likely to be the chapter of greatest interest to the readers of this journal. Why dreaming should be considered part of the subject-matter of abnormal psychology is difficult to explain, except on the ground that the vast difference between the state of consciousness of the dreamer and that of the waking individual makes the advantageous elucidation of the mental processes of the former impossible until the waking processes have been thoroughly discussed and impressed upon the student, and also that the contents of dreams are of wider significance for the study of mental disorders than for the understanding of the normal mental processes. (This latter, of course, is but a relative difference). The chapter as a whole is excellent, considering the limitations of space. I note only three adverse points—(1) Is it quite fair to state summarily Freud's theory of dreams without defining the Freudian concept of the "wish," and thus leave with the reader an utterly foolish notion of what "Freudianism" teaches? (p. 341). (2) Though admitting that "the symptoms of hypnosis do not follow any stereotyped pattern," the author sticks pretty closely in the same paragraph to the classic three stages of Charcot (p. 342). (3) The main symptoms of hypnosis are said to include anaesthesia and amnesia (p. 342) but no definition of these terms is given anywhere in the book.

Finally, one or two random criticisms. The subject of interest is fundamentally interwoven with that of attention in all of its phases, and yet is almost entirely ignored in the chapter devoted to the latter—surely a most unfortunate omission. The questions at the close of each chapter, as is usually the case in textbooks, are in many instances, especially in the early portion of the book, quite useless to the student or teacher. What reply, for example, of any value whatever to the student, could be looked for to the questions at the end of the introductory chapter on the nature of science, the definition of psychology (most pressing of all the problems of that science today), or the history of human thought? The conversational style of the book, though estimable in intention, does not always seem appropriate to the subject-matter, and the too frequent use of marks of exclamation is decidedly disconcerting. On the whole, as is the way, unfortunately, with revisions of earlier books, the "Beginner's Psychology" is not as good as the "Primer," and one could wish that the author had not notified us that the latter will not be further revised.

JARED S. MOORE.


The first portion of this book is devoted to an interpretation, based upon modern advances in abnormal psychology, of the