fessor Ladd has surveyed in a volume entitled 'Psychology, Descriptive and Explanatory.' The present volume may be looked upon as an adaptation of the preceding for the use of less mature scholars. It is not an abbreviation nor a condensation of the more extended work; but in tone and treatment, as well as in the selection and perspective of topics, it forms a distinctive and useful volume.

The most distinctive feature of the volume is the prominence of the genetic phases of mental processes; for of the two parts into which the volume is divided—'the processes of mental life' and 'the development of mental life'—the second is much the larger. But the term development is liberally—perhaps even loosely—interpreted; for under this head is found not a detailed account of the unfoldment of the senses and movements, or of the more complex processes, with the progress of years; but rather a general analysis and explanation of sensation and perception, of memory and imagination, of inference and judgment, of emotions and will, with frequent reference to the underlying principle that these functions fluctuate and grow, vary and form types. A list of chapter headings of the volume would furnish a very indefinite clue to the contents and the specific character of the treatment. That is suggested, however, by the term descriptive, the fundamental conception being that the psychologist's first and foremost task is to describe systematically and accurately mental processes and conditions, and further so to relate and combine these descriptions that an explanation or an illumination is the achieved or contemplated result. To this must be added the conception that states of consciousness are considered to be the prime content of psychology, and that introspection is the indispensable method of studying consciousness. This field and this point of view seem most congenial to the author; and the result is a sustained interest and a lightness of touch, the absence of which students have often noted with regret in Professor Ladd's other works. In its adaptation to the student's needs it may be pronounced the most successful of the author's text-books.

JOSEPH JASTROW.

A Primer of Psychology. By E. B. TITCHENER. New York, The Macmillan Company. 1898. Pp. xvi+314.

In the preface to this little volume Professor Titchener states, with admirable clearness, the purpose of his work and its relation to his well-known *Outline of Psychology*. The *Primer* is planned for use as a text-book in high schools and normal schools. It is "conceived from the same general standpoint" as the *Outline*, but in it "the ex-

position is simpler and the range wider." The author has "followed current usage in treating of perception and idea as different processes and in restricting the application of the phrase 'association of ideas;'" he has "added chapters on Abnormal Psychology and on the Province and the Relations of Psychology;" he has "throughout laid greater emphasis upon the fact of mental evolution;" and has taken advantage of recent investigations "to improve certain of the sections that deal with Sensation and Perception." But "on points of systematic psychology—in method of order and presentment, in advocacy of the experimental control of introspection, in ascription of the highest value to analysis—the *Primer* and the *Outline* are, naturally, in entire agreement."

As the psychological public is familiar with Professor Titchener's positions and has discussed alike their merits and their defects, the chief question of interest concerning the present book is a pedagogical one, its adaptation to the needs of teachers and students in upper schools and its value as a first text-book in the science. In this respect it can hardly be said that the result is altogether successful. The difficulties in the way of success, of course, were very great, greater in psychology than in almost any other of the sciences. And opinions will differ concerning the merit of any endeavor to surmount them. But, in the judgment of the reviewer, the *Primer* could have been improved if the plan of the treatise had been somewhat changed and if somewhat different methods had been adopted in executing it. Thus, the additional matter, absent from the *Outline*, is of questionable value in the *Primer*. The author is indisputably correct in contending (pp. 286–288) that the chief business of an introductory work of this kind is to discuss "one special set of psychological problems: the problems of normal, adult, human, individual psychology." Why, therefore, devote so much of his scanty space to problems which lie outside these limits? For instance, out of a total of three hundred and four rather small pages, abnormal psychology and the chapter on the province and relations of psychology absorb thirty-eight, while two such important topics as sensation and perception receive but forty-seven pages between them. Again, the book lacks a clear statement of the classification of mental processes which it adopts and the consequent order of treatment. The psychologist, of course, will understand these without an express outline, and there are hints here and there (*e. g.*, pp. 22, 187–188) which will guide the attentive reader of moderate psychological acquirements; but in a primer for high schools and normal schools few things are more de-

sirable from the start than explicit analyses of the subject-matter and of the plan of the discussion. Once more, Professor Titchener has embarrassed his discussion by his choice of a point of departure. It was a matter of careful consideration with him, we are told, whether to introduce his readers to psychology "by the way of a general account of scientific method or by the way of brain anatomy and brain physiology" (p. vi). In the event he decided for the former alternative, compressing his sketch of the cerebral organs within the narrowest limits (pp. 13-14). In the opinion of the reviewer the general position is correct; but the necessity of so abbreviating the account of brain and nervous system, even in view of the choice made, is not evident. Finally, there are certain difficulties introduced or enhanced by the limitations of an elementary text-book. The positive, not to say dogmatic, treatment of controverted questions noted by critics of the *Outline* is very marked in the *Primer* (the emphasis laid upon mental evolution adding problems of biology, etc., to the unsettled questions of psychology proper). The necessity for brevity and simplicity sometimes lead to vagueness. The dilemma between general statements of only relative exactness and the limitation of principles to the point of weakness—which confronts every teacher as well as every writer of elementary psychology—is not always escaped; although, if a choice must be made, Professor Titchener's adoption of the former alternative is clearly preferable to the use of formulæ so guarded that their meaning becomes a vanishing quantity.

Over against these subjects of criticism, the reader or teacher will find in Professor Titchener's little work elements of great pedagogical value. The style is simple and flowing; there is an abundance of illustrations, chosen often from the best literary sources; there are many chapters and sections (*e. g.*, the account of emotion, the discussion of action, etc.), which, given the author's standpoint, are done with great skill; the experimental suggestions scattered through the text, or, in particular, grouped in the questions and exercises at the ends of the chapters, will greatly aid in the development of experimental work. The brief list of apparatus and materials at the close of the book will be a boon to many teachers who seek to avail themselves of laboratory methods in the pursuit of the science but lack the practical knowledge of how to begin. Thus, in spite of defects, the treatise will receive a hearty welcome and may be expected to achieve a wide success.

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