sions cannot be justified from the stand point of a comprehensive psychology of learning, although they may be from the standpoint of relevancy to educational problems.

This criticism brings me to those foreshadowed above. The problem of learning is a problem in general psychology, to which science belongs likewise the treatment of other phases of human consciousness and behavior. Educational psychology, so far as it now exists, deals with those characteristics of human nature which are peculiar under school conditions. If the field is not so limited, it takes over all of psychology and much of biology, sociology, and philosophy. If it is so limited, educational psychologists are free at once to attack the psychological problems peculiar to the educational system. My second criticism is not only applicable to Pyle's text but goes beyond it to a condition of which the book is the partial product. It is unfortunate for the broad scope and sound development of a science to be under the care of men chiefly interested in its practical applications. Such a situation, although it may bring an accelerated growth at first, will finally impede further progress through lack of the necessary pure science data. I know of no comprehensive book on the psychology of learning written by a psychologist for other psychologists. Only one approximates this status, and that one is also labeled educational psychology.

WALTER S. HUNTER.

THE UNIVERSITY OF KANSAS

- I. B. SAXBY. *The Education of Behavior, A psychological study.* London: University of London, 1921. Pp. 248.

This book was written, according to the author, "to bring our present knowledge of psychology to bear on the problems of behavior which have to be faced by those who are in charge of boys or girls during their adolescence." The early chapters treat of inherited nature under the heads *impulses and reflexes*, *some important impulses*, and *sentiments and complexes*. Later chapters are on *notes on the function of the nervous system*, *growth and control of habits*, *emotion and sympathy*, two chapters on *character*, and a chapter on *work and play*.

It is difficult to see the need of a book of this type. Useful books in psychology should contain either reports of original investigations of the author, or technical discussion and criticism of experimental work of others, or a systematic presentation either

of the whole field or of some special field of psychology for the use of students. In the opinion of the reviewer this book falls into none of these classes. There are but few references to original sources. At the end of the book is one page of references to psychological books. James' "Textbook of Psychology," *Macmillan*, is cited. There is no such book.

W. H. PYLE.

UNIVERSITY OF MISSOURI

M. F. MEYER. *Psychology of the Other-One*. Columbia, Mo.: Missouri Book Co., 1921. Pp. 422.

The instructor who examines this book with a view toward using it as a text in psychology needs to bear in mind the author's caution that the book is designed for students who have little knowledge of physics and chemistry and perhaps still less of biology, but who wish to prepare for work in education, law, or the social sciences. The reviewer is at present using the book in a class in elementary psychology largely made up of freshmen.

The point of view presented by the author is strictly "behavioristic," although this term is not used in the book; obviously because of the extremely narrow and futile meaning which the term suggests to many readers. In context the book resembles a text in the natural sciences much more than it resembles the so-called "standard" psychology textbooks, even when, in the preface, the latter claim to lean toward behaviorism. The traditional classification of the subject matter according to the schema "the senses, the intellect, the emotions, and the will" is absent. There is, for example, no chapter on emotions. Nevertheless, the student learns what action may be called "an emotion."

Those trained in the natural sciences, provided they are able to ignore temporarily the free and naive style which is introduced for pedagogical purposes, will be struck by the rigorous scientific continuity of the successive topics. One does not expect, in a scientific text, such statements as, "If we, accepting the responsibilities of the Creator, desire to improve the conduction, we do that by introducing differentiated conductive tissue" (p. 63). However, if such statements stimulate the students to spontaneous activity in designing nervous systems which lead to a better understanding of the problems involved in human behavior, it must be admitted that the sentence has justified itself as a teaching device.