

The last subject to be considered is "the self." The author believes that not only is self-consciousness not always present, but that it comparatively rarely occurs.

Lack of space prevents a more detailed account of the many interesting features of the book, but even this short review, it is hoped, will show that the book is more than a text-book. It is, in fact, a complete system of psychology according to the structural method. The reviewer believes that the book will be of great assistance in the teaching of psychology, and that its influence will be potent in the development of the science.

HERBERT SIDNEY LANGFELD.

Harvard University.

ATTENTION AND INTEREST, A STUDY IN PSYCHOLOGY AND EDUCATION. By *Felix Arnold, Ph.D.* New York. The Macmillan Company, 1910. Pp. vii+272.

THE notable thing about this book is its method, not its content. In content it is a sufficiently clear but altogether commonplace exposition of some of the text-book truisms and laboratory verifications of the matters of interest and attention. Attention is defined as "a process of sensorimotor control which tends to increase the clearness and distinctness of the given field" (p. 176). The term control, which is central, is nowhere properly defined, and is used loosely to indicate adaptative response. Under the definition attention is analyzed into its "subjective" and "objective" elements, and its development is marked from a primary stage, in which it begins with sensory stimulation involving instinctive motor response, without definite direction to a secondary stage, in which image and ideas define its direction and an "end" aids in its persistence. An intermediate stage, the "assimilative" is also noted. In this stage sense stimulation has "ideal reinforcement" and habit is the means of motor control. The structure and development of attention are explained in terms of the 'functional psychology,' the point of departure being the need of adaptation to environment. The whole business is accomplished in five chapters, the first analyzing the "given situation in attention"; the second, "the objective aspect of attention"; the third, "the psychophysical aspect of attention"; the fourth, "the physiological aspects of attention." Chapter V recapitulates.

Interest is treated in three chapters, under two rubrics: "the motor aspect of interest" and the "ideal aspect of interest," and a recapitulation. By definition interest is "an attitude taken toward a situation," and characterized by "(1) motor ten-

dencies and feelings of expectation, anticipation, and strain; (2) by meaning implicit in the situation or by free images and ideas; and (3) by a reference of attitude and ideal content to some future condition of the self" (p. 224). Curiosity, expectation, and conscious desire are called types of interest. Like attention, it also is assigned three stages of development. In the primary stage "a present situation leads directly to feelings of pleasure, satisfaction, etc." In the secondary stage it "inheres in means" that lead to a cause of such feelings, while in the "acquired" stage, the means become ends in themselves. Also the structure and growth of interest are explained in "functional" terms.

The two chapters on education are advice to teachers, based on the preceding analysis.

Dr. Arnold's method in this book may be an interesting pedagogical device, and after one gets his intent, is easy enough, but it is a bit obfuscating at first, largely because of his careless manner in indicating his intent. Under the headings "description," "illustration," "development," "explanation," "definition," he describes, illustrates, suggests the growth of, and defines his subject-matter, but one is puzzled at the beginning, as to what description is description of, etc. His headings refer backwards rather than forwards. The same carelessness extends to his use of certain terms. The most obvious is the word "ideal." The customary signification of that word is not psychological, but moral. Ideals are values, types, meanings, not states of minds, objective and external. In Dr. Arnold's sense ideal means "like an idea," or "of the substance of an idea," a state of mind, subjective, with a psychological content. There is an unnecessary and altogether unjustified use of "ideal" for "ideational."

H. M. KALLEN.

Harvard University.

STUDIES IN SPIRITISM. By Amy E. Tanner, with an Introduction by G. Stanley Hall. New York. Appleton, 1910. Pp. xxxix + 408.

THE cause of psychical research has suffered so often and so severely from the fond enthusiasms of its friends, that one is amused to note that it may also gain heavily now and then from the over-reaching bigotry or other unfairness of its enemies. The *Studies in Spiritism*, by Dr. Tanner and Dr. Hall (for the latter has contributed more than an introduction, cf. pp. 177-185, 259-273, and he took, as well, the more active part in the narrated sittings with Mrs. Piper) is a volume which would throw some inter-