

The main thesis of the book is that the key to the complexities of adult human behavior is to be found in the simpler sorts of behavior appearing in the lower, and even lowest, animals, in the earliest stages of human life (including the prenatal) and in the disordered processes of mental and nervous disease. The study of behavior involves the study of the responses of the total organism to the total environment. One must go not only back of the brain and spinal cord to the autonomic nervous system, but back of that to the endocrine glands, the muscles, the vegetative system and even to the most rudimentary adaptations of living matter, and above all one must not separate the mental from the physical.

The first of Dr Paton's fourteen chapters traces the historical development of this biological-physiological point of view. The next eight discuss behavior (and personality, its unified expression) in its dependence upon the bodily mechanisms of adjustment and control, upon "trends" in activity and upon habit-formation. The next two deal with the typical problems of degeneration in old age and of the imperfect organization of personality appearing in conflicts and dissociations, chapter twelve with the method to be used in studying personality, chapter thirteen with education, and chapter fourteen with the more general sociological and international results that may be expected to follow from the study of the causes of human action.

To the general reader the chapter on Education will perhaps prove most interesting and can hardly fail to win the hearty approval of any who know what current education in the home and schools actually is and what it might be, but those who have occasion to use the book as a whole will regret that Dr Paton has not employed more uniformly the direct and luminous style of which he shows himself occasionally to be the master and that he has chosen to present so large a part of his material in so abstract a manner. A few detailed cases would have been both more interesting and more illuminating.

EDMUND C. SANFORD

*Developing Mental Power* By STRATTON, GEORGE M. Boston, Houghton Mifflin, 1922 77p \$80

Appearing as one of the Riverside Educational Monographs this book is patently a book on Educational Psychology for teachers, treating of the questions, what is mind, and how shall it be trained?

The opposing views of extreme faculty psychology and extreme particularization of function are presented, though naturally the supporting arguments of each could not be very largely developed within the compass of seventy-seven small pages. The educational implications of each view are treated by means of reviews of the discussions centering around transfer of training. The conclusion is reached that certain habits can be generated through school discipline, habits of giving "controlled attention to the task in hand; energetic attack upon it, accuracy in interpreting remembering and reporting what is seen or read or heard, the power to distinguish important and unimportant. These are part of intellectual training, these and other things take the place of the few faculties of the older belief." Some of the other things are, emotional and volitional control which the author gives an important place in the educational process, even going so far as to suggest exercises in "will training" which the teacher can give the child. "Parents and teachers might well invent and assign things to be done, rewarding in themselves, and chosen, perhaps, from cooking,

drawing, modeling, painting, acting, reading, or any other of a hundred things—but now used in order to make habitual the right ways of purpose, applicable in any work. These right ways might here be set down, with another purpose than was guiding us earlier in this section, as (a) suitable forethought, (b) speed and energy of attack, once the decision is made, (c) perseverance in what is undertaken, (d) economy of action, elimination of waste effort, “form”, (e) excellence of result in the product, (f) restoration of order when the work is done, putting away of tools and materials, clearing and cleaning up. Each of these six phases of the process should receive due attention,—perhaps one at a time, as Benjamin Franklin practiced the virtues,—but recurring and with different degrees of difficulty. There should be brief explanation before and after the fact, that the *idea* of what is sought should come with the practice, and should help to make the practice itself more fruitful and ready to reappear spontaneously in new places. And whatever is approved elsewhere as a means to interest and progress might be used here; if “marks,” rewards, praise, or rivalries are good to spur on in numbering or writing or any other study this present learning to will aright is as worthy of their incentive.

As an exercise in suitable fore thought, the following might serve as a door to something better. There is, let us say, but ten minutes left, and the child must choose between cutting some design in paper and making candy; and the choice is then appraised, with explanation according as the child has stopped to think, to look ahead, before deciding. Or, again, having at hand only some modeling wax, a pair of scissors and some very narrow strips of thin colored paper, one must decide whether to build a paper house or make the figure of a dog. Or still again, the child, without actual materials at hand and with the use only of his imagination, must say—with no change of vote permitted—which line of conduct is suitable, either in cases like those just given or where some one of a thousand other situations is described—where, perhaps, a child has visiting playmates who have come walking from afar and up a long steep hill, shall they at first play “authors” or play “tag”?

Other evidences that the author has not been able entirely to avoid the extravagances incidental to popular psychologizing are such sentences as “Steadiness [of will] not only has ten times the effect of violence, it is ten times more readily attained”.

Nevertheless the monograph presents some considerations that may be new and instructive to young teachers even in these days when nearly everyone who goes to normal school takes a course in elementary or educational psychology, and by its stress upon the need of experimental verification of educational practices it should perform a service, to teachers, to psychology and to education.

H D KITSON

*Psychotechnik und Taylor—System* K A TRAMM Berlin, 1921, mit 89 abbildungen, VII, # 139

Critics of the Taylor System have pointed out time and again that it has overemphasized the mechanical aspects of work at the expense of the human aspects. We know that it was certainly not Taylor's intention to do this, but that he was hampered in his approach to the problems of human behavior by the lack of an adequate technique.

Most of his followers were even less well equipped in this respect than he, and consequently, the subsequent development of Taylor's system was increasingly lop-sided. We have, as a result, the technique