

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.

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THE RELIEF OF PAIN BY MENTAL SUGGESTION. By *Loring W. Batten, A.B., Ph.D., S. T. D.* New York: Moffat, Yard & Co., 1917, \$1.25 net, pp 157.

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

healing miracles as described in the New Testament. Dr. Batten takes the logical stand, that most of the disorders there described, were functional neuroses and hence yielded rapidly to psychotherapy.

The remainder of the book is devoted to an account of his personal experience with psychotherapy, strong emphasis being laid upon the moral and religious elements.

Unfortunately Dr. Batten has not placed sufficient stress upon religion as a form of emotional sublimation in the psychoanalysis of the neuroses, a field in which Pfister has made a notable contribution. On the whole, however, the book is a most sound and instructive contribution to the moral and religious forces in psychotherapy.

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NERVOUS CHILDREN. *By Beverley R. Tucker, M. D.* Boston: Richard G. Badger, 1916, \$1.25, pp. 147.

The first four chapters of this book undertake to give a resume of the field of psychology and psycho-biology; then come Eugenics and sex-hygiene; and lastly there are five chapters treating of nerve and gland diseases, a little of their symptomatology, and very cursorily their nervous concomitants and treatment. It cannot be said that this large and interesting promise of the Table of Contents is very satisfactorily fulfilled.

The psychology is treated from a rather antiquated point of view, and the anatomy and physiology are described in a technical terminology which will surely be confusing and cryptic to that general public to which the book seems to be addressed. Very much is made of the Will and of Self-Control: the youth must learn "to wear the harness of Conventionality," and "Obedience is the Prime Law of Childhood." There is nothing on the guidance, expansion, and strengthening of the child's own natural interests and desires. The fundamental advance in this direction which has been made by modern educational methods is everywhere ignored in favor of the purely "disciplinary" attitude of the older thought. The mechanism of suppression, with its grave dangers and ardently sought antidotes, is overlooked, although remarkably enough, the author professes to be in some degree a Freudian. As in too many books of the day, there is a generous sprinkling of platitudes, such as the recommendation that tasks be allotted in accordance with the nervous abilities of the child.

In the treatment of sex and eugenics the all-importance of the germ-plasm is certainly exaggerated; although it is true that the author also emphasizes the importance of careful sex-education, and deplors bad environmental influences. A fatuous picture is drawn of the cold-blooded, heartless progeny which are to be the fruit of purely eugenic marriages. A baby born out of wedlock, we are told, "might or might not inherit a sensual nature."