

scissors". In this half, several ongoing studies in schools are described, but in terms of approach and aspiration rather than of achievement and results. The knowledge to be applied comes from "ego" psychology and learning theory; "dynamic" psychology is eschewed.

"If you have thought out clearly what you want to say", the usual advice to authors goes, "you can say it in a few sentences". That this book is of the order of 200,000 words suggests that the authors are at an early stage of getting their ideas straight. What they do have to say could have been boiled down to make an interesting series of topical but ephemeral essays in a Penguin-size book, instead of this portentous tome. To get the few small nuggets requires a terrible lot of dredging. Parsimony in writing is perhaps a peculiarly English virtue.

Yet the book has a certain importance. It envisages considerable changes in educational practice in the United States under the impact of behavioural sciences, to which psychiatrists, with clinical psychologists, sociologists and others, make a contribution. The situation in England is very different. There is a longer and better-established tradition for educational psychologists, psychiatric social workers and child-psychiatrists to work in the schools, but they have shown far less vigour than this book reveals in questioning concepts and methods and in conducting research.

D. RUSSELL DAVIS.

Introduction to the Study of Human Behavior.

By HARRY KAUFMANN. Philadelphia, London, Toronto: W. B. Saunders Company. 1968. Pp. 162. Price 21s.

This small book defends the scientific study of human behaviour against attacks which one imagines might be launched either by rather extreme existentialists or by inhabitants of the Bible Belt. This background controversy would be of limited interest to British readers, most of whom would be prepared to accept as a working hypothesis the propositions set out on page 6, to the effect that it is reasonable to assume that the universe exists, that it is to some extent orderly, and that it can to some extent be known. In the course of his polemics the author does give a useful account in simple language of scientific method, from the points of view both of theory and of practical maxims. He also stresses the importance of measurement, and where possible of precision, in the study of behaviour. The section on statistics is useful as it indicates how students of behaviour use this tool, an explanation which is all too seldom given.

On the other hand the author ignores thoughtful

and serious critiques of behaviourism like those of Charles Taylor, as well as the profound questioning of Michael Polanyi. Also, he does not make it clear that in discussing the relations between psychology on the one hand, and religion, philosophy, and ethics on the other, he has sufficient respect for the latter disciplines to ensure that the contrast and interaction between them and psychology may be fairly presented. For example, nearly all the references to religion are to Christianity and are critical; there is virtually no consideration of the civilizing or culturally beneficent influence of religions. As regards ethics, considerable space is given to the moral categories which might be acceptable to behaviourist thinking, but very little to the field of moral discourse as this might appear to a moral philosopher. In the result, the book is of value so long as it is giving an account of the activities of behaviourists, but requires to be approached with caution as a guide to the relations between behaviourism and philosophy.

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3. PSYCHOLOGY

Creativity and Personal Freedom. By FRANK BARRON. London and Princeton, N.J.: D. Van Nostrand Co. Inc. 1968. Pp. 322. Price 37s. 6d.

This is a challenging book. We are accustomed to trying to find the aetiology, the psychodynamics of the "ill", the atypical, the asocial. It is really only since the last war that psychiatrists and psychologists have paid equal attention to those whom the community regard as the "good", the healthy, the creative.

As a result of his war experiences. Dr. Barron became particularly interested in the psychological background of courage and resourcefulness, strength in meeting crises, and "the motivation of personal vitality and spirit". This book was first published in 1963 under the title of "Creativity and Psychological Health" but this edition has been retitled as "Creativity and Personal Freedom".

In this book the author weaves together the results of many research projects concerned with those regarded by their peers as high achievers. Over 5,000 individuals took part in the research: 1,500 in intensive and detailed case studies, another 1,500 attended for a day or two in order to take extensive group tests, the remainder provided pilot groups or were used in order to standardize particular tests. To give a few examples: 100 Ph.D. students were rated for Personal Soundness, 100 captains in the U.S. Air Force were screened for Originality, 50