

a response, and which subsequently increases (e.g. food) or decreases (e.g. a shock) the future probability of that response. It is a matter for some surprise that the term 'reinforcer', in wide use to refer to incentives determining behaviour, does not have an entry in Professor Vernon's index.

What makes reinforcers reinforce—i.e. alter the probabilities of response occurrence—some authors view as perhaps the most important problem in psychology. Hull, who receives only one brief mention from Professor Vernon (p. 10), has proposed that events which reinforce do so by virtue of the fact that they reduce drive. Contrary to earlier views of psychological hedonism—i.e. that reinforcers produce learning because they give rise either to pleasure or to pain—Hull attributed the reinforcing powers of all events to drive reduction.

Whether or not Professor Vernon finds the reduction of drive strength through satisfaction of the relevant need an adequate hypothesis to account for learning, she may agree that more attention would be warranted in a subsequent edition to the relation between motivation on the one hand and learning on the other, in view of the fact that relationships between drives and incentives are learned.

Students of psychology and psychiatry approaching the subject will probably do well to read this excellent book in conjunction with *Motivation*, edited by D. Bindra and J. Stewart, No. UPS₁ in the Penguin Modern Psychology Series, a collection of source papers in which the development of motivational concepts is set out clearly.

H. J. WALTON.

ECLECTICISM CONTESTED

Behaviour Therapy; Appraisal and Status.

Edited by C. M. FRANKS. McGraw Hill. 1969.
Pp. XXV + 730. Price £7.14.0.

Behaviour therapy has suffered, more than most subjects, from premature theorising and from repetitive review articles, each expounding some new permutation of the results of the same few pieces of original research. So the appearance of yet another volume of reviews must prompt the questions whether the subject is now ready for re-appraisal, and if so, what this volume has to offer which its predecessors did not provide.

To the editors the answer is clear. The book sets out to be more comprehensive than any previous review—to appraise the whole literature in one volume, and to look forward to the future as well as back on past achievements. Dr. Wolpe, who writes the foreword, expresses the additional hope that its readers will avoid an eclectic approach and will not

try to mingle behaviour therapy techniques with psychodynamic treatment. 'The theoretical orientation of the eclectic', he asserts, 'is invariably barren...'. Even Lazarus, the co-author of one of his books, is reproved—'Eclectics who have started from a behaviouristic position (e.g. Lazarus, 1967) are in this respect no better off than the other'.

The book succeeds in the editor's aim—and, unfortunately, in Wolpe's as well. The literature review is extensive; the seventy closely printed pages of references will be invaluable for anyone seriously interested in the subject and shows beyond doubt that the last few years have seen a huge output of new research which is ripe for review. Some of the reviews are, if anything, a little too extensive, and the general reader's attention may wander at times as review is piled on review, not all of which are easy reading.

It is disappointing that the second aim, espoused by Wolpe, has also been achieved. The contributors have set their eyes so firmly on behaviour therapy and its attendant theories that they seldom look on either side to see what other approaches to psychiatry may have to say about the same problems. Davison has some pertinent criticisms of psychologists who are so wedded to operant conditioning theories that they do not consider any other psychological theory to explain their findings. But even he does not look beyond learning theory. The same criticism can be made of the rest of the book—little or no notice is taken of the years of research into the clinical problems which are the objects of the behavioural treatment. If only the authors paid as much attention to the clinical problems as they do to the niceties of learning theory. Even Davison's review is written with psychiatric concepts as crude as 'sick talk' and 'psychotic behaviour'.

It is a truism to say that books of multiple authorship are uneven in quality and this is no exception. Twenty three contributors have written the twenty chapters. Among the best are a valuable historical survey by Franks; a review of experimental studies of desensitization and fear by Lang; Rachman and Teasdale on aversion therapy; and Kanfer and Saslow on behavioural diagnosis. Other topics include extensive reviews of the outcome of desensitization, of operant therapy, teaching machine and self-control techniques and many others.

This is certainly a book which anyone interested in behaviour therapy will wish to refer to and one which should take its place in a postgraduate library. It has all the virtues—and many of the faults—we have come to associate with the behavioural psychologists' approach to the treatment of psychiatric illness.

M. G. GELDER.