

cians and research workers. Indeed, it provides a wealth of facts and should provoke much new thought. It stands as a great contribution to medical and scientific literature.

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REFERENCE

PENROSE, L. S. (1962). Biological Aspects. *Proceedings on the Scientific Study of Mental Deficiency*, 1960, 1, 11-18.

Mental Deficiency—the Changing Outlook.

Edited by ANN M. CLARKE and A. D. B. CLARKE. 2nd Ed. London: Methuen and Co. Ltd. 1965. Pp. 596. Price 63s.

This book, which was first published in 1958, is now in its second edition. It is a valuable source of information on recent advances in social, psychological and educational fields relating to mental subnormality. This is clearly its aim, as is indicated in the foreword by its editors.

If, however, the potential reader is looking for a comprehensive clinical textbook on mental subnormality, he will be disappointed. This book is one of the series of Methuen's Manuals of Modern Psychology edited by C. A. Mace and is not orientated towards the biological and medical aspects of the subject. This is reflected in the fact that only one writer amongst its eight contributors holds medical qualifications. The section by Dr. J. M. Berg on pathological factors in connection with the aetiology of mental subnormality is contained within only twenty-eight pages. In this remarkably short section Dr. Berg covers the categories of environmental and genetical causation, giving examples of conditions in a way that suggests a desire to have written at greater length. In the foreword, the editors state as their first aim the intention to "summarize as comprehensively as possible the literature on psychological and social aspects of mental deficiency (particularly that of the last decade) against a background of genetics and neuropathology". In view of this, their book would have been greatly enriched by the inclusion of more biological and clinico-pathological subject matter. For example, an excellent contribution, perceptive and critical, has been made by Miss Elspeth Stephen on the subject of cerebral palsy, with the main emphasis on its psychological implications. This would have been very suitably complemented by a neurologically-orientated contribution on this essentially clinical entity, extending to cover such important aspects as minimal brain dysfunction.

A chapter by Dr. Neil O'Connor on learning and mental defect stands out as especially noteworthy. In it he discusses the central problem of learning theory

and techniques applied to the training, education and treatment of defectives. He discusses basic work along these lines in America and in the Soviet Union. His sections are particularly succinct, in contrast with some other parts of the book, which are more diffusely written and add to the length of this fairly large volume without perhaps adding in proportion to the hard facts contained in it.

This is an earnestly written and edited book, and includes a reference list of some 1,200 items. As indicated by its title, its main overall theme is the advancement in recent years from an almost nihilistic outlook to one of positive endeavour in the field of mental deficiency.

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4. PSYCHOLOGY

A New Introduction to Psychology. By JOHN COHEN. London: George Allen & Unwin Ltd. 1966. Pp. 220. Price 25s.

A Textbook of Psychology. By DONALD OLDDING HEBB. London: W. B. Saunders Company. 1966. Pp. 353.

The days are gone when D.P.M. candidates, in search of a "psychology book", dragged their feet through Thouless's unreadable neo-McDougallism and added Woodworth's "Contemporary Schools" to answer an inevitable question about the legendary Gestaltists. Nowadays there are many first-class elementary books, and this is a competitive market. In reviewing a new book by Professor Cohen and a second edition by Professor Hebb one is bound to ask whether these books have anything to say that has not already been equally well, or better, said by others. The answer, in both cases, is that they have. Having said this, one can add that there are few points of contact between them, and they provide an interesting contrast. Professor Cohen's book is written with style, is cultured, broadly based and remarkably free from bias, and gives a genuinely all-round view of the current psychological scene. Professor Hebb's book is written drily in the self-conscious tradition of a "scientific" psychology, and presents an unabashed behaviourist viewpoint. Light relief is offered only once by the reprinting of a behaviourist joke. This shows two rats in a Skinner box, one about to press and saying to the other: "Boy, have I got this guy conditioned! Every time I press the bar he drops in a piece of food." Both books compare interestingly with similar books of ten or so years ago. Topics that are now "in" include ethology, linguistics, communication theory, Piaget and the