

like plaster and will never soften again". Recent investigations using tests of spontaneous flexibility do not support this harsh judgment; they indicate rather that flexibility goes on increasing until 40 and is lost only after the late 50s. Much firm knowledge related to middle age is dealt with cursorily in this book. J. C. Raven's work on the selective decline of intelligence with middle age (new learning being impaired, but not ability to recall information previously acquired) is referred to in one confusing sentence (p. 81). Depressive illness is given a single brief paragraph. Other areas where important knowledge is accumulating are also summarily dismissed.

"There is . . . a total absence of relevant long-term studies that might help to relate childhood and adolescent behaviour significantly to behaviour in middle age." Not all readers will concur in this judgment. McFarlane is actively engaged on a long-term study of California subjects born in 1928-1929; the Somerville and Cambridge findings of the McCords are perhaps worth considering; Robins, Bates and O'Neal's analysis of the subsequent careers of boys who attended a child guidance clinic 30 years previously, with control subjects who graduated as long ago from elementary school, surely merits consideration. There is also the research of Kagan and Moss dealing with children studied for 35 years, and Roff's controlled study of Minnesota subjects.

The opinion is advanced that ". . . it is unreasonable to expect a study originally planned to elucidate childhood patterns of development to throw any systematic light on the phenomena of middle age". Only on p. 395 does the reader find a glancing reference to long-term studies, in one phrase, and then only again to deny them relevance.

Equally arbitrary is the citing of authors. Anna Freud is mentioned, but not Sigmund. Jung, who was particularly interested in and insightful about middle age, goes unmentioned. (The Swedish investigator Aamark is consistently mis-spelt Arnack.)

This book was certainly worth publishing but it is not mainly about middle age and not narrowly about men. The reaction it calls for is like that Bentley accorded his contemporary's translation of the *Iliad*, "Mr. Pope, but you must not call it Homer."

H. J. WALTON.

Evil in Man. By GUSTAV BYCHOWSKI. New York and London: Grune & Stratton. 1968. Pp. 98. Price \$4.75.

The scientific aspects of violence and aggression have recently been the focus of much attention, and

contributions which further understanding are more than usually welcome. The author, a psychoanalyst, attempts to enlighten both lay and professional readers about the anatomy of hate and violence in less than one hundred pages. The overall impression is that he attempts too much in too small a compass to the detriment of a number of valid and significant points that he makes.

While the book is not intended to be an encyclopaedia of violence, it does aim to be a primer on the mechanics and prevention of destruction in human societies.

The second chapter deals with Satan, dualism in Man and in God, and the origins of the super ego. Elsewhere one jumps from such diverse topics as the motivation behind the Crusades to the social pathology of race riots. The moral overtones and theological discussion of evil, while reasonable in themselves, do not mix well with the scientific content, and give an impression of special pleading rather than a reasoned argument based on observation and experiment.

As might be expected, the psychoanalytic viewpoint is most forcibly expressed, but such a synoptic presentation of the analytic view is likely to be misunderstood by the untrained reader. The suggestions on prevention and cure are basically educational, but while they may seem to be unattainable ideals they do suggest some practical ways in which Man's destructive and violent tendencies may be tamed. The plea for a better understanding of violence is only likely to be fulfilled when our fundamental ignorance of the underlying causes is resolved by further research.

J. HARRINGTON.

Behavioral Science Frontiers in Education.
Eds. E. M. BOWER and W. G. HOLLISTER.
Chichester and New York: John Wiley & Sons.
1967. Pp. 539. Price 68s.

The editors of this book have brought out the enthusiasm of their twenty-odd contributors. Almost every chapter begins with an optimistic account of the possibilities of improving educational practice through the collaboration of behavioural scientists and educationists. The first and larger half is concerned with theoretical issues, or what might be called manoeuvring for position—in the editors' phrase, "focusing on potentially productive conceptualizations". The second half discusses feasible programmes, which depend on "understanding resource ideas", "diagnosing a need", "assessing an operational setting", "conceptualizing a workable solution" and, not least, "trimming with reality