

of change of vocation, and the development of the right attitude towards family and friends.

The fourth section is devoted to physical treatment.

In all cases the very close co-operation of the family is required.

The writers consider that their scheme of treatment has borne good results.

The treatment of addiction to alcohol is such a heart-breaking work that we are sure that any suggestions as to treatment are very welcome, and we hope that the suggested scheme of treatment in this book may meet with the success that it deserves.

G. W. T. H. FLEMING.

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**Emotion and the Educative Process.** By DANIEL A. PRESCOTT. Washington, D.C. : American Council on Education, 1938. Pp. xviii + 323. Price \$1.50.

The present comprehensive report is intended as an exploratory survey of the relation between emotion and education, and of the areas most likely to repay further experimental study. It would have been easy for the author and for his colleagues on the committee responsible for the production of the book to have been side-tracked into any of the numerous and presently barren controversies on the question of emotion. But they have kept their practical purpose constantly in front of them. The problems considered range from the physiological basis of affective response, through the influence of affective factors upon learning, to affective problems involved in the curricular activities of children and in the relationship between teachers and taught. Each chapter concludes with a summary of the principal applications of its material to education.

J. M. BLACKBURN.

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**The Education of the Emotions.** By MARGARET PHILLIPS. London : Allen & Unwin, 1937. Pp. 318. Price 8s. 6d.

The book is the result of an experimental investigation into sentiments and sentiment formation. 275 collaborators provided autobiographical accounts of the development of one or two or, in some cases, three sentiments. The collaborators were drawn from a wide field, but they do not make up a truly representative sample of the population.

The sentiments described were grouped into ten classes : those concerned with self and others ; the family and social groups ; larger societies ; the natural world ; intellectual interests ; tastes and skills ; natural beauty, music and painting ; poetry, drama, prose ; abstract ideals ; and religion respectively. The grouping was rough, and in some cases arbitrary, owing to the large amount of overlap between the classes.

Extracts from the autobiographical accounts illustrating each of the classes are given, and conclusions having special reference to education are drawn.

The material provides a positive, and in some respects an unexpected, addition to the theoretical aspects of sentiments developed by Shand, McDougall, and others.

J. M. BLACKBURN.