

preference for the out-dated notion of 'orectic development' which is defined obscurely (p. 164) as '... the emergence of his personality, the growth of his social life, the differentiation of his aesthetic attributes and his ethical development'. In later discussion of what Lewis calls 'orectic dysphasia', autism and elective mutism are included under this confusing rubric, with no mention at all of any of the controversy that exists surrounding such a classification. It is noted merely that when autism '... manifests itself early in infancy, is seen in other social relationships... unaccompanied by marked auditory impairment, it is diagnosed as orectic in origin'. No mention is made of the existence of any other views of the kind that regard infantile autism as involving a primary language disorder, any motivational components being secondary. In a text book oriented towards students who are not primarily trained in psychology, no service is rendered by the presentation of a single controversial view in the absence of any indication of its degree of general acceptance.

However, Herriot's chapter on experimental studies of grammar presents a very useful summary of linguistic terms and methods which should help to steer the puzzled psychiatrist or psychologist through the often confusing jargon that the linguists have contributed to psycholinguistics. All sections of the book are well written and readable, with clear headings to sub-sections. Each chapter includes an introduction with definitions of terms to be introduced, and a final summary with a list of relevant references.

The book is recommended by the publisher as a course textbook for postgraduate students in departments of education and also for honours students in psychology. In addition, however, it should provide a sensible empirically based account of major areas of child development for the trainee psychiatrist. Many discussants of the gaps in current medical education have pointed to the need for greater presentation of basic sources in the ancillary sciences. This volume can be recommended as a handy introductory sourcebook of a scientifically based yet sturdily human account of important aspects of psychological development, which avoids both the irrelevance of content of much of experimental psychology and the experimentally untestable basis of many psychodynamic accounts of development.

L. BARTAK.

**Personality and Assessment.** By WALTER MISCHEL. New York and London: Wiley & Sons. 1968. Pp. 365. Price 75s.

The book is 'text' in the sense that a great deal of the personality literature of the last two decades is annotated (over 560 references!). It has, however, a specific message which gives it more character than the standard gloss. The message is that the weight of experimental evidence goes against trait and dynamic personality theories and in favour of a 'social learning' approach. For any who have not rejected trait theories as self-evident nonsense, Mischel's analysis of experimental evidence is salutary; equally the demonstrated degree to which a person's view of his specific situation affects his behaviour makes the 'underlying dynamics' seem to lie still further under, and does not much profit prediction. On this latter point, Mischel sometimes wobbles unsteadily towards the view that the characteristics of a situation affect us in some absolute manner other than via our *interpretation* of them.

The social learning approach is well presented, though learning theory concepts like 'reinforcement' have to be stretched prodigiously to explain complex social behaviour. Additionally, there is a mildly advertising puff style to the description of behaviour therapy successes.

As is customary in psychological texts, the language is homogenized. Mischel is by no means amongst the worst offenders, but it is the more saddening when a competent writer transforms movement to 'overt motoric activity', translates 'what a person means in practice' to 'the behavioural response referents for the individual's subjective reactions', and according to whom people do not fail, but their 'behaviours generate aversive or nonoptimal outcomes'; and so forth '*ad snorem*'. Granted a science must needs coin new terms for specific concepts, it does not have to turn all the prose which embodies these concepts into an unmusical, quasi-technological mush.

In summary, the content has particular interest for clinicians in that it relates personality theory and experimental work to problems in psychiatry, and the level of its logic puts the book well ahead of most texts in the field.

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**Der Menschliche Antrieb: Psychologie und Psychopathologie. (The Human Drive: Its Psychology and Psychopathology.)** By WOLFGANG KLAGES. Stuttgart: Georg Thieme Verl. 1967. Pp. 128. Price DM 21.50.

The whole of psychiatry can be examined from the point of view of drive and its disorders, starting from the organic psychosyndromes and the endogenous psychoses and going on to the abnormal