An interesting description is given of the Special Class system in Rochester, where there are 35,500 pupils in the elementary and junior high schools, and approximately 800 pupils in the various special classes. The grade of pupil in these classes seems to be much the same as in our day special schools, but one envies them the smaller classes.

E.L.S.R.

FOR STUTTERERS. By Smiley Blanton, M.D. and Margaret Blanton. D. Appleton-Century Co. 7/6.

From the point of view of the stutterer, this book must of necessity prove a disappointment. The title *For Stutterers* suggests that practical help would be found in its pages, whereas two-thirds of the book consists of theories—all more or less vague. There is very little that has not been said and written before, and the psychology is of the most elementary.

The question of how far a stammer is due to home conditions is dealt with in chapter 15, and some sound advice is given to parents on this subject, but one cannot help feeling that chapter 18 might with advantage have been written on the same clear lines, instead of suddenly becoming a treatise on phonetics (pages 174 and 175).

The abrupt change from one subject to another is extremely confusing to the lay mind, no chapter being devoted entirely to psychology for example. Practically every few pages the subject changes from speech training to psychology, then to a smattering of phonetics mixed up with medical terms.

The suggestion that a stutterer should change his environment is good in itself, but rarely applicable to the average man or woman who in all probability has his or her living to earn, and would find it utterly impossible to leave a particular town or business; the idea is right but impracticable.

On page 83, the question of imitation is discussed, the writers saying: "We have never seen what we believed to be an authentic case of this." One wonders how much experience of stammerers the writers have had, particularly of children in schools, as it is a well known fact that children will imitate a stammerer and thus acquire a stammer themselves. The chapter on *Emotional Patterns*, deals with such subjects as *Dreaming*, *Forgetting* and *Rationalising*, and it is extremely difficult to find any connection be-

tween these subjects and the subject about which the book is written, i.e., Stuttering.

We venture to suggest that had the writers devoted themselves to one subject, instead of attempting to write about several, the book might have been worth reading.

K.E.J.

MOTIVATION OF BEHAVIOUR. By Paul Thomas Young, Prof. of Psychology in the University of Illinois. Chapman and Hall. 20/-.

In the preface to his book the author states that he has "been guided by a central purpose rather than by any fixed and pre-determined point of view," and later that this "central problem in the study of motivation is to account for the determination of behaviour in all its aspects . . . to explain how it is caused and how it is regulated."

Professor Young has set himself a tremendous task. In order to accomplish it, he has, apart from breaking new ground, covered a very wide range both in theoretical and experimental psychology, particularly of the past ten years. He has endeavoured with no little skill to justify his thesis that in order scientifically to answer the question, "Why?" it is necessary not merely to give a description and attempt an explanation of purposive behaviour, but also to employ some method whereby it may be measured, and further to supplement both aspects by a genetic account of the development of motives.

In his discussion of this branch, which he terms *Energetics of Activity*, or *Biomechanics*, Professor Young has amply illustrated his theories by reference to numerous experiments, both his own and those of others; and has concisely, but none the less critically, estimated the importance of their results as bearing upon his problem.

Not only does he illustrate and refer to experiments and methods both very recent and as well-known as, for example, those of Pavlov, but what seems particularly apt in a treatise on *Energetics*, he constantly suggests avenues for further research.

Equally important are his extraordinarily full bibliographies at the end of each chapter, which is one of the really valuable features of the book. He does not merely append a list of books and authors, but adds in most cases a critical note of its bias, relative value and specific import. This is especially valuable to students and others whose knowledge of the field is necessarily less