

wish that historical data could be used with more rigor.

It is difficult for psychologists to appreciate the handicaps imposed when the researcher draws evidence from historical materials. For example, it would have been advantageous to have studies of the workers' ideologies of work and authority as well as the ideologies of the managing and ruling groups. Yet Bendix would have run into almost insuperable difficulties had he sought extensively for documents from the less articulate working groups.

At times the author employs more precise methods in documenting a trend, as in his use of polling material to prove that "individual effort was seen as the key to all problems of the age" among business leaders of America at the turn of the century. His own historical study of the changes of the "wants of workers" in *The Management Review* from 1922 to 1937 through content analytic procedures indicates his mastery of the more objective methodologies. Their presence, however, serves to highlight by contrast the difficulties he encountered in using secondary source materials.

The book sparkles with insights, neatly posited. In this way it reminds one of the writings of Riesman. Bendix's interpretations of the ideological functions of the techniques of human relations in American industry will provoke some. He often gives his reader *A-ha* reactions of classical depth. He tells how the Communist party operates its monopoly of power, with detailed explication of the roles of ideology in reinforcing the "class consciousness of a solitary group," "isolating the activist," and exercising simultaneous authority downward and from below. His sections on the Czars' maintenance of autocratic control of the serfs over the centuries, vis-à-vis the Russian aristocracy through manipulation of peasant ideology and of the aristocratic status hierarchies, reads like a detective story and gives equal closure.

This work challenges the psychologist even if he be not convinced that its several conclusions are established. Psychologists long have been interested in ideologies (as attitudes) from a process point of view, though they treat their contents as incidental. Bendix has indicated in his four cases, that we need to work with the internal structure of

ideology itself and to be concerned with the particular effects of particular ideologies upon action and on the feedback of action upon the ideology. As we proceed in our work in industrial relations, in value theory, in psycholinguistics, in organizational behavior, we shall need to be concerned more with the effects of particular contents upon the operation of psychological processes themselves. Bendix's book is a longitudinal, cross-cultural, clinical study based on historical data. As such, it intimates the problems psychologists face as we eventually address ourselves to prediction of the content of behaviors, in addition to their forms.

Public Opinion: Know and Know-How

William Albig

Modern Public Opinion. New York: McGraw-Hill, 1956. Pp. xii + 518. \$6.50.

Reviewed by HANS H. TOCH

who, with a background of experimental research on seen movement, now sees social movements and assesses them. He is a pollster by profession and predilection and teaches a course on propaganda and public opinion. He belongs just now to the U. S. Naval Personnel Research Field Activity in San Diego.

IT IS to be expected that anyone who has, like Albig, authored a comprehensive volume on *Public Opinion* in 1939 should feel compelled to return to the drawing board in 1956. The water that has passed under the bridge these seventeen years has considerably expanded from the modest trickle of those happy days—imposing as it may have seemed at the time. It is not only that the Communications industry has grown and undergone its half-dozen metamorphoses, so that, for instance, a chapter on *Radio* must become one on *Radio and Television*. Or merely that a war, of all things, has benefited us to the tune of new material in the misnamed field of psychological

wariare and left us with mountains of military research data. Nor is it just that not-so-welcome changes in the political scene have taken place which require recognition in the shape of a section on *Russian Propaganda Theory and Method*. Such developments can be adequately handled through revised editions. What really demands a new effort are our own supposed advances as public opinion specialists, our new tools and our increased sophistication and potential competence.

Take polling. In 1939 one could content oneself with a discussion of the *Literary Digest's* debacle in 1936, and a few almost parenthetical references to the then nascent commercial polling agencies—two or three pages in all. It takes two chapters (sixty pages) to begin to cover this ground today. The *Zeitgeist* has thus occasioned the conversion of Albig's *Public Opinion* into *Modern Public Opinion*. New content, however, has not brought new emphasis with it. A word can be said on this score.

Public Opinion is one of those terms that mean all things to all people. It is not for anyone arbitrarily to delimit its scope and to manifest missionary aspirations. Most of us would argue to include certain topics while disagreeing on others. Albig would find consensual support when he discusses communications, language, public opinion measurement, censorship, propaganda, opinion change, and the effects of various mass media under his general heading. He might find himself relatively alone, however, with regard to his chapters on ecological aspects of communications and opinion, on legends and myths in which he pays tribute to Davy Crockett, and on the symbolic aspects of leadership. The latter chapter is excellent, though perhaps more appropriate in a different context.

OTHER questions arise. Since Albig deals fully with sampling problems in polling, why has he only one page for question wording and interviewer bias? The sources of error from the latter have been gaining recognition in the field at the expense of sampling errors and certainly they deserve discussion. So does content analysis, which Albig never mentions, despite the fact that he uses many studies based on this procedure. This

exclusion is doubly puzzling, because the superseding of impressionistic methods of propaganda analysis by quantitative content analytic techniques constitutes one of the advances which justify Albig's new venture. Of course, the omissions must reflect a policy decision on Albig's part. Seemingly he has avoided writing another cookbook and has aimed instead at a thoughtful overview of the public opinion area. Perhaps it is quibbling to argue for the inclusion of more methodological material.

Another such quibble may be directed at Albig's discussion of propaganda. It is paradoxical for a psychologist to object to a definition as being too psychological, and Albig anticipates such objections when he is discussing propaganda in terms of intent by the propagandist. "It is this delineation," he remarks, "which alienates the social psychologist, who professionally avoids wherever possible the consideration of motives." Ignoring the general premise, this social psychologist, this reviewer, pleads guilty to being one of the alienated ones and knows he has company. Surely the main concern should be with the effects of propaganda, for the propagandist's motives, however subversive, would be of but academic interest.

Of course, if one wants a tailor-made textbook, he has to write it himself. *Modern Public Opinion* does, indeed, make an eminently useful text. It contains illustrative matter of intrinsic interest, it is more than adequately documented, in some instances with unusual sources of surprising relevance, and its facts and figures are completely up to date. Most important, perhaps, is the evidence of solid thinking throughout the book, an activity which psychology needs and does not always obtain.



There were two age-old tendencies towards stagnation in scientific thought which those of youthful spirit had always to resist. One was the human weakness of accepting the uncorroborated say-so of eminent authorities, and the other was the human stupidity of regarding natural science as something divisible into water-tight compartments.

—E. C. LARGE



How to Adjust

Lester D. Crow and Alice Crow

Understanding Our Behavior.

New York: Alfred A. Knopf, 1956.

Pp. x + 347 + vi. \$4.50 (text);
\$6.00 (trade).

Reviewed by WALTER W. ARGOW

who is Executive Director of the Wisconsin Association for Mental Health in Madison, Wisconsin. He is a psychologist and social worker, with a history of university teaching and public mental health service.

WITNESS to the upsurge of interest in mental health are the volumes that already crowd library shelves and the outpouring of articles and pamphlets that probe this area of our lives from birth— and even before—to death. The effects of these publications on the actual behavior of the readers are yet to be determined. But because the floodgates have been opened to this flow, the appearance of another book on human behavior calls for more than a passing scrutiny of what it has to offer. We might fairly examine it under the headings of the four traditional Ws: Why (was it written), What (does it encompass), Where (it is to be applied), Who (is the target audience).

Why was it written? The preface says, "we need to recognize the significance of . . . differences in order to improve our own personal and social adjustments and to help children and adolescents develop constructive life patterns." This statement, commendable in its simplicity, implies the authors' conviction—implicit, it may be supposed, in the fact that they wrote such a book—that better personal and social adjustments can be achieved through reading a book. The success of such a venture depends considerably on the digestibility of the material offered.

What area does this book cover? The preface ticks off, . . . "The basic factors of adjustment . . . , the possible thwartings, frustrations, and conflicts that are likely to occur . . . , the mental and emotional disturbances and disorder that can result from failure to achieve adequate adjustment." Certainly a logical sequence, albeit a large order.

Where is this improvement in adjustment to be brought about? The preface gives us the obvious answer: . . . "in his home, in his occupational work, and in his recreational and social activities."

Toward whom is this book directed? Again from the preface: "it is aimed at enabling teachers, parents, and other adults interested in young people better to help children . . . and at assisting adults to gain a greater understanding of the factors that govern human behavior." Thus, the focus is wide. A clue to a more specific audience is suggested by the dust jacket when it indicates that the book is for "students" but does not specify at what level. This omission is significant, for it indicates the book's major weakness: its attempt to cover too much material for too broad a range of readers. Hence, the coverage tends to be superficial.

WE are given sixteen closely packed chapters, much of which is philosophic and academic in tone. The materials for understanding *genus homo* are summarized but *he* does not emerge as one of us. He remains a bug on a pin. This approach works against the achievement of the book's expressed purpose of helping the readers to understand others—and themselves—and to implement that understanding with appropriate behavior. Perhaps this approach can be attributed to the psychologists' respect for objectivity, a respect which they share with other scientists. In reports of experiments and expository articles for professional journals such objectivity is necessary; but, in a book that attempts to influence a wide audience, such a dispassionate tone chills the air. Textbooks that make considerable use of examples borrowed from the clinical laboratory, from the author's personal experiences in conducting experiments, and from suitable illustrations from literature, relate the abstract to the concrete and for the average reader give a clearer understanding of the theories described.

Understanding Our Behavior gives a comprehensive view of the field. Although in spots it is over-written and painfully detailed, there are sections that deserve to be reprinted in useful pamphlet form. Notable is the section on *The Affective Side of Mental Development*,