Book Reviews and Abstracts

**Your Mind and Mine.** By Raymond B. Cattell. London. George G. Harrap and Co., Ltd. 1934. Pp. 314. Price 7/6 net.

There are several reasonably good text-books on Psychology for the elementary student (though it would be hard to think of any one that could give him a comprehensive view of the whole field), but there is a real lack of books that can be recommended to the man in the street who wants to know what Psychology is all about! Dr. Cattell’s new book is written as “an account of Psychology for the Inquiring Layman and the Prospective Student,” and should become a popular book in every sense of the word. It is comprehensive, up-to-date, and easy to read. It might be argued that it is too easy and likely to lead the Layman to think that Psychology itself is an easy subject.

The author’s method is to unfold the progress of Psychological research by describing the work of well-known Psychologists in their special fields. The opening chapter discusses the “Search for Mind in the Nervous System” and makes available for the general reader the results of work by Head and Lashley which it would be difficult to find elsewhere in easily comprehended form.

In the two following chapters on Abilities the researches of Binet, Spearman and Terman are discussed. Dr. Cattell is a convinced adherent of the “Factor School” and other theories of intelligence are not discussed.

The succeeding chapters deal with instincts and emotions, and the psychopathology of everyday life. The most fundamental theories of Freud are described at some length, and there is a brief account of Adler’s views. In a long chapter on “The Complete Architecture of Character” the author finds in McDougall’s theory of instincts and sentiments the explanation that makes sense of the Psycho-analytic doctrines. A chapter on “The Mind out of Gear” deals with the exaggerated forms of normal mechanisms, and discusses the relation between the normal and the abnormal.

Then follow two interesting chapters on Temperament and Psychological types in which the researches of Pinard, Stephenson and the author himself from the standpoint of the Factor School are discussed, as well as a brief account of the theories of Berman and Ketschner. It would be difficult to find elsewhere the results of recent investigations on these lines explained in such a clear and balanced account for the general reader.

The book concludes with a chapter on the applications of Psychology to education, industry and social problems. It is, in the reviewer’s opinion, the best of the book and will probably be found the most interesting by the enquiring layman. Here, as might be expected, the outstanding names are those of Burt and Myers, and throughout the book it is good to see that the work of British Psychologists is given due recognition, which may in some measure redress the balance of most American books of this type which do them less than justice.

There are, of course, in a book of this nature several points of detail which any particular Psychologist might question, but the size of the book naturally precludes any but the briefest discussion of different theories.

Dr. Cattell is careful in his explanations and illustrations to appeal to the everyday experience of his intended readers, who should find the book interesting and valuable. The comments on the social implications in particular, of modern psychological theory are always pertinent.

It is likely that some readers will be irritated by the style of writing which seems needlessly journalistic at times. It is surely unnecessary, in order to make a popular book, to imitate the technique of a special correspondent describing some new scientific discovery for a popular newspaper.

The book is very fully illustrated, and the photographs and diagrams will probably be found helpful by most laymen to an understanding of the text. There is a good index, but it seems a pity that the prospective student is given no suggestions for further reading and study.

**Heredity Mainly Human.** By Eldon Moore. Pp. VIII + 343, with 37 diagrams, 10 in colour. London: Chapman and Hall, Ltd. 1934. Price 15/-.

Heredity is a subject that attracts perennial interest not only amongst those whose work brings them into contact with its operations, such as physicians, social workers and administrators, but also amongst lay people generally.

During the last thirty-five years this field of biology has seen intense activity and an enormous literature has been produced. The
subject has become very complex and it is difficult even for the specialist to follow all its ramifications. While there are admirable works of a technical character and also books that include excellent summaries of inherited abnormalities in man, it is far more difficult to find books that deal simply and also adequately with the whole subject in a way that the layman can understand. Works that attempt this task tend either to be too academic and assume too much knowledge on the part of the reader, or else, by omitting and minimising complexities, give an impression of false simplicity. The last danger is the commoner and the most confident opinions are often expressed that are based on a knowledge of genetics that would have sufficed thirty years ago, but which ignores all that has been discovered since.

The task of presenting the science of heredity adequately and at the same time simply is one of the most difficult in the whole of biology. The author of this book approaches it with admirable qualifications. Starting with a thorough grasp of the principles of the subject and with a wide knowledge of the literature, his experience as Chief Officer of the Imperial Bureau of Animal Genetics, and as Editor of the Eugenic Review, have made him thoroughly familiar with the problem of presenting the science of genetics to the layman. It must be said at once that Mr. Eldon Moore has been notably successful. It would be difficult to find a more lucid account of the phenomena of Mendelism. As the theme is developed a host of interesting topics have been introduced. The difficulties and complexities have not been evaded but have been squarely faced with the determination to express them in the simplest possible form. The chapters dealing with inheritance and mentality will be found especially interesting, particularly the chapters on inheritance of great ability and on twins. The chapter on amentia is open to some slight criticism. The author has given a very full account of some valuable families investigated by himself, but this is not adequate substitute for a comprehensive review of the subject, which in fact is treated very briefly. The chapters on Lammackian experiments and on alleged racial poisons are trenchant and admirable. There is a valuable appendix which presents original work on the numerical proportions of social classes and distinguished men.

Mr. Eldon Moore has performed a notable service in producing a book which is authoritative and comprehensive and at the same time wonderfully simple and straightforward. The professional biologist will find it an excellent account of the subject, but in particular it can be confidently recommended to all those without being professional biologists, wish to familiarise themselves with this important aspect of biology.

J. A. F. R.

The Health of the School Child. Annual Report of the Chief Medical Officer of the Board of Education for the Year, 1933. H.M. Stationery Office, 1934. 3/- net.

Particular attention is paid in this Report of the Chief Medical Officer of the Board of Education to the importance of good nutrition and to the recent developments in Physical Training in the schools.

Undernourishment is due, not only to actual starvation or shortage of food but can frequently be traced to improper feeding, fatigue, faulty hygiene or disease. Amongst nearly 2,000,000 children medically examined in 1933, 11.1 per thousand were found to be malnourished and 12.8 per thousand undernourished and requiring treatment. There is no evidence of prevalent or increasing malnutrition but, as was to be expected, there are patches of serious undernutrition due to unemployment in certain districts or amongst certain groups of persons.

The Milk Marketing scheme which came into operation this year should do much to help in combating this particular weakness. The main headings of the scheme are set out in the Report (p. 28). As in the provision of meals, the provision of daily milk (free of charge) is decided by medical selection and a standard of income which is adopted by individual Authorities. It is true that the under-nourished child does not always come from the poorest family, but much can be done by urging all parents to allow their children to receive meals or milk at school on a small payment.

The Report goes on to deal with Physical Education (Chap. II). Much credit is given to the revised Physical Training Syllabus for the development of keenness in this subject on the part of Authorities and of teachers and for the subsequent benefit to the health and happy outlook of school children. Head Teachers report that since suggestions in this Syllabus have been carried out, the children are more alive and alert; faulty posture which has hitherto passed unnoticed has been corrected and, an important point, parents are taking a far greater interest in the physical development of their children. A
paragraph from the Report will show how valuable is the awakened interest in this branch of education: — (p. 37)

"There is no doubt that the modern playground lesson, full of action and movement, with children lightly clad, high spirited and eager, presents an attractive spectacle, and the parents have been quick to appreciate the value of such opportunities. Their interest can be turned to account in many useful ways—appropriate garments are forthcoming, suitable shoes are somehow provided; not infrequently sets of apparatus, hurdles, jumping stands, bats and sticks, etc., are made and presented by an approving father. It is hardly necessary to add that the values of this co-operation cannot be over-estimated. Co-operation between the different departments in the school is also a practical issue worthy of note. In many schools the woodwork centre is making much of the simpler apparatus needed in modern lessons, while in the needlework classes the girls produce special articles of dress needed for physical exercise and games, and bags and other containers for apparatus. Thus, for example, it is reported by the Glamorgan County Organiser, that numerous sets of netball and pillar ball stands, stool-ball wickets and target-ball targets have been made by the boys attending for instruction at the manual centres."

Dealing with the education of the mentally defective child (Chap. XI), reference is made to the Wood Report of 1929 and to the effect of some of its recommendations. This Report set out a policy of treating both certifiable and dull children as one unit for educational purposes.

The abolition of certification for children of school age was advocated so that all mentally defective children should come under the Elementary School system. This recommendation gave some Authorities the impression that there was no longer any use for Special Schools and this mistaken idea has led to the Special School accommodation in some areas not being used to the full. This is much to be regretted and, as the Chief Medical Officer points out, the Wood Committee did not recommend that Special Schools should fall into disuse, nor that defective children should be left in the elementary schools without any proper provision being made for them. They recommended various types of special provision, of which the existing Special Schools (possibly under another name) should be one form—not only for the certifiable child but for the less retarded or dull child.

The changes in legislation necessary to carry out this recommendation have not been made, but there has undoubtedly been a definite movement made in establishing some special arrangements for educating retarded children within the elementary schools, particularly in areas where Hadow reorganisation has brought into existence schools where there are two to three classes in each age group and there are enough children to warrant making provision for a minority.

In the past Special Schools have been inspected only by the Medical Branch of the Board of Education. From September, 1934, the district Inspector for Elementary Schools took over entire responsibility for the educational inspection of day special schools for mentally defective children (as well as those physically defective, partially sighted and partially deaf). It is hoped that this arrangement will help to prevent Special Schools from becoming isolated from other schools in their area.

Voluntary Sterilization. By C. P. Blacker. Oxford University Press. London. 1934. Pp. 145. 5/- net.

This is a frank plea for the legalizing of voluntary sterilization and is written by the secretary of the Eugenics Society who has done probably more than any other single individual to further the movement in this country. It is written for the doctor and the layman—but more especially the latter—and aims at helping him to come to a decision on a matter which is coming more and more in the sphere of everyday politics.

It is the least pretentious and probably the most useful book on the subject that I have read: brief, relevant, forcible, frankly biased—but tactful. As the title indicates, the voluntary principle is stressed.

There are nine pithy chapters and a useful appendix summarising recent continental and American studies on the inheritance of mental deficiency.

Chapter 1 deals with the history of the movement in this country up to the drafting of a Sterilization Bill by a Joint Committee organized by the Council of the Central Association of Mental Welfare in 1934. Chapter 2 describes the sterilising operations. The next chapter discusses the uncertainty in interpreting the law with regard to sterilization. Chapter 4 deals with hereditary defects and diseases both physical and mental.

Chapter 5 deals with that most difficult
group, the Social Problem Group. It is suggested that to deprive this large group of facilities for voluntary sterilization after they have had all the children they wanted is to discriminate against the poor.

The sixth chapter summarises the state of sterilization in other countries and suggests that the German Act of 1934—and the atmosphere amid which it was born—has hampered rather than helped the legalizing of sterilization in this country.

Chapter 7, in discussing the pros and cons of voluntary and compulsory sterilization, suggests that compulsion in any shape or form is foreign to British sentiment and likely only to attach a stigma to the operation.

The eighth chapter deals with safeguards against abuses. It points out the twin dangers: on the one hand, of people getting sterilized for frivolous, neurotic or fashionable reasons; on the other hand, of people being sterilized against their will. A Nazi state may wish to sterilize those who do not possess the Nordic triad of blue eyes, fair hair and Congenital Honesty; a Capitalist state may ultimately seek to discriminate against those who hold Communist views but no job; a proletarian Dictatorship may seek to sterilize those whom an inherited income has rendered incapable of wage-earning. The safeguards recommended by the Brock Committee are considered adequate.

In the last chapter the objections to sterilization are considered.

It is pointed out that the type of mental defective affected would be the high-grade type who are fit for community life but not for parenthood. Voluntary sterilization would enable them to obtain legitimate gratification of their sexual impulses in marriage.

It is also suggested that the voluntary sterilization of the recovered insane and the high-grade defectives will be a negligible factor in the suppression of possible genius when compared to the practice of contraception among the most gifted and most socially valuable individuals.

H.H.

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Recent Books and Reports

APPLIED EUGENICS. Paul Popeneoe and Roswell H. Johnson. Revised edition. Macmillan. 12/6 net. 1934.
*THE HEALTH OF THE SCHOOL CHILD. Annual Report of Chief Medical Officer of Board of Education for 1933. 3/- net. 1934.
*HEREDITY, MAINLY HUMAN. Eldon Moore. Chapman and Hall. 15/- net. 1934.
HUMAN BIOLOGY AND POLITICAL. Prof. J. B. Haldane. The British Science Guild (Pamphlet). 1/- net. 1934.
LAW RELATING TO CHILDREN AND YOUNG PERSONS. The late W. Clarke Hall and A. C. Morrison. Butterworth. 15/- net.
MENTAL HYGIENE OF THE SCHOOL CHILD. Prof. Symonds. Macmillan (U.S.A.). 6/6 net. 1934.
THE NEUROTIC AND HIS FRIENDS. R. G. Gordon Routledge. 2/6 net. 1934.
STATISTICAL METHODS FOR RESEARCH WORKERS. A. Fisher. Oliver and Boyd. 15/- net. 1934.
*VOLUNTARY STERILISATION. C. P. Blacker. Oxford University Press. 5/- net. 1934.
*YOUR MIND AND MINE. R. B. Cattell. Harrap & Co. 7/6 net. 1934.
HANDBOOK FOR SPEAKERS (STERILISATION). The Joint Committee on Voluntary Sterilisation. 1/- net. 1934.

*Reviewed in this issue.

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List of Additions to the Library.
For insertion on the interleaved pages of the Catalogue
BLACKER, C. P. Voluntary Sterilisation. 1934.
CATTELL, R. D. Your Mind and Mine. 1934.
GIBBS EVELYN. The Teaching of Art in Schools.
HODSON, C. B. S. Human Sterilisation To-day. 1934.
MOORE, ELDON. Heredity—mainly human. 1934.

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