

gives the impression of vague inexactness and fails to achieve the one result of value which may at present be looked for from social psychologists. They can at times throw light into dark corners and so illuminate social problems; but this they do, not by a methodical working over the whole field of social organisation, but here and there as they are enabled to relate some social activity to some psychological characteristic. The attempt to reduce the subject to the form of a science can scarcely end in anything but failure. It is presumably made to satisfy the call upon teaching institutions to include social psychology in their courses.

*Industrial Psychology.* Edited by Dr. Charles S. Myers. (Home University Library of Modern Knowledge.) Pp. 252. (London: Thornton Butterworth, Ltd., 1929.) 2s. 6d. net.

THE subject with which this book deals is comparatively new as a definite department of scientific investigation, but already it is far enough advanced to justify recognition in the Home University Library. Most of the chapters have been contributed by members of the staff of the National Institute of Industrial Psychology. Dr. C. S. Myers, the well-known Director of the Institute, provides an introduction in which he explains the scope of industrial psychology, and its relations to general, and to other branches of applied, psychology.

The topics dealt with by the several contributors include the relations of work to environment and to rest, unproductive working time, industrial accidents, the measurement of intelligence, fitting the man to the job, and the economic aspects of industrial psychology. The book represents work done by competent psychologists in actual contact with industrial conditions, and it is probably the most successful attempt yet made to put the principles and methods of industrial psychology in language which any educated reader can understand. The application of scientific methods to industrial problems ought to become known, not only to industrialists, but also to everyone who is interested in social progress.

*Objectives and Problems of Vocational Education.* Edited by Prof. Edwin A. Lee. (McGraw-Hill Vocational Texts.) Pp. viii + 451. (New York: McGraw-Hill Book Co., Inc.; London: McGraw-Hill Publishing Co., Ltd., 1928.) 15s. net.

THIS book consists of seventeen articles written by "men who have been part and parcel of the movement for vocational education [in the United States] from its inception". In 1914 Congress appointed the Commission on National Aid to Vocational Education, and in 1917 the Smith Hughes Act for Vocational Education became law. From a study of the past, and more especially the immediate past, present 'ends in education' are considered with an eye to the future. Education for the professions, agriculture, commerce, home economics, industry, pass in review, and questions of vocational guidance, rehabilitation of the disabled, vocational teacher training, and the attitude of employer, worker, and parent to the present

working schemes, are dealt with by experts in their subject. The result is a valuable book for those wrestling with the problem of how best to bridge the gulf between school and work. R. J. B.

*Emotion and Delinquency: a Clinical Study of Five Hundred Criminals in the Making.* By Dr. L. Grimberg. (Library of Educational Psychology.) Pp. ix + 147. (London: Kegan Paul and Co., Ltd., 1928.) 7s. 6d. net.

DR. GRIMBERG develops the hypothesis that the delinquent errs not so much through any great intellectual defect as through a defect of emotional balance which at bottom is based on a constitutional defect of the endocrine system. The groups of girl delinquents which he deals with consisted of (a) those who were of low average mentality; (b) those who were frankly amoral and were quite unable to adjust to their environment. In both groups it was found that economic conditions had very little to do with the delinquency. In the first group, the delinquency started after leaving what had often been a very strict home where life had not adapted them for meeting modern requirements of social conditions. In the second group, delinquency had begun at home, where conditions were usually bad, struggling and immoral.

An excellent presentation by a writer with a very wide knowledge of the maladjusted personality.

*Matter and Method in Education.* By Mary Sturt and Ellen C. Oakden. Pp. xiv + 345. (London: Kegan Paul and Co., Ltd., 1928.) 7s. 6d. net.

THIS book is well written and deals in an attractive way with a survey of modern educational practice. The first part raises the question of the curriculum, and emphasis is laid on the aesthetic and humanistic sides of teaching. The second part gives ample guidance in such practical needs as form of lesson, time-table, examinations, promotion, discipline. Useful comparisons are made between English and American methods. The book concludes with a discussion of the position of the teacher.

More than a passing reference is made to the educational outlook of Sanderson of Oundle, and, although primarily concerned with the elementary school, this book is of value to all interested in teaching. Its scope does not apparently admit of any lengthy discussion of the place of science in the curriculum. The writers claim that "it is an exposition of school practice and methods of to-day against their historical background". H. D. A.

*Testing Intelligence and Achievement.* By Dr. Albert J. Levine and Louis Marks. Pp. ix + 399. (New York: The Macmillan Co., 1928.) 8s. 6d.

A CONCISE and readable survey of the field of psychological testing is given. Intelligence tests, achievement tests, and tests of 'non-intelligence traits of personality' are dealt with in order and their practical value brought out by chapters dealing with the mental defective, the neurotic and the superior child, and ending in each case with the educational problem associated with these marked variations from the normal. R. J. B.