

volved weigh with us in considering the treatment of this question. Where the salving of human material, the raising the standard of human possibilities, is concerned, money is well spent, and the best will be the cheapest in the long run.

I am, etc.,

A. H. BAVERSTOCK,  
Rector of Hinton Martel, Wimbourne.

TO THE EDITOR.

DEAR SIR,

I should be glad to know whether it is the custom for a Local Authority who takes up the case of an "educable" feeble-minded child before the age of seven, to refer the child back to the Education Committee when he reaches that age, or whether the fact that the case required dealing with under the Mental Deficiency Act, would imply it should always be the responsibility of the Local Authority who would, of course, see that the child was "educated" in an Institution for high-grade defectives?"

I am, etc.,

C. LANDON,  
Devonshire Voluntary Association,  
Exeter Bank Chambers, Exeter.

## Book Reviews.

GENERAL PSYCHOLOGY, by Walter S. Hunter.  
Cambridge University Press, 1919. Price 12/-.

The structure of this book is an interesting variant on familiar text-books of psychology. After a brief introductory chapter on the subject-matter and methods of the science, the student is plunged at once into the technical field of animal psychology. The author admits in his preface that this chapter is "the least well rounded and comprehensive"; and this is true. It is so because many of the integral topics, as, e.g., instinct and habit, are postponed to later sections, where their more general treatment is possible. This is an inevitable outcome of

the chosen structure of the book, and is clearly one of the disadvantages of reversing the more usual order of treatment, and failing to introduce the student to the general concepts of the science before dealing with specialised questions. The same difficulty and dissatisfaction arises throughout the first part of the book, which discusses individual and applied psychology, abnormal, social and racial psychology in turn. Yet we agree that there is much to be said for taking the student immediately to the concrete practical issues of these special aspects, which are indeed the main, growing points of psychology to-day. Normal human adult psychology has undoubtedly been overstressed in elementary studies in the past.

There is much in the book that is controversial from the standpoint of general theory, but as a whole it shows the sensible and balanced attitude which one requires from a text-book. The author's way of dealing with, for example, the issue between the behaviourist and the introspectionist is a simple one, that of claiming that the subject matter of psychology is divisible "into two significant classes: the facts of consciousness and the facts of behaviour." One feels that the writer is at least a behaviourist, but he is too scrupulous to deny validity to facts which will not yet fit into his cherished system. Other Gordian knots are cut for the beginner by concise definitions which avoid controversy, e.g., "*By behaviour is meant the muscular and glandular activity of an organism*"; a tropism is "any inherited form of response in animals devoid of a nervous system"; "an instinct is an inherited co-ordination of reflexes."

The second part of the book deals with general human psychology, and is admirably consistent in its treatment. Biological background and experimental method are assumed throughout, and the fruitfulness of these two inspirations is clearly shown. The author rightly insists moreover on the inter-relation of the various fields of psychology. The general psychologist is now everywhere laying