chronologically if not mentally, who have brought to her their upsets and difficulties consequent on life in a community of women (a training college?). She has no doubt inspired them with her own deep belief in the value of emotional friendships, whether hetero- or homosexual (but probably chiefly the latter), and has helped them to disentangle some of their practical problems. These problems as set out in a book have, however, taken on an incredible dullness, due to the manner of their presentation. A small quotation picked at random may illustrate what is meant:

"Naturally in any individual the forces may work so that over a comparatively long period they may flow in one main direction, and at another period in a rather different direction. When the forces are lethargic the person finds it difficult often to take decisions or to make effort, whereas when they are lively and sparkling, quicker movement and greater flexibility may be expected. When the forces work unevenly, now fast, now slow, the person's behaviour is often greatly influenced by the particular phase through which he (or she) is passing at the moment."

This is from the chapter called "The Vital Forces". Its style is typical of the whole book.

Some of the statements and assumptions are open to serious question. There is an assumption of parallelism between hetero- and homosexual attachments, which has no justification psychologically or biologically. Love relationships between contemporaries of the same or opposite sex, or between child and parent are treated as if they were all fundamentally the same thing, the only distinction made being that between "dynamic" (= passionate?) and "calm", and that due to the fact that sex expression beyond "the ordinary caresses and endearments of intimate affection" is "taboo" outside marriage. One cannot feel that such an approach will really help the sexually inverted individual, or the parent-fixed one, to understand and deal with their specific problems, even though one may welcome the absence of prejudice which it suggests.

A disappointing book, written, however, by someone who, one feels, has herself struggled with sincerity and sympathy to help young people.

L. H.

The Handicap of Deafness. By Irene R. Ewing, M.Sc., Ellis Llwydd Jones Reader in the Education of the Deaf, and Alexander W. G. Ewing, M.A., Ph.D., Hon. Special Lecturer in the Education of the Deaf, University of Manchester. Longmans Green, 12/6.

The publisher's caption on the outside of this book gives a very fair idea of its content, and on the whole what is said on the inside of the wrapper is justified.

The claim, however, that the book will be of great interest to the "general public" is hardly, in our opinion, likely to justify itself, and indeed that is where the weakness of the book appears to lie. Much of it is emphatically for the specialist who will be somewhat irritated at matter which to him is self-evident, while the ordinary reader will find much which is technically outwith his judgment and will have to search through this to find what he really wants—a description of what deafness means to a deaf person, and what the possibilities of alleviation and education really are. The need for this is so crying—as indeed the writers realise—that it is the more disappointing to find it only among very much technical matter; and even when it is found, it assumes a knowledge which the ordinary person does not possess, or it makes its point by rather wearisome iteration instead of by description.

Furthermore, the subject matter is limited to the completely deaf, and to the "severely deaf"; nothing is said of the needs or the treatment of the large class who are deaf enough to miss most group conversation and who cannot hear in a theatre, or who are handicapped in business life by failure to hear adequately. Much that is said of hearing "aids" no doubt applies to them also, but one would like to know more about the possibilities of learning to lip-read, and more, too, of ways in which their very real handicap can be dealt with by appropriate education. Or is it that such cases are as yet left to chance and the interests of the schools and clinics are meantime concerned only with the severely deaf?

The chapters on the detection and assessment of deafness seem to be very thorough and very careful. The tests of intelligibility of speech as such, are of real importance and the measurement of the specific benefit from hearing aids are carefully and completely worked out. The insistence on the

need for language, not merely as a means of access to the minds of other human beings and a mode of organising their own experience, but as a necessary factor in individual development which carries far beyond mere absence of means of communication or vocabulary for self-expression, strikes one as a factor in deafness seldom realised. The comparison with "educated" deaf persons with normal—in the chapter on the "Educational Attainment of the Deaf" are extremely interesting, as are the tests quoted.

Throughout, the importance of lip-reading is emphasised—indeed the whole book is a plea for the hearing-lip-reading method of education for the deaf. *"For the first time in history, powerful and reliable apparatus is available by means of which 70 per cent of the children who are born deaf, or who acquire deafness during infancy, can be enabled to use their ears, although in many cases only to a very limited extent, in learning to talk."*

Throughout the book, a good deal of insight into the social and intellectual handicap of deafness is to be gathered, and the educational principles based on the psychological understanding of the deaf and of their problems, seem very sound. The chapter appended on the Vocational Education of the Deaf, by the Headmaster of the Royal Residential Schools for the Deaf, Manchester, is extremely interesting and raises a number of problems, not confined to the vocational training of the deaf only.

It would appear to us that the book contains most valuable material for all who are interested in the teaching of the deaf, and in their relation to the social and economic life around them; further, that out of it—with some considerable simplification, even omission, of a number of the more technical sections, a different kind of emphasis, and a fuller description of the concrete problems of the deaf person—might come a book which would really interest "the man in the street" in the handicap of the deaf person and secure for him that kind of sympathy and understanding that is usually given to the blind, and possibly also the awakening of the imagination and the conscience about forms of deafness less severe but also handicapping and isolating the unfortunate sufferer.

A. M. McK.

English Juvenile Courts. By Winifred A. Elkin. Kegan Paul, 12/6.

This book contains a wealth of information on Juvenile Courts, their organisation, constitution and procedure, on the various methods of dealing with delinquents and the new opportunities afforded by the Children and Young Persons Act, 1933, and on the further reforms that are needed.

The varying degree of efficiency to be found between one Court and another and the lack of any common standard is strikingly brought out, with the concomitant need for a pooling of experience so that essential facts—e.g., the results of varying types of treatment and the relative advantages of different methods of procedure—may be made available to all those engaged in the work. Commenting on this lack of a common standard in one particular direction—the use of Probation (the figures for which vary from under 6 per cent in Accrington, Warrington and Windsor, to between 28 and 31 per cent. in Liverpool, Blackburn and Newport)—Miss Elkin writes:—

"Differences in local conditions may affect the methods in use in a court to some extent, but it is impossible to believe that they can account for such wide variations as these. They can only be taken as indicating a regrettable lack of any common standard. If the majority of courts are right in concluding that at least half the offenders should be put on probation, then the courts that make as little use of it as some of those just mentioned must be falling below the general standard of efficiency. . . ."

"What is particularly disconcerting is that, at least in my experience, the courts that differ markedly from the average in the use they make of various methods, are generally unaware of the fact."

In her final chapter, in which she urges a new method of appointment of justices and certain other reforms in the organisation of the juvenile court, she again refers to this question.

"It is serious enough that children and young persons should be dealt with by men and women who receive no training and are left without the assistance that official inspection would give them. But the situation is made worse by the fact that they cannot even turn for guidance