The Inner World of Man. By Frances Wickes. Methuen. 21s.

This book, first published in the United States in 1939, has now been published in Great Britain. It is very readable and delightfully illustrated with 29 drawings and paintings.

Mrs. Wickes is a Jungian analyst and her book provides an excellent introduction to analytical psychology and is based on case material collected over years of practice. In the first section Jungian concepts are explained; the second section deals with case histories, and the illustrations come at the end.

Whether or not the reader adheres entirely to Jungian theory, there is much in this book which is inspiring and helpful. In discussing the Self, for instance, Mrs. Wickes writes:

"The Self is ever created and creating. As we ourselves become newly created, the energy flowing through us seeks an outlet in creation. It may be in new life experience or it may seek a concrete form."

and again:

"So, at each step, we find the necessity for accepting the living reality of our own individual life."

This is a beautifully written book and well worth reading for pleasure, quite apart from its scientific value.

C.H.-S.

Reading Ability. Some Suggestions for Helping the Backward. Ministry of Education Pamphlet No. 18. H.M. Stationery Office. 1s. 6d.

In 1947, a small committee of experts was set up by the Ministry of Education to investigate the reading ability of children and young people in England and Wales. They have now published their findings in this pamphlet.

The Committee limited itself to one aspect of reading—the ability to read silently with comprehension. A new test to assess this ability was constructed by Dr. A. F. Watts and Professor P. E. Vernon and given to 2,800 pupils between 10 and 11 years, and to 3,400 pupils of 15. It was also given to 3,000 men and women recruits to the Forces to discover if there was any evidence that skill in reading fades after pupils leave school.

Definition of illiteracy was based on attainments of average children in 1938. A person having a 1938 reading age of less than 7 years was deemed illiterate; semi-literacy was taken as a reading age of between 7 and 9 years. 1.4 per cent. of pupils of 15 were illiterate, 4.3 per cent. semi-literate. If semi-literacy had been attained there was no fading of reading ability in adult life.

The pamphlet expressly disclaims being an official textbook on the teaching of reading, but it goes to the heart of the matter in stressing that the whole

work of the school should relate to the reading attainments of pupils, or all other subjects will be beyond their powers. Reading is one aspect of the ability to handle language and must be linked up with all the interests of the child so that the written word is accepted as a natural and necessary accompaniment of living.

The formal teaching of reading must be tuned to the child's development, and a closer link established between the methods of the infants' and junior schools. This individual approach is paramount in teaching the older backward reader. His interests must be linked with his reading, and his confidence built up by easy early success and the encouragement of the teacher.

The new problem of the illiterate adult, both in army and civilian life, is also discussed. Here, also, early success and personal progress is vital. Much research remains to be done, but the Committee feels that the gain to each person rescued from illiteracy is so great that much labour can legitimately be expended on the whole problem.

I.M.S.

Health and Human Relations in Germany. Report issued by Josiah Macey Jr. Foundation, U.S.A. Obtainable in U.K. from H. K. Lewis & Co. 5s.

This book reports the deliberations of a conference held in Princeton in June 1950, as a result of a suggestion by Dr. J. R. Rees, at which American Social Scientists and Psychiatrists and representatives of American Government agencies with recent professional experience in the Western Zones, met to consider problems of German rehabilitation in these Zones. The conference was attended by two Englishmen, one Frenchman and four Germans.

The conference threw its net wide, and ranged over such problems as "How have the German people come to be as they are?"—the need for improvement in German services of Psychiatry, Social Science and Education, the integration of German culture within itself and into European and world cultures, and "What can be done to encourage people throughout the world to face the fundamental issue in all human relations—the prevalence of hate and the great need of love."

This being so, it is hardly surprising that the recommendations produced by the conference add nothing of startling originality to the study of the German problem. The value of the conference clearly lay—as its organizers meant that it should—in the pooling of ideas and impressions by experts who had previously laboured in ignorance of work done in related fields.

It is encouraging to know that a similar conference may be held in Germany in the spring of 1951, in which German professional workers will be asked to participate.

M.F.A.