An Introduction to the Theory and Practice of Psychology. By Ll. Wynn Jones, M.A.Oxon., Ph.D.Leipzig. Macmillan & Co., 1934.

It is a pleasure to review this very excellent book by Dr. Wynn Jones. There are two kinds of text-books, one that follows tradition chapter by chapter, merely putting old material into a new dress, and the other that is essentially new from the first chapter to the last. The present book is of the latter kind. It supplies a long-felt want to all teachers of psychology, giving a sound introduction to Spearman psychology without being unduly advanced or difficult. Dr. Wynn Jones is better qualified than anyone else to supply this introduction, since he is perhaps the senior follower of Spearman in England.

Many, and particularly members of the medical profession, must often ask, "What is Spearman psychology?" I believe that it is the only weakness in Dr. Jones's book that he does not answer this question sufficiently well. In my opinion, Spearman's work will go down to posterity because of its methodology rather than because of any of its present findings, and this, I think, might have been discussed in this text-book. Spearman is the direct descendant of Sir Francis Galton—much more so, I believe, than Prof. Karl Pearson, in spite of the latter's great statistical achievements. Galton began the English school of experimental psychology; Spearman has supplied the essential tools for continuing this work in a thoroughly scientific way. In the last resort nearly all measurement in individual psychology, pure or applied, depends upon theorems of the kind put forward originally by Prof. Spearman. It is true that much measurement goes on daily which does not seem to involve Spearman's theorems; but the theorems are used without knowing it in most cases, and the measurements would be put on a scientific basis were the theorems used explicitly instead of implicitly and untested.

At first sight Dr. Jones's book has a disjointed appearance. There is often little or nothing connecting one chapter with the next, and nothing to integrate the many chapters into a whole. In the present state of knowledge, however, this is perhaps as it should be. Chapters appear on the perception of speech sound, visual patterns, and the tactual perception of forms—all admirable introductions to their topics. Chapters on memory and imagination follow immediately, in which an excellent example is supplied of the way in which the Spearman technique plays havoc with the arm-chair dissertations on memory by H. Bergson (pp. 53, 54). There is a well-documented chapter on "G" factor and tests of intelligence. A very common error is made in this chapter, however, which requires correction. It is not the case that the higher the "reliability coefficient" of a test, the better it is (p. 85). In point of fact one test can be very much less reliable than another and yet be much the better test—for the purpose required of it. A simple cancellation test may have reliability as high as 0·95, whereas a good G-test may have only 0·70. The former is almost useless as a test of G-factor, whereas the latter may be as satisfactory as any we have available as a test of "G".

There are chapters on experimental æsthetics and art judgment, on tests of musical ability, mechanical aptitude, perseveration, statistical methods, etc. Each is followed by a number of questions for the use of students, and also by excellent references. Of greater importance, almost every chapter describes experiments which can be performed by the student without the use of any elaborate apparatus.

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