

has performed a good service. The volume is well got up, but contains more typographical errors than might be expected from a firm whose motto is "*Sans tache*." W. S. DAWSON.

The Purpose of Education. By STGEORGE LANE FOX PITT. Cambridge University Press, 1925. 5th edition. Large crown 8vo. Pp. xxviii + 94. Price 4s.

The object of this little book is to show that modern education is often faulty both in aim and method, and that the elucidation of educational problems should come through the knowledge obtained by the experimental psychology of recent years. The reflections on the inadequacy of ordinary training are valuable, especially when worked out in such an interesting chapter as that on "Economics," in which competition as a stimulus to learning is condemned. When first published in 1913 and for some years after, this book fulfilled an important purpose in exposing the hollowness of the mechanistic theory of life with its materialistic outlook. But at the present time we want constructive criticism, and a definite pronouncement about the new psychology.

In the appendix we are told that psycho-analysis has been dealt with more fully in Chapter I than in previous editions; on investigation, however, we do not find it adequately dealt with; reading between the lines we infer that the author does not approve of Freud, but there is no definite statement. The writer's ideas make us think he would approve of Jung rather than Freud, but there is no reference to either Adler or Jung, although both these psychologists published their principles before 1913.

On p. 12 we read that "true freedom is a quality which springs from within and has to be gained by effort and perseverance, for freedom means a release from bonds mostly of our own forging." But the writer does not seem to realize the difficulty of seeing that the bonds are of our own forging, and the value of help from outside in loosing the entangling chains. It is not study of the conclusions of psychology, as stated on p. 27, but individual psychological investigation, that leads, in a difficult case, to the self-knowledge described as essential by the author. W. A. POTTS.

The Problem-Child in School. By MARY B. SAYLES and HOWARD W. NUDD. New York, 1926. 8vo. Pp. 288. Price \$1.00.

This book is published by the Joint Committee on Methods of Preventing Delinquency. It consists of narratives from the case-records of visiting teachers. Successes alone are not recorded; some failures are quite fairly set out, and their causes are analyzed. The visiting teacher is an official whose operations are, so far as we know, confined to the United States of America. It is recognized in that country, as in this, that the child who is "difficult" in school, who is constantly in trouble, who cannot agree with his teachers and his companions, who commits small acts of dishonesty

and of sex misconduct, is the child who eventually becomes the psycho-neurotic or the delinquent. But it is also recognized that many of these character deviations are amenable to correction, provided that the case is taken in hand early, and is investigated with understanding. Many of these difficulties are due to faulty environment in the school, in the home, or in both. The function of the visiting teacher is to investigate the case, and to act as a kind of *liaison* officer between the school and the home. It is most clearly pointed out that it is not her function (the officer appears always to be a woman) to usurp the duties of the physician, the psychologist, or the psychiatrist. She may have to refer the case to one or all of these officials. But in many instances the character deviation is due to comparatively simple causes, and can be handled with success by a woman who possesses the necessary qualifications.

What, then, are these qualifications? The visiting teacher must have a thorough knowledge of educational aims and methods, and of the social conditions in the locality. She must possess a knowledge of child psychology, and of modern psychological theories and methods. She must carefully avoid reading her own conflicts into the cases with which she deals. She must be tactful in a high degree. Above all else, she must possess the gift of sympathy, and must always realize that her function is to understand and not to blame. These are, admittedly, high requirements. But they should not be unattainable. Indeed, we know not a few teachers, and others, who would fill such a position admirably.

The professional psychologist will not find much that is novel in the book. School medical officers will read it with interest. But it should be studied by all teachers, and, above all, by school managers. It should serve to convince the latter that the establishment of such a service, in this country, is much to be desired. When this necessity is understood, the required workers will be found.

M. HAMBLIN SMITH.

Three Problem-Children. New York: The Joint Committee on Methods of Preventing Delinquency, 1926. 8vo. Pp. 146. Price \$1.00.

The case-studies of three children who presented behaviour problems are reproduced in this book. Psychologists will find the studies very superficial; and that this is so is admitted by those who are responsible for the book. But the studies are of value, as indicating what can be done, in comparatively simple cases, by means of sympathetic handling. As in many recent books, the dread word "psycho-analysis" is avoided. But the Freudian conception of mental conflict and repression is adopted. All who have any experience in these cases know well how often, quite apart from any attempt at formal analysis, much good may be accomplished by quietly talking over difficulties with the patient. The book puts it admirably, when it describes the good effect produced on one of the three children when brought into contact