

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