that the "stress and strain" factor—mental and physical exhaustion—will not produce mental symptoms apart from other factors being involved. He says, "Continued war experience has only served to undermine more and more the position of the so-called exhaustion psychoses in psychiatric nosology," and he indicates that while some confusional states are toxic in origin, and associated with malaria, sunstroke or dysentery, "many confusions are undoubtedly psychological in origin, such as those we see so commonly associated with mental deficiency. Maladaptable mentalities, when called upon more or less suddenly to face difficult and new situations, will naturally react in a confusional way from conflict of impulses. At times what is taken for confusion is really a dream state resulting from an inherent desire to negate reality." In dealing with paranoid states and alcoholic psychoses, Dr. Read finds himself in agreement with the Freudian viewpoint in relation to these types of disorder.

In discussing the wider aspects of the treatment of mental disorder in the light of war experience we are glad that Dr. Read does not feel called upon to make comparisons between the recovery-rate in war mental hospitals and that of civilian asylums. Comparisons of this kind are apt to be made, and they are not only unfair, but they are necessarily unscientific. The clinical material in war hospitals was of necessity much more favourable in respect to recovery than that found in civilian hospitals, especially as many war cases were purely reactive and the product of unusual stress, the removal of which readily resulted in recovery.

We can thoroughly recommend this book, and while some of its readers may not find themselves in complete agreement with all the views of the author, they will certainly find in it much information of value, and a particularly clear and concise presentation of the various forms of mental disorder from the psychogenetic viewpoint.

H. DEVINE.

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*Some Adaptive Difficulties found in School Children.* By ESTHER L. RICHARDS, M.D. (*Mental Hygiene*, April, 1920.)

Articles by various medical writers have appeared of late putting forward a claim on the part of psychiatrists to exercise a wholesale direction over the education of the young. Some of these articles, being largely compounded of old familiar truths more or less emasculated by translation into modern psychologists' slang, together with some assumptions of doubtful validity and a surfeit of advice to educationists about things they understand at least as well as their would-be instructors, appear ill calculated to persuade the public to receive the psychiatrist into their homes or their schools, there perhaps to exhale "that most poisonous and degrading of all atmospheres—a medical atmosphere." Many of the failures and breakdowns of adult life, no doubt, originate in a misguided upbringing in childhood, and this the psychiatrist has particular reason to know; but supposing he is let loose in our schools, will it tend to the general good?

Dr. Richards' modest paper is welcome, because it goes some little way towards answering this question in terms of practical experience.

Her work was undertaken at Dr. Adolf Meyer's instigation. He had suggested that a school physician with training in psycho-pathology should attend regular conferences at which the management of problematic pupils is brought up and discussed, and that the instances calling for special study might then be taken up under the direction of the physician, perhaps by a teacher detailed for part of her time to make a study of the home situation and of all those facts which the physician needs for a thorough study of the individual.

These ideas Dr. Richards has been applying practically, at Public School 76, in the Locust Point district of Baltimore—a more or less isolated industrial community, devoid of coloured inhabitants, but largely of foreign extraction, and not uncommonly using the German, Polish and Hungarian languages in its homes. School 76 contains the majority of the children, enrolling about 800. Housed in a dilapidated building on the edge of a waste, not only has this school gradually come to be a sort of community centre for the Point and a beacon among the public schools of the city, but its achievements are not unknown to many people in other parts of the country. It is not the school "bank," the classes for backward, defective, and tuberculous children, or even the full-blooded Parents-Teachers' Association that are so worthy of comment as is the fact that this school is peculiarly identified with the community from which it springs. Besides recognising the children's need of adequate opportunities for play, for self-expression through vocational training, music, school plays, etc, and for healthy amusement from clean, stimulating picture films, it recognises the parents' need of encouragement and guidance in the out-of-school problems of home environment and growth, as well as their need of understanding and helpful discussion of domestic anxieties and financial struggles.

The fifteen school months during which Dr. Richards' study was made were interrupted by three enforced school holidays of from two to eight weeks each, due to the influenza epidemic, the freezing and bursting of pipes, and finally the burning of the main building itself, with a consequent scattering of the children for temporary accommodation in other schools. These circumstances, and the fact that only two days a week could be given to the work, may, she says, "serve to comfort those who mourn that only forty-six children were seen during the above period."

She devoted the first few weeks to a leisurely acquaintance with her new environment. There was no room-to-room canvass for difficulties of adaptation, or any other concerted activity. She strove to drive home the idea that she had not come to teach, nor yet to offer a new programme of reform, but merely to learn whether or not one accustomed to studying sources of failure in individual human beings could be of any help there. "And," she asks, "what better way to answer this query and swing into the tide of school life than by drifting into class-rooms, enjoying their wealth of activities and reactions, and listening to the stories of teachers who bear the burden and heat of the day?"

We know that "drifting in," distracting both teacher and taught. It is as if someone should ask to be present at a proposal of marriage, to see how it is done. However, Dr. Richards tells us that before long

her question box in the principal's office contained more requests for suggestions with regard to specific children than it was possible to compass. Of the forty-six children who came under observation, thirty-five were reported as having difficulty in keeping up with their grade in one or more subjects. Binet-Simon tests showed sixteen of these to have a mental retardation of from three to six years; and the academic troubles of the other nineteen were associated with, if not the disguised expression of, such faulty psycho-biological reactions as shyness, laziness, inattention, vicious tendencies, sensitiveness to criticism, day-dreaming, hypochondriacal fears with resulting irregular attendance. The eleven remaining from the total forty-six were referred for the more overt adaptive difficulties of tantrums, sullenness, crying spells, twitching, indifference, excitability, poor coordination with the hands, quarrelsomeness, etc.

In fourteen pages of tables Dr. Richards presents notes of all the forty-six cases. These notes provide not only school information, but valuable details of home life and out-of-school habits. The last two columns give her suggested modifications, and notes on the subsequent course. In fourteen of the cases she does not appear to have ventured any suggestions. In only two instances do her suggestions contain anything recognisable as medical advice, one being a case in which she suggested a Wassermann test, and the other a case in which she prescribed bromides and Fowler's solution. In the remaining cases her suggestions—eminently sensible, as far as we can judge—are such as could have been made, and indeed not uncommonly are made, by experienced school teachers who yet know nothing of psycho-pathology as it presents itself to the medical mind. Similarly, the case-notes contain none of the psycho-pathologist's jargon, and, except as regards the Binet-Simon tests, do not indicate the employment of any special technique. Did Dr. Richards, then, leave her psycho-pathology in the umbrella-stand in the hall? At any rate, she seems to have exercised a good deal of instinctive wisdom; and her paper, with its plain statements of fact and its impartial presentation of the whole of the case material, deserves minute study. SYDNEY J. COLE.

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*The British Journal of Psychology. Monograph Supplement VI—Pleasure—Unpleasure: An Experimental Investigation on the Feeling-elements.* By A. WOHLGEMUTH, D.Sc.Lond. Cambridge University Press. Royal 8vo. Pp. 252. Price 14*s*.

This monograph opens with an interesting *résumé* of the opinions of various authors on the subject of "feeling," in which the lack of uniformity in connection with the whole matter is apparent. The author states the various differences of opinion requiring settlement, and ends his introduction by giving his reasons for his preference for the introspection method in experimental work. The second part, which is experimental, gives exact details of the nature of his laboratory work. Four trained observers offered their services, and in Part III, headed "*Protocols*," each experiment is given in full. This part occupies 140 pages, and the records are there for others to form their conclusions. Part IV gives the results of the experiments, and in Part V these results