

temperately written, providing in this respect a happy contrast to much published work on sex matters, and it may be fully commended to all who are interested in a problem which has many momentous ramifications.

M. HAMBLIN SMITH.

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**The Nervous Child at School.** By HECTOR CHARLES CAMERON, M.A., M.D., F.R.C.P. London: Humphrey Milford, Oxford University Press, 1933. Price 6s.

This book can hardly be called a worthy successor to *The Nervous Child*, although the excellent clinical pictures which characterized the author's earlier book are to be found here too.

Only one reference is made to the Child Guidance Clinics, and that is in the introduction, where they are called "therapeutic tanks". The approach to the deeper understanding of the child's difficulties by the modern school of dynamic psychology is dismissed in one brief paragraph.

It is difficult to conjecture for whom this book was written. The general practitioner should be given more information on the subject of therapy, while the laity will find little to help them in dealing with their children's problems.

The author discusses fatigue and disorder of the liver as the common causes of most nervous disorders. It is certain that the question of fatigue is of paramount importance when dealing with children, but Dr. Cameron has failed to bring home to his readers the enormous therapeutic value of his own personal *rapproch* with his patients and their parents. D. N. HARDCASTLE.

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**Set the Children Free.** By FRITZ WITTELS. Translated by Cedar and Eden Paul. London: George Allen & Unwin, Ltd., 1932. Price 10s.

Dr. Wittels' book has been written out of his deep sympathy and understanding of children, and it can be safely recommended to all parents and educators, for they are bound to absorb from it the idea of the fundamental needs of children. Over and over again the author points out that the child's greatest need is for love and security if he is to grow up to his fullest mental and emotional stature.

Dr. Wittels is a Freudian, and his book is written from this standpoint. Without going too deeply into the mechanisms of ego formation, repression, and the dynamic aspects of unconscious mental life, he succeeds in making them clear. He may be criticized for placing the latency period as late as eight to fourteen.

The chapter upon "The Child's Ego" is particularly clear, and here again the writer specially emphasizes the necessity for love if the gulf from the primary narcissistic phase of the infant to a stable object relationship is to be securely bridged. Again in relation to education he urges the same view: "Any kind of education, even the strictest kind, is bearable if the child can remain convinced of the unshakable love of the person responsible for its upbringing".

The author deals with the problems of wrong-doing and punishment, and the inquiring minds of children, with the same sympathetic insight.

When he turns to the problems of family life and school life the author is not so much in accord with modern views in England and America. He regards the family as the most difficult place in which the child can grow

towards adulthood, he sees him surrounded by parental complexes and sibling rivalries with devastating results. Dr. Wittels is a whole-hearted protagonist of the children's houses of Dr. Montessori, and considers that they provide the ideal surroundings for childhood; he does not appear to realize that even in such a setting the child will provide himself with a parent substitute either out of reality or phantasy. The present policy, the result of experience in child guidance clinics on both sides of the Atlantic, is to keep the child, whenever possible, in his own home.

A reference is also made to the sadistic element in most fairy tales, and their effect upon young children, and it is interesting to see that the translators have added a note saying "the author's strictures on fairy tales and folk tales are less applicable to printed matter that is available for English-reading children".

Throughout the book the author pays tribute to Jean Jacques Rousseau as a forerunner of many of the modern views on the treatment and understanding of children. His whole plea is for an upbringing and education which will leave the child free to develop himself: "We shall have to wait a long time. Many difficulties arise in the carrying of our new plans into effect, and unforeseen problems obscure the issue. Yet the fundamental idea is plain and simple. Leave your children to themselves. Do not educate them, for you cannot. . . . We hear much of the century of the child. That century will not really begin until grown-ups realize that children have less to learn from them than they themselves have to learn from children."

D. N. HARDCASTLE.

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**The Mind of the Child.** By CHARLES BAUDOIN. Translated by Eden and Cedar Paul. London: George Allen & Unwin, Ltd., 1933. Price 10s.

This book is written primarily for educators, but is quite a good introduction to the broad principles of psycho-analysis for the uninitiated. It is written in an easy style, and is well illustrated by short references to actual cases taken from the author's own experience, and from examples quoted by other writers belonging to diverse schools of thought.

The author feels that all behaviour depends upon "complexes". He agrees that complexes are built up from instinctive elements, but holds that in our present state of knowledge we are not in a position to resolve them. By reducing all behaviour to complexes he attempts to correlate the various schools of thought in dynamic psychology—that in reality the complexes are the same for them all, only they are perceived at different levels or angles. But this theme is not pursued throughout the volume.

The book is, quite needlessly, divided into four sections:

- (1) Complexes of the object.
- (2) Complexes of the ego.
- (3) Complexes of attitude.
- (4) Relations and regulations.

In this last section the author deals with the intersection of various complexes, quotes two typical *motifs*, and gives a rather inadequate account of the "super-ego complex". His nomenclature does not belong rigidly to any one school.

In his conclusions the author advises psycho-analysis for the child who manifests serious behaviour difficulties; he also advises psycho-analysis as a routine for pedagogues, but appreciates the many difficulties which this would involve.

D. N. HARDCASTLE