

schools. He sees the splendid resources of our civilization—in science, history, literature, heroic life—unutilized in our typical educational system, unutilized for the simple reason that the mechanical drill-shops which we call schools are inspired with no sense of the thrilling values in life. It is these values which he would have realized. Life, apparently, is not simply for the sake of carrying on some dull job or other; not even for the sake of making a brilliant success—at the cost of other people. Life is at least an adventure in high exploration. It is a finding, or an attempt to find, what is really worth while.

What is "really worth while?" Ask a school teacher that question. If she does not give the banal answer "happiness," "success," she will doubtless shrug her shoulders and say: "That question is not included in the curriculum." When the day's work is done; and the children have been taught that Magellan circumnavigated the globe, the teacher may properly feel that, the educationally expected having been accomplished, she has earned a night's repose. Or if the teacher is for a moment arrested by the question, she may answer, with a bit of asperity: "That kind of thing belongs in the Sunday School." But does it? Apart from the point that the Sunday School mixes the whole matter up with more or less antiquated taboos, is the shoving of the "values" out of education not to the very detriment of education itself? What is an educated person, if not one who knows fairly well what this business of living is about—what its high points are, its possible visions, its ideals? Otherwise is education not in danger of becoming the handmaid of the crassest philistinism?

There may be an honest difference of opinion upon the value which Dr. Neumann attaches to "direct moral instruction;" but there can hardly be anything but assent to the happy manner in which he shows how literature, history, science, civics, geography, foreign languages, etc., can be utilized so as to elicit from them, in most interesting ways, the ideal values which they contain. Educators are rapidly coming to the view that there has been too much teaching of facts simply as facts and not enough training of the mental power to grasp the causal interrelation of facts. Dr. Neumann goes one step farther and shows how necessary it is that students learn to find also the value-implications of facts. Thus the study of history is to be not simply a study of social forces as over against the older study of kings and battles; it is also to be a study of the human ideals that men have been struggling to realize throughout the historic process. So a study of literature is not to be simply a chronicling of literary masterpieces or even a development of "tastes," but is to lead to a recognition of the efforts of noble minds to express the puzzlements and the high visions of humanity. For the teacher who has sensed this need, and who has not quite known how, in specific detail, to utilize subject matters to this end, Dr. Neumann's book is of peculiar value, for the reason that it is not simply an argument in abstracto, but a concrete analysis of teaching material with quite specific suggestions as to procedure.

There may also be a difference of opinion upon Dr. Neumann's formulation of the moral ideal. To some it will savor of too ultimate, too absolutistic a conception of human life. Pragmatists will arise and have their quarrel with him, even after he has, in a skillful chapter, proceeded to lay them low. But the quarrel

will not be acrimonious, because Dr. Neumann is so eminently fair. He has a persistent habit of digging out all the good that is to be said even for the worst of things. Thus severe as he is with the Puritan strain in our inheritance, he says as fine things about Puritanism as even the proudest offspring of the Pilgrim Fathers could say. Severe as he is with the shortcomings of science-teaching, his estimate of the value of science is as generous as even the most fanatical scientist could wish. The book, in short, is an exemplification of that quality which is so very rare in books that aim to make a point: it is as broad as it is in earnest; as eager to give the opposed views their due as it is to carry itself to victory. Incidentally, the reader will find on nearly every page illuminating quotations that lift the book quite out of the commonplace of pedagogic treatises. Dr. Neumann has a real gift for the happy phrase and for the apt illustration.

Nearly every one of us who is a parent will agree that what we wish the schools to do with our sons and daughters is not simply to make adding machines out of them, or animated world maps, or faithful literary anthologies. We rather wish that the schools might develop in them something of the fine stuff of character. It is precisely when our wishes run along this line that we shake our heads sadly and turn with a kind of wistful hope to the Boy Scouts or the Campfire Girls or to some other such "character building" organization. Education, however, which takes itself seriously will not forever be content to admit that it trains only the head and makes no pretense of training the whole personality. If that is all that is to come of the multitude of researches that are being made in the field of child study and educational technique, we may well wonder what all the pother is about. There is every indication, however, that educational technique, doubtless in response to our general dissatisfaction, is slowly being shaped to the larger ends of character development. Into this movement Dr. Neumann's book comes with a singular power—the power of clarity, of concreteness and of gracious reasonableness. It is a work for parents as well as for teachers; for all those, indeed, who have a wish that life may be made a bit less dull and uninspired, that our children at least, if not ourselves, may be developed into creatures a little more responsive to what the Greeks loved to speak of as their holy trinity of the Good, the Beautiful and the True.

H. A. OVERSTREET.

Three Problem Children

Three Problem Children. Narratives from the Case Records of a Child Guidance Clinic. Published by the Joint Committee on Methods of Preventing Delinquence. New York: \$1.00.

THIS modest looking and unsigned volume of less than 150 pages, directed by Dr. Bernard Glueck and Dr. Marion Kenworthy, in collaboration with a staff of social workers, and skilfully organized and written by Miss Mary Buell Sayles, is altogether the best instrument yet presented for realizing practically the saying of Edith Abbott: "The school teachers of the United States, if they can be socialized, can accomplish more to prevent delinquency than all the social workers together."

The studies taken separately are not superior perhaps to some cases presented by Jessie Taft and Miriam van Waters, and not so important (because not so numerous) when taken as guides to social workers as the twenty cases edited by Healy and Bronner, but we have here the impression that experts in the correction of the behavior difficulties of children have formulated their results not in the interest of their own profession but in order to present them to teachers and parents, not in malice but as a gift.

There is in the study no neglect of any available standpoint of method—constitutional inferiority, psychoanalysis, mental testing—and no partisanship (it is agreeable to note that the dream is not mentioned and there is no eagerness to introduce sex as a determining factor) comes to the front as the main element in all these troubles.

Of the three problem children one is a girl and two are boys. Mildred inherited syphilis, and her father was a hard drinker. The girl seemed feeble-minded, but up to the time of going to school she had been a bright, sunny, normal child, and the investigation disclosed that for some obscure reason she had never learned to read. Coming from a church school to the public schools at the age of eleven she concealed this defect by repeating from memory what the other children read. But in the midst of children half her size and age, passed by in school and taunted by her younger sister, she withdrew from reality, became sullen and uncommunicative, and it was feared that her mind was going. The Bureau of Children's Guidance was completely successful in this case, restoring the child to normality and making her in fact unusually efficient, alert, communicative and happy. The case shows the far-going importance of habit formation, and so far as ancestral taint is involved excites the suspicion that the bad heredity of the bad becomes so noticeable partly because we make no research into the bad heredity of the good.

As to the two boys, one case involving truancy was quickly cleared up under the guidance of the clinic, but the other was more baffling and up to the present has not been successfully adjusted. The subject, Kenneth, represents apparently the struggle of a type of individual against a type of society. The society, represented by the school, is "conditioned" by scholastic tradition, by books, to the transfer of learning through the printed page. The boy, on the other hand—Irish, red-headed and freckled, a fighter, a humorist in school, devoted to his mother, left-handed, mechanically gifted, a nuisance and a truant—is of the immediate, motor, direct-learning type. Now, Professor Morrison, who contributes a valuable chapter discussing the cases, points out that so far as can be determined by school tests, a distinct majority of all who go to school are, like Kenneth, of the direct-learning type as opposed to the lesson-transfer type on which the school organization is based. And indeed of the latter, as shown by a recent test in a group of city high schools, only about ten to fifteen percent were true or efficient lesson-transferers. "The others were sheer lesson-learners or vague approximate learners of the passing grade type who make up the bulk of our high school and college graduates. The Kenneth type usually gets eliminated before reaching high school. They appear later either as successes in life and lasting reproaches to education, or as criminals or semi-criminals . . ."

In this connection, at any rate, there arose a fight between the school and the small boy. Genuinely left-

handed, he was forced to use the other hand in writing, thus interfering with his whole language-arts machinery. He was demoted, not for inability but as a matter of discipline, and the attitude of his teachers assumed a complexion of enmity. In addition "a certain psychiatric clinic" had pronounced the boy a "moral imbecile," but the school was not responsible for this; it came about through the friendly interest of a society of Big Brothers. In the meantime Kenneth had retreated into truancy and lying, but as the same time he undertook to organize his own life on the basis of business enterprise. This venture took the form of a newspaper route, and "the boy's entire personality appeared to be called into play by this work as it had never been in school, and his pride and pleasure in the new undertaking were engagingly evident." At present he is successful in business but incorrigible in school.

It has often been remarked that great inventors and other direct-learners were stupid in school. This means that they were otherwise interested as direct-learners, or their natural learning tendencies were for the time inhibited. The chemist Ostwald has pointed out in his interesting book, *Grosse Männer*, that the precocity of such men as Leibnitz and Sir William Thomson would have done them no good if the schools in their time had been "better," that is to say, had lasted longer and been more difficult to escape. Perhaps Kenneth will not become a great man because the schools are "better" in his time.

These cases, when read in full, bring out the meaning of the blunt statement of some psychiatrists that "the schools make feeble-minded children," and justify the attitude of some superintendents of homes for delinquent children in disregarding the diagnosis of "feeble-minded" and proceeding to recondition the child by the direct-learning methods. Mrs. Morse, noted for her success in re-educating Juvenile Court children, admits, I believe, that from three to five percent of her charges may be constitutionally inferior, but I am not sure that I do not do her an injustice and place even these figures too high.

It would not be true to say that these studies are entirely satisfactory. They are so least of all probably to those who are responsible for them. Too little, after all, was learned of the lives of the subjects, of their earliest conditionings, and too little is known in general of the laws of habit formation. Perhaps the greatest lack in these studies, as in those of Healy and Bronner, is the failure to obtain in all cases and in as great detail as possible the child's own story of his life. This feature should be given not less importance and space than the observations of the psychiatrist and social worker. Nevertheless the importance of this piece of work can hardly be overstated and it is sure to have enormous influence if widely circulated among teachers and parents.

W. I. THOMAS.

The Social Personality

Personality and Social Adjustment, by Ernest R. Groves. New York: Longmans, Green and Company. \$1.40.

THE influence of the newer psychological points of view on the social sciences continues in evidence. In this book Professor Groves has shown the relation of the psychology of personality to the problems of social conduct in a manner which is both refreshing and in-