

ens to reform him. One thing that experience should have taught us is that one cannot demand that the neurotic cease his anxiety, the psychotic his fantasizing, the criminal his hostility. The re-education of the criminal demands that he be met with friendliness and patience. The typical criminal scorns our efforts to re-educate him. It is like asking him to cravenly admit his worthlessness. We must not expect him to give up his pattern of behavior before we can substitute satisfactions and values that he is ready to accept. In most cases the educator represents a bridge of friendliness between the delinquent's suspicious hostility and the social world. The teacher becomes the first social contact for the inmate. One might ask how many teachers are prepared and fitted to play this role.

And one might further ask: How does the prison, the reformatory, proceed to the difficult task of liquidating the delinquent's hostility and eliciting in its place a feeling of friendliness and social belonging. I wonder. Furthermore, I do not think that these institutions are organized to serve such a purpose. In the final analysis, the heavy cement, the tool-proof steel, the officer with his shining badge, are all concrete living embodiments of the authority against which the delinquents

war. Then, you can justly say that such institutions aggravate the delinquent's hostility and do as much harm as good. With this statement I must agree. Only I must caution you not to be too severe with the prison official. He is an expression of the same blunted society which the delinquent reflects. Both express the same shortcoming of a society of which we are all a part.

Why should we expect of a prison institution practices which are still foreign to our broadly spread democratic educational system? Only after the school assumes its responsibility can we expect the prison to do likewise.

Dr. Adler reiterated the need of establishing child guidance clinics in the public school system. The need for these clinics is obvious. The school maladjusted are more amenable to treatment than the prison maladjusted.

In conclusion all I can say is that all the problems of society are related, just as the problems of any individual are closely related. Growth in one direction will express itself in all other directions. What we need is a society that accepts the philosophy of social responsibility and cooperation.

BOOK REVIEW

Corrective Treatment for Unadjusted Children - By: Nahum E. Shoobs and George Goldberg. Publishers: Harper & Brothers, New York & London 1942 \$3.00

This book, which fills a vital need in the field of education, is divided into two parts: Principles and Practice, written by N. E. Shoobs, and Manual for Teachers, written by George Goldberg. For the training of teachers in understanding disturbing pupils and in "guiding normal children with personality problems to goals of successful living," the authors prefer the Adlerian method, because, "first, the therapeutics of Freud and Jung are entirely too delicate and too involved to be

entrusted to any one but a highly trained professional psychiatrist; second, Americans with or without training in psychology and mental hygiene will find much that is familiar; for Adler's work particularly with children is so grounded in common sense and common experience that its principles and practices can be grasped by the average intelligent teacher." Besides that, this method has been proven successful by European and American teachers.

Shoobs points out in the first chapter on Our Aims and Objectives that "seldom, and in few places have personality disturbances been attacked in such an organized and scientific fashion as are

failure in arithmetic, composition, or the other school subjects." Modern education recognizes more and more that "we are teachers of relationships in living, not teachers of skills and facts." In another place he states, "We teachers are doctors of character and personality." But teachers are not sufficiently trained for such a job. They need more than theory or general advice, so Shoobs tries to demonstrate not only what to do but how to do it. In this regard teachers need help, advice--and training.

In the chapter on Unity of Personality the author demonstrates the importance of recognizing the goal in every action. He cites similar points of view of George K. Pratt and William McDougall. Convincing illustrations clarify the issue, especially in so-called conflicting behavior where the goal is not so obvious, the purpose being to avoid responsibility. Good examples show the goal in "undecided behavior." Through the existence of a goal the whole personality is unified. "The goal is a suction force attracting each one's behavior." In order to change behavior the objective must be changed. We must make children understand, not merely know, what they are driving at. "We must interpret mistaken purposes many times." The goal and attitude must be exposed dramatically to the child. In this way the habit of cooperation and a sense of responsibility can be developed.

In the chapter on Style of Life the author finds it convenient, for the purpose of discussion and study, to classify and describe the following types: the dominant type, the leaning type, the running away type, and the cooperative type. But it is well understood that such types do not exist in reality as an entity, that "all of us are a mixture of all classes." Another way of classifying individuals is to judge any individual according to: 1) his degree of activity; 2) his social interest and degree of cooperation; 3) the form and direction of his behavior. "The adjusted individual differs from the maladjusted one only in degree." We must be careful to

avoid looking for abnormalities in what may prove to be passing aberrations."

One chapter is devoted to the important discussion of Early Memories. It is pointed out that understanding them helps to understand any person; The author recognizes that early memories reported by adults are always significant regardless of whether they are correct, imagined, or even invented, because recollections and inventions are the product of a selective process and reflect personal interpretations and conceptions. But he is more careful about children. "Though in eight cases out of ten we usually are given a true early memory, children often recall accidents or startling illnesses which do not disclose their whole picture of life. From childhood recollections we draw a hypothesis which is merely a guess." This must be verified by the child's habitual behavior pattern, by other recollections, by the favorite story and the favorite hero, by dreams. The author gives a great number of examples showing how early memories can be analyzed correctly. As it is so important for educators to learn the interpretation of early recollections, the chapter is extremely helpful. There is not the slightest possibility of interpreting any one of the given explanations in another way than as the author has done. This shows that early recollections are actually objective and definite, being one of the very few psychological tests that permit an objective judgment of the whole personality, of the pattern of life.

The next chapters include very illuminating case histories. There is one chapter which describes what Social Interest is and how it can be developed and preserved. "Problem children are merely children so badly discouraged that they can think of nothing but themselves."--The chapter on Inferiority Feelings seems to reflect somewhat the confusion which is generally aroused by any attempt to clarify the meaning of inferiority feelings. Inferiority feelings and inferiority complex render the question quite complex. The mixture of actual and imag-

ined inferiority, of sincere disbelief in oneself and merely pretended inferiority does not make the understanding easier. However, the author reports many clarifying examples and concludes the chapter with a summary which contrasts the various consequences deriving from inferiority feeling.

The Family Influence is well demonstrated by a case study while the Family Constellation as the most important factor is described very broadly in a separate chapter. The oldest child, the only, the second, the youngest, and the middle of three are described in various case studies. At the conclusion all the family influences are summed up in a concise outline of the faulty responses to the family influences. The picture of the home conditions is the background of the child's goal and life style. Through understanding the family life during the formative years we can understand how life has first been presented to a child and how he interpreted it.

The next chapter is dedicated to the technique of interviewing the child. We must ask the right questions in order to get the right information. But the interview should also increase confidence and courage, as the interview is already part of the treatment, of the adjustment process. Certain personality adjustment procedures are outlined and illustrated by case studies. The author enumerates four values that faulty behavior symptoms might offer to a child. 1) They are alibis in case of failure, a means of avoiding blame. 2) Accomplishments appear greater if achieved in spite of weaknesses; thus personal prestige is heightened. 3) They are means of controlling and using other people, thus satisfying a sense of power. 4) They are excuses for evading obligations. These points are demonstrated in laziness, failure to finish work, whining, shyness, aggressiveness, and showing off. This chapter is closed with a list of "do's" for carrying out interviews.

An Appendix includes the findings of a

study of more than 2,300 students of Boys' High School in Brooklyn, New York, to determine whether and what relations exist between the family position and scholastic achievement. According to this finding the youngest child has the best chance of being successful in school, closely followed by the second child, while the only child has the poorest chance. The oldest and the fourth children tend to become average pupils. That proves that the chronological position of the child has some influence on success or failure in school achievement.

The Manual for Teachers, by Goldberg, begins with a short but comprehensive recapitulation of the theory, which is followed by 20 case studies. The cases are described very clearly and explicitly, some more extensively, others more concisely. Various techniques are used to clarify the issue and to open approaches to the problems. It seems as if these techniques were evolved in the experience of instructing teachers. One technique is to relate the overt behavior pattern to the family constellation. The first column contains the description of the behavior pattern, and the second its meaning in regard to other persons, mostly, but not necessarily of the child's own family. Another technique is provided by typical questions in regard to understanding and analyzing the child, followed by the correct answers. Very good and clear suggestions are made for the process of rehabilitation so that everyone working with children should be capable of finding similar methods by himself. The author offers at the end of the book a chart which seems to be valuable to anyone who wishes to acquire the necessary data and facts about a child and to correlate them. The book concludes with 14 excellent "Hints on Conducting Interviews."

Teachers, parents, and all who wish to know how to understand children and how to help them will receive an answer by reading this book. They will be stimulated to think clearly and might discover new ways for acting adequately.

-- R. D.