Reviews.

Crime and Insanity. By W. C. Sullivan, M.D. E. Arnold & Co. Pp. VI + 239. Price 12s. 6d.

The opportune appearance of this work should be welcomed by those interested generally in criminal problems, as well as by psychiatrists and others professionally engaged in the criminal courts, for the author, Dr. Sullivan, Medical Superintendent of Broadmoor Criminal Lunatic Asylum, has borne in mind the difficulties of the non-technical reader studying a work of this character and his authoritative exposition of the subject should be easily followed.

The books falls naturally into three parts. The first two chapters deal with crime as a bi-social problem, and the psychological classification of crimes. Then follow chapters dealing with crime in connection with various forms of mental disease and defect, and finally the last two chapters treat of mental disease and criminal responsibility, and morbid crime and social security. In an appendix is set out the legal procedure in criminal cases involving the issue of insanity.

The various forms of insanity and amnesia dealt with are illustrated by 52 clinical histories. No less than 37 of these are cases of murder and 6 of attempted murder, and although the relation between insanity and other offences is discussed, the reader, unacquainted with facts, may be led to consider erroneously that the mental condition of persons accused of other offences is neglected, whereas in a series of 371 insane trial prisoners only 10 were cases of murder and 21 of attempted murder.

The student of mental deficiency should find the Chapter on dementia praecox of special interest. The author directs attention to, and illustrates by cases, the speculative character of the diagnosis of this condition when its development may have become arrested in an incipient stage, and no indications of mental disorder have been observed before or after a crime apparently, but not conclusively, motiveless. And suggestions of particular value in court work will be found in the chapter on transitory states of mental disorder. We regret however the omission of a chapter on crime in relation to the exhaustion psychoses, a not infrequent and important association particularly in borderline cases. Crime in relation to mental deficiency is dealt with in two Chapters. We were somewhat surprised to find the older estimates of the percentage of defectives in prisons still quoted, without reference to more recent figures. And it should be remembered in considering the table taken from Dr. Goring's work on "The English Convict," shewing the percentage of mental defectives amongst prisoners committing criminal offences, that this publication appeared in 1913, and that there is reason to believe these cases referred to a very comprehensive group, in which were included various other conditions of mental enfeeblement in addition to amnesia.

Five cases of moral imbecility are described. In two, Binet-Simon tests shewed intelligence defect. A third is said to have possessed acute intelligence. The author observes that in such cases intellectual debility must be inferred from their conduct and inability to profit by experience, and that to constitute moral imbecility absence or deficiency of moral feeling must be combined with at least that amount of intellectual defect shewn by lack of common sense. His views appear on the whole to agree with those of such authorities as Dr. Tredgold and the late Dr. Mercier. The former it will be remembered states that moral imbeciles shew no defect of ordinary intelligence, but possess invariably two distinguishing qualities—lack of moral sense and lack of wisdom. And Dr. Mercier wrote that the moral imbecile was often, perhaps usually, clever, but cleverness was not the highest faculty, it occupied only the second level, and was quite compatible with serious
defect on the higher level, which he entitled wisdom."

The closing Chapters discuss the present methods of determining criminal responsibility and suggest amendments. Dr. Sullivan admits that "in practice the legal doctrine of criminal responsibility has been innocuous; it has not produced its logical consequences, because it has never been fully applied.'" Whilst agreeing with this it appears open to doubt whether alterations in the law might not result in its less elastic administration, with consequent hardship to the offender.

The author is to be congratulated upon his lucid, concise and interesting treatment of a difficult subject, and we have no doubt that reference will be frequently made to his important work.

W. NORWOOD EAST.

THREE PROBLEM CHILDREN. Publication No. 2, Joint Committee on Methods of Preventing Delinquency. 50, East 42nd St., New York, U.S.A.

JUDGE BAKER FOUNDATION. Case Studies. W. Healy & A. Bronner. 40, Court St., Boston, U.S.A.

The activities of children concern many individuals and organisations, all of which are somewhat disposed to regard events if not exclusively from some one angle at any rate with a strong bias in that direction. The educationist considers more especially intelligence as measured by school progress, though in some schools much will be forgiven the boy who evinces prowess in games. Play organisations concentrate on games, those such as the 'Scouts' who pay attention to character training are often forced to drop problem cases lest they damage many for the sake of doubtful benefit to an individual. Special provision is almost limited to residential schools for those out of control, while the only mental state for which approximately reasonable provision is made is innate deficiency. Even psychologists have shown a tendency to divide into two camps the 'mental testers' and the 'psychologists', the former in most cases only touching the fringe of the problem of the abnormal and the latter somewhat underestimating the role of the intellect and also from considerations of time and expense obliged to abandon the study of the subject who refuses his co-operation.

It is clear that all the available resources of normal and abnormal psychology, of medicine and of the field social worker are required if the study of the problem of the individual child is successfully to be undertaken. No one branch can hope to succeed alone, unless perhaps the investigator has the time and knowledge to follow up all for himself. A useful study therefore demands intensive team work and the usefulness of the above mentioned books in no inconsiderable measure depends on the comprehensive manner in which they indicate how such can be applied to social problems. Problem children may present any degree of intelligence, any variety of emotionality, they may be permanently handicapped by defects or suffer from maladjustments from a too rigid educational system, unsuitable home treatment, or unfortunate companionship. Behaviour is not a problem in itself but results from complex and usually hidden causes. The authors of these case studies have not emphasised the possibility of classification but point out that each child forms a distinct personality problem arising from a special combination of physical, mental and social assets and liabilities. It is important to notice the study given to the assets, since usually attention is concentrated solely on the liabilities while in reality it is on the assets that the solution of the problem depends.

Certain cities in America are fortunate in having competent organisations to review the whole field of the individual, though it would be interesting to know how far and how often their recommendations are carried out. Public opinion in this country is awakening to the need for something of the kind. The more
important points are well summed up by Dr. Healy who stresses seven points.

1. The great breakdown of morale that may follow inattention at an early age into disturbing secret experiences.
2. The relation of recidivism to persisting unrecognised factors even when external conditions are altered.
3. The strength of habit formation.
4. The vastly greater chance of meeting such fundamental issues successfully at the earliest signs of breakdown.
5. The weakness of attempting to meet problems of delinquency without a knowledge of the underlying factors.
6. The necessity for the treatment of delinquents, if in institutions, by individualised methods adapted to their needs.
7. The need for the study of conduct problems of children in centres which the family, the school or the court can use. These should be as readily available as the clinics for physical ailments.

In all the case studies the facts are set out and the summarised report which would be available for the court or school is indicated. In the cases from the Judge Baker Foundation the studies are published in such a form as to be available for purposes of instruction, the details being on one sheet and the comments on another.

These studies from child guidance clinics, as they are termed should be read by all who are interested in the mental welfare either of children or adults.

F. C. Shrubsall.

Classroom Handwork. By R. N. Sharman. Pitman's Handwork Series. Pp. 181. 4s.

Purposeful Handwork. By Jane W. McKee. The Macmillan Co. Pp. 105. 5s.

These two books, the first English and the second American, both disclaim any attempt at being exhaustive treatises on their subjects; they offer the teacher suggestions only.

"Classroom Handwork," is the more ambitious in that it covers the whole ground—"for all grades of boys and girls"—but it makes a beginning at the Junior Stage. It touches on widely diverse topics, "some hundreds of models are hinted at" and one feels it would be of use more particularly to those non-specialist teachers who have themselves attended brief courses of instruction, but who require guidance in the interweaving of practical activities with the various branches of the curriculum. Small but clear sketches are given on models that can be attempted under classroom conditions. It is rather to be regretted that the author has seen fit to thrust in scraps of educational theory where fuller information regarding construction of the models would be more welcome. The book, or at least sections of it, would be useful in the Special School to teachers requiring hints only and chiefly in connection with the work of the older and more intelligent pupils.

"Purposeful Handwork" concerns itself with "kindergarten and first grade pupils" only, presumably children of from 4 to 7 years. In the short chapter dealing with the Psychology of Handwork one is glad to find emphasis laid on the initial "manipulative" stage so often neglected even in our Special Schools. The main chapters are devoted to suggestions for three types of handwork, viz., the making of play-toys, the making of articles of utility, and the decorating of articles of both these types. The author recommends the suggesting of "projects" to the pupils by means of well-worked-out models which they can examine and imitate as they choose, all the necessary materials being provided. The models described here vary greatly in difficulty and a few of the difficulties are passed over somewhat lightly in the text. One wishes the diagrams had in all cases been printed so as to face the appropriate directions instead of sometimes being over-leaf. Expensive specially pre-
pared materials are rightly scorned and the child does most of his work with waste material obtained chiefly from the home. In Chapter VI., lists are given of such useful "odds and ends" and of a minimum of equipment. We already have better and more comprehensive books on this subject but Special School Teachers will find much in this little volume that is simple, new and effective.

E. L. S. R.

REPORT OF THE CONSULTATIVE COMMITTEE OF THE BOARD OF EDUCATION ON PSYCHOLOGICAL TESTS OF EDUCABLE CAPACITY.
H. M. Stationery Office. 2s. net.

Tests of educable capacity are necessarily of peculiar interest to those whose work lies with the mentally inefficient. This report, valuable to all concerned in education, must therefore make a very special claim on them, for it summarises clearly and adequately the opinions of a large body of experts, both psychological and educational, with regard to the nature of such tests and their possible uses in our educational system.

The expression 'psychological tests of educable capacity' is in the report interpreted widely to include tests of 'intelligence,' both individual and group tests, standardised scholastic tests, some vocational tests, tests of special forms of mental activity such as memory and imagery, certain physical tests, and tests of temperament and character. With regard to all of these the opinions expressed are worthy of the closest consideration. We learn which type of tests can usefully be employed at present and which need more research before they can yield satisfactory results. We see how far obtained results can be relied on and how they can be used to promote the best interests of the children in our schools. We are shown the different lines of investigation that are likely to yield useful information in the future.

Not the least interesting part of the report is the historical sketch of the development of psychological tests, contributed by Dr. Burt, with which it opens. Only too often the subject of mental tests is thought to begin and end with Binet's work; and it is refreshing to find that work placed in its right perspective, where alone it can be truly appreciated.

Dr. Burt shows how mental testing originated with the development of experimental and individual psychology. He indicates how necessary was the earlier experimental work with the simpler mental processes. He emphasises the importance of the application of the exact method of correlation to psychological data. Finally he surveys briefly new fields of investigation.

In the report itself a suggestive discussion on the nature of intelligence is incorporated together with an account of the values of mental tests as a method of examination. They measure inborn capacity rather than acquired knowledge: Their results are not heavily handicapped by poor environment: they are a means of educational prognosis: they eliminate the personal equation of the examiner: they are easy to mark. Yet they are by no means infallible. Test results should always be supplements to, and not substitutes for, other forms of examination, and must be interpreted and acted on with caution. The main tests of different types are here described and admirably criticized and a definite leading is given with regard to the uses to which they may be put in schools of different kinds.

Part 4 of the report deals with the question of the training necessary for those who are to administer the tests. Special emphasis is well laid on the point that, whereas group tests can safely be given after a short training of only a few weeks in educational psychology, individual 'intelligence' tests cannot be successfully applied or their results interpreted except by those who have had an adequate training in 'experimental psychology, in the technique of applying the tests and in the use of statistical methods.' This fact
holds good whatever other form of education the examiner may have received. Mental testing, like some other branches of psychology, has suffered only too greatly from the abuse of the unqualified.

The Appendices include interesting accounts of experimental work with tests, and excellent bibliography, and illustrative tests.

**Guide to Porteus Maze Test.** S. D. Porteus. The Training School at Vineland, U.S.A. Department of Research, 1924.

Two main claims are made for the Porteus Maze test; first, that in addition to estimating intelligence it measure social adaptability: second, that it gives a performance age scale which avoids the language bias of the Binet scale. Hence it can be used as a supplement to the Binet scale, especially in cases of mental defect, for failure in social adaptability rather than mere failure in intelligence is the true problem here.

In his introduction to the ‘Guide to the Porteus Maze Test, 1924’, Dr. Porteus defends these claims on the evidence of many years of research. Social adaptability, he argues, is based at least in part on prudence and foresight. Success with the maze is impossible if these qualities do not exist; and as a matter of fact the correlation between failure with the mazes and social failure is very high—much higher than that between social failure and failure with the Binet scale.

On such counts as these, the tests must stand or fall with the results of future experiments, which alone can provide material for adequate criticism. But our urgent needs to-day include the need especially for reliable tests of temperament and character and Dr. Porteus has supplied us with most valuable suggestions and results.

The Guide includes exact instructions for the administration and marking of the tests.

**Temperament and Mentality in Maturity, Sex and Race.** By S. D. Porteus. Reprint from Journal of Applied Psychology. Vol. 8. No. 1. March, 1924.

Some of the conclusions apparently justified by the results of investigations with the Binet Scale and its modifications are certainly difficult to accept. Dr. Porteus finds objection here to three of them. The tests suggest:

(a) That "intelligence" attains maturity at about sixteen years;

(b) That no appreciable differences exist between the 'intelligence' of men and of women; and

(c) That there is little measurable difference between the mentality of different races.

All these things, says Dr. Porteus, are contradictory to common sense and to other evidence. Some other evidence, mainly that of head measurements and conclusions drawn from his maze test, he brings forward in this article.

There is, he declares, postpubescent brain growth, greater on the average in men than in women, greater in some races than in others. This is in all probability accompanied by increase in intelligence and also by increase in self-control since it may lead to greater power of inhibition. An interesting suggestion, but a suggestion only in our present absence of exact knowledge!

The maze test, as opposed to Binet results, shows better results with boys than with girls of the same race, while its findings differ notably with different races. Therefore, argues Dr. Porteus, the sexes and the races must differ. But one cannot help feeling that he is fighting a non-existent foe. The maze test is claimed as a test of temperament as well as a test of intelligence. The Binet findings never suggest the absence of temperamental differences between men and women or between different races. The existence of intelli-
gence merely is never claimed as a surety for success either on the part of an individual or of a race!

But the paper emphasises the existence of problems too often ignored.

L. G. Fildes.

In the September number of "The Special Schools Quarterly" there is published a useful account of the "Results of a Two Years' experiment to determine the Value of Phonoscript as a means of teaching Reading to Children," by Mr. G. B. Dodds, Head Master of the Harmood Street Special School, London, N.W. An article by Miss Ida C. Ward, Senior Assistant in the Phonetics Department, University College, London, on "The Speech of Mentally Defective Children," which is based on her examination of 166 children attending the Harmood Street Special School, gives a series of exercises recommended for speech-training, which should be of considerable help to those who are struggling with this problem in Special School or Occupation Centre.

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