

In the early experimental program a process was set up which provided for psychological testing of each child starting in kindergarten or any of the first four grades. With the results of the Binet tests as a guide and with the co-operation of the parents, the child was started in a grade commensurate with his mental ability, or he was provided with individualized teaching if the need was indicated by his falling behind his group. Each child's physical defects, and such factors as fatigue and habit training, were taken care of early in his school career. Owing to the broad and flexible nature of the program, the bright child could progress at his own rate, and the dull child could receive extra individualized instruction which would enable him to stay with his group. Thus maladjustments were headed off before they became disciplinary problems as the result of idleness, boredom, or discouragement. As Dr. Arthur states it, "The conclusion seemed to be that 'adolescent problems' are, for the most part, not adolescent problems but the problems of maladjusted children carried over into adolescence."

When Dr. Arthur became psychologist for a child guidance clinic in St. Paul, she developed an active tutoring program to meet the needs of the child with compensatory behavior accompanying school failure, the unmotivated child, the over-motivated child, and the normal child with special disabilities, such as reading difficulties, who became a misfit in a group. Dr. Arthur stressed the need for a sound foundation for such a program with active participation by the child, parents, tutor, physician, and psychologist in the planning and progress of each case. Thus the factor of compulsion was avoided, with full allowance provided for the child's making the project his own.

One chapter is devoted to the important aspects of selecting, training, and supervising tutors for remedial teaching. Well-known examples of the wrong type of person for this work are given, as well as a clear picture of the type of individual who is successful in working with children as a tutor.

The book concludes with an admirable

chapter on the necessary essentials to developing a tutoring program in an average community. This chapter is well summarized in her last paragraph which states, "In order for tutoring as a community project to operate successfully, it is necessary for schools, agencies, parents, children, physicians, tutors, and supervising psychologist to work together to enable each child to get the kind and amount of teaching he needs to help him take his place as a self-respecting member of the group. The cost of a tutoring program is insignificant as compared with the cost of dealing with delinquent behavior that results when school maladjustment and failure to learn are ignored."

Throughout her book Dr. Arthur exhibits a remarkable capacity for seeing and treating the child as an individual and person in his own right. It is thought that much of the success of her work in this field stems from her ability to stimulate in others working with her a similar concept of the child.

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MANNHEIM, HERMANN. *Criminal Justice and Social Reconstruction*. Pp. x, 290. New York: Oxford University Press for the International Library of Sociology and Social Reconstruction, 1946. \$4.00.

The purpose of this book is concisely expressed by the author himself: "1. We have to make up our minds as to what we regard as the *most important values* in a reconstructed world; 2. We have to decide whether these values should be *protected by the means at the disposal of the criminal law*, or whether their protection should be left to agencies of a different character. . . . In the following chapters it is proposed to pass in review some of the basic values of present-day society and to inquire whether their treatment by the criminal law is still in harmony with the functions they have to fulfill in our society or whether any preexisting harmony may have been destroyed by the revolution which is going on before our eyes."

In conformity with this introduction, the chapters are entitled, "The Protection of

Human Life" (including such matters as social condemnation of homicide, euthanasia, sterilization, abortion, birth control); "The Protection of Sexual and Family Life" (covering, e.g., the prohibitions of homosexuality, bigamy, incest, nonsupport); "Economic Crime" (considering such matters as theft, destruction of property, fraud, usury, profiteering and monopolizing, strikes and absenteeism).

Following this discussion, "Part II" is entitled "Replanning Criminal Justice." Of it the author says, "The crisis in values makes it imperative to remodel large sections of the criminal law. Certain activities which are at present criminal offenses should cease to be punishable, as, for example, attempted suicide, euthanasia, and, with the necessary provisos, sterilization, strikes, selected forms of abortion and homosexual activities. On the other hand, anti-social behavior such as the breaking up of the family home, usury, tax avoidance, dangerous monopolistic policies and certain cases of negligence should be brought under the scope of the criminal law."

From this point on, the author makes what looks to the reviewer like a departure from his consideration of the fitness of substantive criminal law to modern social needs, and for 77 of his 300 pages he discusses such diverse matters as certainty and predictability in law; the separation of judicial, legislative and administrative functions; making the administration of criminal justice "more scientific" and "more democratic"; "more international co-operation and comparative study in the field of criminal justice."

No author, however competent, can discuss, either adequately or with any pretense of depth, the socially desirable criminality of monopolistic practices, strikes, euthanasia, alienation of affection, suicide, birth control, and a dozen other highly complicated social problems all within the space of a scant 200 pages. Mr. Mannheim frankly so admits in his introduction, and he does do a good job in provoking serious thought about a vitally important social problem.

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BUTTS, R. FREEMAN. *A Cultural History of Education*. Pp. ix, 726. New York: McGraw-Hill Book Co., 1947. \$4.00.

Professor Butts has compressed in 650 pages an amazing amount of information, not only about education but about the culture of Europe and America over the long span from primitive times to the present.

Using the term in the anthropological sense, he describes the cultural setting in each of the historical periods as revealed by the political, economic, social, and religious institutions. He then seeks to show how education has been affected by the culture pattern, and in turn how it has influenced that pattern. He deals only with Europe and America, not with Oriental cultures.

The book is divided into two roughly equal parts, the first covering the European origins of our educational traditions, and the second, recent educational traditions in Europe and America. Beginning with a short chapter on primitive and ancient times, he treats, in the first part, Greece and Rome, the Middle Ages, the Renaissance, and the Reformation. In Part II, the Enlightenment in Europe and America (the eighteenth century) is followed by chapters on the nineteenth and twentieth centuries. The chapter dealing with the culture in each of the centuries is followed by a chapter on education.

The European roots of cultural and educational changes which found expression in America are traced with clarity and skill. The perspective which it gives, in the consideration of current educational theories, is invaluable to one who seeks to comprehend fully the present-day schools of thought. Proponents of classical and of vocational education, the essentialists and the progressives, advocates of religious and of secular education, all had their counterparts in Europe. Indeed, educational theories, methods, and practices originating there were quickly reflected in American education. In one respect America departed from the European pattern—in the development of a free public school system extending from the kindergarten through the university. The public education system of the United States in this