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Book Reviews

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BOOK REVIEWS

ALFRED R. LINDESMITH [Ed.]

THE ORGANIZATION AND TEACHING OF SOCIAL AND ECONOMIC STUDIES IN CORRECTIONAL INSTITUTIONS. By *Glenn M. Kendall*. New York: Columbia University Press, 1939. Pp. xii—159. \$1.75.

One of a group of three publications recently published by Teachers College of Columbia University, under the joint sponsorship of the Englehardt Commission and the State Department of Correction, this volume bids fair to hold a position of considerable importance. Not only is it the only available description and discussion of an experiment in training for social life, but it will revive efforts to discover administrative devices toward the same end.

It is no more than three or four years ago, the reviewer remembers, that the American Prison Congress conspicuously ignored discussion of social life in prison and the responsibility of the prison in preparing inmates for life in democratic society through active participation in community functions. The prison was not even being recognized as a community. Last year, in New York, the meetings of the Committee on Education were devoted almost exclusively to a discussion of social education in prison. In fact, two speakers spoke favorably, yes, even with enthusiasm, of inmate participation in administration of community affairs. Much of this advance may be credited to the excellent work of the Division of Education of the Department of Correction in the State of New

York. This office has been quietly experimenting for some years with plans, goals, materials and inmates, searching for a workable technique in social education. Whether or not they have found it remains to be seen. This book is a description of the present status of their work.

Dr. Kendall intimates that the task of social education is a task best carried on in separate class units devoted to social and economic problems. He does admit that many opportunities for social training in vocational instruction are presented and that similar openings occur in almost any type of learning. It is disappointing that Dr. Kendall has not admitted that formalized, class room instruction in the social and economic science is most valuable when used as a background or foundation for the organization and administration of the prison community itself. This reviewer suspects that the New York State Department of Correction looks upon the prison community as a democratic one because all men are considered and treated equally. Such can hardly be the essence of democracy and by no stretch of the imagination can the modern prison community, even in New York, be considered a democratic unit. It follows, then, that it is somewhat difficult to teach democracy in a very undemocratic community. The project appears to proceed under the assumption that most inmates of prisons do not understand the society from which they came. That is doubtless cor-

rect. On the other hand, we may legitimately ask, "What relation has that lack of comprehension to delinquent behaviour and to correction?" The legitimacy of such training is not challenged, though the claim for corrective value is.

Let the foregoing appear too severe, the reviewer reiterates his belief that this study is one of the most important in the field of penology in recent years. It is a challenge to our imagination and it should cause us to raise for ourselves the question, "Where are we going in prison education?" The study will have value for the thought and experimentation it will stimulate rather than for its own immediate virtues. Dr. Kendall has included in his book a short history of the experiment at Walkill and other New York State institutions, a discussion of the goals of the educational project and an exhaustive outline of the teaching materials and techniques. For those prison educators who are in a position to make comparable efforts toward the necessary task of social education, Dr. Kendall's report may serve as an excellent jumping off place.

HANS RIEMER,
*Supervisor of Education,
Indiana State Prison.*

EDUCATION WITHIN PRISON WALLS.
By Walter M. Wallack, Glenn M.
Kendall and Howard L. Briggs.
New York: Columbia University
Press, 1939. Pp. viii—187. \$2.25.

For almost a decade teachers of criminology referred their students to Austin MacCormick's "Education in Prisons and Reformatories" as the only published work on correctional education. Similarly hard

put for material were those budding prison educators who could find no other source of guidance and instruction. With the publication of three important books, a co-operative venture of the New York State Department of Correction, the so-called Englehardt Commission and the Bureau of Publications, Teachers College, this sad lack of acceptable material is being filled. The present book is in a sense a master volume in its relation to Wallack's "Training of Prison Guards in the State of New York" and Kendall's "Organization of the Social and Economic Studies in Correctional Institutions."

Organized on a plan much like that of the other two volumes, this work presents the history of education in the New York state prison system; articulates the goals and aspirations of correctional education in New York; sketches the theoretical basis upon which the "New Penology" is founded; outlines in general the program of studies; provides a statistical analysis of the complete program; and, finally, describes the organization of the system in terms of particular responsibilities and relations between various administrative functions.

Covering the ground that it does, this book will serve as an excellent handbook for the new prison educator who has few guiding resources to fall back upon. Dr. Wallack and his two assistant directors of the Division of Education in the State Department of Correction have written a rather frank story of their experiences, have not hesitated at times to admit their mistakes and have demonstrated their technique of avoiding the same errors later. Here is the best available statement of the aims of

American Prison Education, the techniques to be adopted, the materials to be used.

Not only have the authors pointedly remarked that prison administration is an educational responsibility but they have driven home the point in every section of the book. In covering the ground from literacy classes to well developed vocational training classes, they have repeatedly demonstrated the mutual interdependence of the educational interests on the one hand and the other administrative functions on the other. Further, they have argued that no institutional function, basically, is without its educational implications and that to ignore such implication is waste.

Dr. Wallack once remarked a few years ago that he felt that the so-called professional workers in prison were striving to set up a training system which sought to make the man in prison a better man upon release than most people outside, "on the streets." When he said that, Dr. Wallack warned of the danger implicit in such striving. The present work indicates that Dr. Wallack and his division have been doing just that—striving to provide opportunities for growth and expansion superior to those generally found in society and striving to develop individuals with more self-reliance, more vocational ability, superior social attitudes, than the majority of our population. The reviewer does not know whether Dr. Wallack remembers that former statement of his or not. It may be that he has either forgotten it or changed his mind. In any event, he and his co-authors have provided an excellent rationale for the high goals toward which they strive. In other words,

they have clearly pointed out that the situation to which the ex-inmate returns is so much more complicated and difficult than that generally experienced and that the ex-inmate, having offended once, can cross the line a second time with less difficulty than the first, that he will need superior backing, resourcefulness and personal equipment.

In spite of his enthusiasm for this and the other two volumes, the reviewer notices a conspicuous lack of treatment of a corrective factor now beginning to enjoy considerable theoretical attention. Reference is made to the nature of the social community in which the individual inmate functions. More attention is paid to this thought in the review, printed elsewhere in this issue, of Dr. Kendall's book on the social and economic studies. There is considerable disagreement as to the fundamental causes of specific behaviour. On the other hand, have we not reached the point of agreeing that delinquent behaviour is a socially defined and directed response to individual problems occurring in a social milieu and that there is little relation between education (in an abstract sense) and criminality? When education becomes a process whereby an individual learns to participate in life by actually participating, then it begins to strike deep into the heart of the problem of delinquency.

These statements do not indicate a lack of faith in education in prison. One cannot help but agree with Austin MacCormick that, at this stage of our development, it is important to introduce as many social factors of development as we can think of to increase the "mathematical chances of refor-

mation." It is merely being suggested that prison educators begin to attack seriously the problem of social education as a process of living, not as a formal educational process. Though our progress has been small in comparison with our ambitions and in relation to the number of years we have worked, pleaded and cajoled, the time has come when we must more sincerely, more earnestly and more frankly ask ourselves where we are going and where we want to go.

HANS RIEMER,
*Supervisor of Education,
Indiana State Prison.*

RAS EN MISDAAD (RACE AND CRIME).

By *W. A. Bonger*, Haarlem:
Willinek, 1939. Pp. 110.

It is a pity that this masterly monograph cannot be available to us in translation. Bonger, who is professor of sociology at the University of Amsterdam, and author of the authoritative work "Criminal Sociology" translated in the Modern Criminal Science Series, has here undertaken to examine critically the various recently published views on criminality as affected by race. After a preliminary historical survey of theories, he proceeds in successive chapters to deal with the supposed influence of race in the case of Negroes (here we note that he cites articles or books of our editors Gault and Sellin), Jews, Mediterraneans, Alpines, Nordics, Ugro-Finns, and Baltics. In each instance he uses dependable statistics, draws interpretations, and comments on views advanced by others. His text is weighty and convincing. He is a past master in the interpretation of statistics. In this concisely formulated monograph he disposes of some popular fallacies,

as well as of some ill-founded scientific interpretations.

J. H. WIGMORE.

POPULATION, RACE AND EUGENICS.

By *Morris Siegel*. The Author,
546 Barton St., East Hamilton,
Ontario, 1939. Pp. x+206. \$3.00.

The title of this book describes its contents very well. It deals with selective reproduction, racial theories in relation to eugenics, marriage, feeble-mindedness, mental diseases and restrictive eugenics. The volume differs from so many books which have the word "eugenics" in the title in its balanced point of view. For instance, the problem of inheritance of human mental traits is presented with evidence on both sides of the issue. Furthermore, although the volume is principally devoted to eugenics and related problems, it is refreshing to find it containing discussions on housing, education and the economic system in relation to selective reproduction.

The problem of the criminal is given very little space and is discussed under the term "defective delinquents," who are described as "usually intellectually alert." The author considers this type of personality inherited because "magistrates and social workers do recognize that environment is only partially responsible for these wicked tendencies."

In general, this volume is a definite contribution to a field in which unprejudiced writing is not common. It is unfortunate that it shows signs of carelessness in such things as a poor index, loose proof-reading and lack of unity within certain chapters.

FREDERICK J. GAUDET,
University of Newark.

YOUTH AND THE WORLD'S WORK. By James H. Bedford. Los Angeles, Calif.: Society for Occupational Research, Ltd., 1938. Pp. viii+140.

Unemployment in an industrial culture is a major problem at any time, but it has been especially so for the past ten years, during which several millions of youth have finished school and have been entirely unable to find jobs. Dr. Bedford realizes that this circumstance is, in large measure, due to a "profit-motive" economic system. However, he places a large share of the blame, if it can be so called, on the public school system, especially at the secondary level.

The empirical basis for his argument rests upon the analysis of data concerning the vocational choices of 1,211 students of typical California high schools. These data indicate, as have other studies, that high school students in large measure select "white-collar" jobs in spite of the fact that our society can use only a limited number of persons in such occupations. That the students' selections are made

largely on irrational bases is shown by the found lack of correlation between their choices and their knowledge, through experience or school training, of the occupations. This lack of knowledge is itself fostered by the high schools which adhere to a traditional curriculum, heavily weighted with a cultural aim, when society demands a more vocational emphasis. Instead of being progressive the schools are reactionary in their acceptance of the *status quo*.

Dr. Bedford is not offering a panacea for our economic ills. He does believe, and with good justification, that a modified curriculum closely integrated with an intelligent guidance program would add a very important small measure to the solution of our industrial problems. This is an important monograph for all secondary school people; among psychologists it will be read with profit by all those interested in the guidance of adolescents.

—(Indiana University, from *The Journal of Applied Psychology*.)

C. M. LOUTTIT.