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## Book Reviews

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## BOOK REVIEWS

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**NARCOTICS AND DRUG ADDICTION.** By Erich Hesse, M. D. (Translated by Frank Gaynor.) Philosophical Library. New York, 1946. Pp. viii, 219. \$3.75.

This book constitutes a brief world survey of the non-medical use of or addiction to various types of drugs and narcotics. The author, who is (or was) evidently a German physician and professor of Pharmacology and Biology, is mainly concerned with the chemical nature and physiological effects of the substances he discusses, but he comments also upon the social and psychological aspects of his subject. The present reviewer will limit his remarks to the latter phases of the subject. Among the substances that Dr. Hesse discusses are the following: alcohol, opiates, tobacco, coffee, tea, cocoa, cocaine, mescaline, hashish, intoxicating pepper, intoxicating toadstools, arsenic, metallic mercury, ether, the solanaceae drugs, and the chewing betel.

The author bases his work almost entirely upon secondary sources rather than upon his own research or observation, and although the book contains much useful information, many of the author's statements concerning the psychological effects of drugs and his recommendations for dealing with the problems created by their excessive use, are oversimplified, naive, or inaccurate. Thus, he advocates legal prohibition as the means of handling most of the problems of drug abuse. He recommends that opiate addicts be subjected to compulsory cures and internment without realizing that although such a program might work in Germany where there are perhaps five or six thousand addicts, it would be difficult in the United States where there are probably from fifteen to twenty-five times as many addicts. He also proposes to prohibit the use of tobacco among all young persons under sixteen years of age. Only in the case of alcohol is he at all wary in advocating prohibition because of the fiasco of the American experiment along these lines.

Dr. Hesse stresses the well known similarity of effects of various types of opiate drugs, but at one point he quotes an addict's report that "heroin produces cowardice, impertinence, and immodesty," (p. 57) and in another place he asserts that under the influence of morphine "The coward gains heroic courage, the timid are full of self-confidence, the weakling feels full of energy." (p. 42.) He declares that the Chinese frequently smoke opium for many years without harm, but that "a white man is usually destroyed by Chandu (opium) smoking within a few years." (p. 24.) At the same time he asserts that heroin may be used habitually for six or seven years before physical damage becomes evident (p. 58). His statement that the habitual use of morphine leads to the development of acute psychoses (p. 43) is probably incorrect. The author's unfamiliarity with the situation in the United States is indicated by the fact that, on the basis of official figures, he declares that there is no use of heroin in this country (p. 55), without noting that illegally imported heroin is actually the most popular drug among American opiate addicts. Other similar examples could be cited.

The basic weakness of the work is that the author has attempted to cover too many topics from too many angles in too brief a space.

Indiana University.

ALFRED R. LINDESMITH.

PRINCIPLES OF GUIDANCE (Third Edition). By Arthur J. Jones. McGraw-Hill, New York, 1945. 592 pp.

This volume purports to be a major revision of an earlier edition by the Professor of Education, University of Pennsylvania. However, there are many references to materials dated in the 1920's, 1930's, a fair sprinkling of materials of the present decade and an occasional reference to materials dated 1918 and earlier. There is no mention, in the section on tests, of the Minnesota Multiphasic Personality Inventory or the Wechsler-Bellevue tests. The vast body of materials developed by the armed services are mentioned only briefly but perhaps they were not yet available when the volume was written. The six hundred pages ramble through a galaxy of items and the impression is strong, when the last page is reached, that some items are too much in detail and others sketchily covered.

This reviewer strongly agrees with the viewpoint attempted by Prof. Jones—that guidance aims to adjust the pupil to the school situation when the school situation is derived from life with other persons and aimed at promoting it. Basic to that view must be the relationship of the teaching force to the pupil—a radiation of personal warmth between them which makes the teacher a natural source of guidance to the pupil. This view, when executed, encourages children to present problems to the teacher, and the teacher, in turn, is able to shed light upon them.

Many pages are devoted to the mechanics of guidance through the usual school classifications of elementary, junior and senior high. But too little is given to emphasizing the key position of the teacher who sees the children for twelve years of his life. The teacher is in a key spot to discover children's difficulties. The school is firmly established as an American institution. It is our belief that the school should also take early official cognizance of children's difficulties and be geared to place them on the way to remedial action, as fast as possible.

There is a considerable lag between the first symptoms of maladjustment and remedial action. The lag continues, often, until there is a fixation of the difficulty. Thereupon fixed responses are applied in the form of classical remedies of disciplinary action against the maladjusted child.

After many years in quite a number of types of these fixed responses (juvenile court, correctional schools for boys, reformatories and prisons), most people know the futility of their efforts—efforts which might have been successful if found in time. In passing, Professor Jones mentions the school of thought, in guidance, which asks immediate remedial steps before waiting for social history, investigation, etc. My own counselling shows that it requires more than one semester of failing school work or poor attendance before the child is referred to a guidance clinic. There is considerable difficulty in securing placements for children who need special care. The emphasis is upon mechanics and formal schooling with almost a feeling that the individual child is of little consequence.

This reviewer is impressed also with the unfortunate situation that holds non-conforming conduct to be a sign of delinquency and calling for punishment. If, on the other hand, it is possible for guidance workers in schools to know much more about personality, if their job is to get the child into as normal routines as possible as early as possible, then there is hope for the continuance of their work.

Professor Jones again touches lightly upon the necessary training

for guidance workers. His view is that the basic education should be along school lines with incidental emphasis upon personality knowledge. Contrarily, it is believed that the first qualification of a guidance worker must be a warm, winning personality, able to attract children in difficulties. Thereafter, the educational courses—both in school work, social work and in understanding of personality—must be rather thorough.

Incidental emphasis is also placed upon the function of other specialists in the guidance program. It is not given to any one group to have all the answers to personality problems. If I may formalize my concept, it would be this: The teacher picks out the early cases of maladjustment (she knows the symptoms); she then refers them to such special facilities as the school has provided (guidance clinics, visiting teachers, etc.) or makes it her business to handle the incidental problems within the framework of the classroom; the guidance clinics and the counsellors also handle such problems as are within their capabilities, but again quickly refer the more difficult situations to others who have greater training and experience. If the guidance program in schools is to be more than the writing of plans, if the schools have a job of turning out children who are able to cope with life, the school program must be geared to the individual's difficulties and the individual given remedial help. Otherwise, the fixed agencies—juvenile courts, etc.—will continue to get children in whom maladjustment is fixed and will be able to do very little with them.

Counselling Service,  
Detroit.

W. A. GOLDBERG, Director.

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MANUAL ON CRIMINAL LAW AND PROCEDURE. By Ernst W. Puttkammer. Published by Chicago Crime Commission, 79 W. Monroe Street, Chicago, Illinois, 1946. Pp. 89. Free to law enforcement officers.

There has long been a vital need for a manual on criminal law and procedure written in readily understandable language. This is it. Prof. Puttkammer was the ideal man to write this book as he's had vast experience in dealing with police problems as a consultant and lecturer at the Illinois Police School, and has already published a manual of which this is the successor. Prof. Puttkammer is a professor of criminal law at Chicago University and has had much experience in setting up police training schools. In the foreword of this book Virgil W. Peterson, Operating Director of the Chicago Crime Commission states: "It will be made available to any law enforcement officer or official upon request." The book is in the nature of a police primer and is one every police officer should have a thorough knowledge of. Although it is brief and elementary it is based on, and covers the Illinois Criminal Code, Chapter 38, very thoroughly.

The book is divided into the following phases: Preliminary; Criminal Law; Procedure; Appendix (with suggestions for instructors).

The preliminary phase gives a general idea of what our government is like, explains the three branches of government, and tells which "makes" the laws, which "enforces" the laws, and which "judges" whether or not the laws have been violated. Here we are also given a working knowledge of our City government.

The criminal law section ably discusses nearly all phases of the criminal law as outlined in Chapter 38. After each paragraph you

find the question answered by the preceding statement so that a thorough study of the contents can't help but give a police officer a wide range of knowledge of the fundamentals of criminal law, especially as practiced in our state.

Under a heading: "Doing Physical Injury to Others" we find the following sub-headings discussed: Murder and Manslaughter; Assault and Battery and Mayhem; False Imprisonment; Sex Offenses; Offenses Against Children; Cruelty to Animals; Unlawful Businesses; Miscellaneous Sorts of Conduct Hurtful to Public; Offenses Against Government; Taking or Using Property Wrongfully.

After this we have: "General Principles Applicable to All Criminal Offenses." This is a most important chapter as it includes "Intent," "Capacity to Commit Crime," "Mistake and Compulsion," "Accessory," "Defenses Based on Victim's Conduct," and ends with a page devoted to "Civil Rights."

The section on Procedure tells what happens in the average criminal case after the arrest has been made and starts with a complete explanation of "Proceedings Preliminary to Trial," and "Arrest With Warrant." This is followed by: Arrest Without Warrant; Lawful Force in Making Arrest; Consequences of Unlawful Arrest; Duty After Making Arrest; Summons; Search; Trial of Minor Cases; Coroner; Grand Jury; Limitations; Trial and Arrangement; Confessions and Admissions; Verdict, Sentence and Appeal; Extradition; Criminal Sexual Psychopaths; Habeas Corpus; Juvenile Courts.

Towards the end we find an appendix with suggestions for instructors, but it would be well for the student to study this carefully as it contains many hints on "what not to do" in the study of criminal law. Puttkammer in a very un-professorial manner tells us many of the faults of teachers who dwell on definitions, lengths of sentences, etc., instead of encouraging students to ask questions and discuss the law and the many practical questions that confront them daily. Here is a real opportunity for police from recruits to top officials, to acquire a fairly complete knowledge of the criminal law and procedure with a minimum of time and little effort.

Captain  
Chicago Police.

JOHN I. HOWE.

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ANALISIS DE LA FIGURA DELICTIVA. By Sebastián Soler, Buenos Aires, 1943, Pp. 23; and LA RAIZ DE LA CULPABILIDAD, Montevideo, 1945, Pp. 51.

Dr. Sebastián Soler, brilliant author of *Argentine Penal Law (Derecho Penal Argentino)* and other significant legal studies, distinguished Professor of Penal Law at the University of Córdoba in Argentina, and Judge in the Criminal Division of the Court of Appeals of Rosario, Argentina, deals briefly but penetratingly with subjects in his major field of interest in these two pamphlets. The first, an address before the College of Lawyers of Buenos Aires on June 17, 1942 brings into focus the general problem of establishing penal procedure which will guarantee justice to both individual and society. The difficulties are: (1) that it is impossible to foresee all possible actions socially undesirable and hence to incorporate them in a code the violation of which constitutes action punishable by the state (p. 5); (2) all procedure must be in conformity with the *ex post facto* principle, expressly forbidden by the Argentine Constitution; and (3) criminality is not susceptible of as exact defini-

tion as other legal terms. ("It is not absolutely possible to say: this man has committed a crime; we (must) see *what* crime he has committed.") (P. 9.) The author's major insistence is that justice in criminal procedure is contingent upon the clear statement in positive law of actions forbidden and that such clarity can best result through harnessing some of the advanced and proved sociological and psychological methods to the traditional legal approaches to solving this dynamic problem.

The second of these two pamphlets is an address delivered under the auspices of the Faculty of Law and Social Sciences of Montevideo in the summer of 1945 in which Dr. Soler presents some elementary conceptions of the foundations of guilt in criminal procedure. He develops historically the relationship of violation of custom, tabu, and law to the imposition of sanctions, but in so doing fails to show clearly the individual responsibility to impose punishment in primitive societies, followed eventually by the development of the theory that infraction of criminal law is an offense against the group which should accordingly assume responsibility for the imposition of the sanction. The principle of prohibiting punishment for action innocent when committed but made prospectively criminal he considers fundamental, but this idea possibly should have encouraged consideration of the effect of an unconstitutional statute (pp. 25-27). He treats various methods of ascertaining guilt in a somewhat general fashion, in most instances positing abstract consideration of the problem, rather than pointing to a series of case studies.

University of Wisconsin

WILLIAM S. STOKES.

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