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## Reviews and Criticisms

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## REVIEWS AND CRITICISMS

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(The following reviews by Bertha Corman and H. L. Harley are from a bulletin that is issued occasionally by the Institute of Juvenile Research, Division of the Criminologist, Chicago.)

EDUCATION OF MENTAL DEFECTIVES IN STATE AND PRIVATE INSTITUTIONS AND IN SPECIAL CLASSES IN THE PUBLIC SCHOOLS IN THE UNITED STATES. By *V. V. Anderson*. Mental Hygiene, V. 1; Jan., 1921; pp. 85-122.

This article reviews briefly the findings of a study recently made by the Mental Hygiene Society on the question of educational possibilities for the mentally defective, and concludes with a number of specific recommendations.

The study showed that there are still five states in the Union which make no separate provisions for the adequate care of this group, and that no state is at present caring for more than one-tenth of its defective population. The number provided with institutional care varies from 72.1 per 100,000 in Massachusetts to 2.5 in Texas. The average for the United States is 28.6 per 100,000. The number of children per teacher varies from 2 to 67. The survey recommends specially trained teachers and small classes for the training of defectives.

While some state and private institutions for defectives offer educational opportunity for their entire population, others restrict it to a small percentage or give no formal training at all. Illinois' state school, with a population of 2,214, offers schooling to 468, or 21.2 per cent.

The author points out three distinct periods in the education of defectives: (1) At first education was directed toward development of the intellect. This method having failed, (2) the general sentiment was turned toward sterilization and segregation. But this method, too, proved impracticable and (3) the present slogan is "state-wide supervision of all mental defectives, early recognition and diagnosis of every defective child, opportunity for special classes, training and after-care supervision of every child in need of such care." Dr. Fernald is the exponent of this program.

The average curriculum for the training of the defectives includes formal sense training, grade work, music, physical training, manual training and industrial classes. The extent and character of such training varies with each institution.

The study of the special classes in the public schools covered 108 cities with a total of 1,292 special classes. It was learned that only a few cities provide special schools for defective children, and that the majority of schools make no distinction between the backward and the feeble-minded child—to the detriment of both.

The survey showed that about 68 per cent of the children in the 108 cities were placed in these classes without having been properly

diagnosed by trained experts, and that few schools have adequate curricula or specially trained teachers for this group of children. Only 5 of the 108 cities reported supervision after the children left school. Attention is called to the danger of this neglect, both to the defective and to the community.

Based on this study the following recommendations are made:

- (1) Increased institutional provisions.
- (2) Proper equipment in the institution for the adequate training of those who can profit by training.
- (3) Proper provisions for the parole of those who can be handled in the community.
- (4) Mental examinations by experts of defective children in the public schools.
- (5) Special classes for the defectives; such classes equipped to give physical, manual and industrial training.
- (6) After-care supervision of all mental defectives through a central registration bureau.

BERTHA CORMAN.

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THE GROUP MIND: A Sketch of the Principles of Collective Psychology With Some Attempt to Apply Them to the Interpretation of National Life and Character. By *William McDougall*. N. Y.: Putnam. 1920. Pp. 413. \$5.00.

As preparation for studying "The Group Mind" an understanding of the author's earlier volume, "An Introduction to Social Psychology," is desirable, because of the constantly recurring analogy between the development of individual psychological attributes and the psychological attributes of the collective mind. The present book examines scientifically the general principles of group life, without attempting to apply these principles to particular manifestations. The author rejects at the outset the Spencerian concept of the shaping of the collective mind by the individual units. His conception of a collective mind is the conception of an organic whole which molds the lives and character of the individual units and is in turn molded and modified by the changes in the individual units. A mind is an organized system of mental or purposive forces, and "in this sense every highly organized human society may properly be said to possess a collective mind." (p. 13.)

In Part I, through four chapters, the author sets forth the principles of behavior of the simple crowd and the highly organized groups exemplified in a national army. In the crowd which becomes a psychological crowd, there obtains a common interest, but unorganized, without tradition or sentiment, and of temporary existence. Such a crowd does not possess a collective mind. The individual, relieved of the sense of responsibility, but quickened in suggestibility, acts on a lower level than he would individually. In the organized group, on the contrary, the individual may rise to attainments impossible to his individual volition. The strength of the organized group lies in the development of a group self-consciousness.

In Part II (eight chapters) national mind and character are examined. The main thesis of these chapters is that "the group mind of a nation is an organized system of mental or psychical forces." The national character is not the national type, but is "that particular combination of mental forces of which the national life is the external manifestation." Essential to a national mind are (1) a certain racial homogeneity, though not racial purity, (2) good means of communication, and (3) the unification brought about by the influence of great national leaders, war, and a sense of a clearly defined common purpose on which national responsibility depends.

An integral part of national character is national will. Beginning with the dictum that "self-consciousness is essential to volition; a truly volitional action is one which issues from the contemplation of some end represented in relation to the idea of the self or found to be desirable," the author shows how national life manifests an increasing national self-consciousness—a dominating factor in the life of advanced nations. It is only when national self-consciousness takes on a strong affective tone, becomes "sentiment," that it manifests volitional power. This national sentiment is patriotism, which the author holds to be an essential development in contradistinction to those who regard patriotism as a useless sentiment in modern civilization. Essential to the development of patriotism are a strong family sentiment, conflict, rivalry and competition between nations, and a greater dissemination of knowledge of the culture of other peoples, bringing into sharper relief the values of indigenous customs and culture.

Part III deals with the influence of such factors as race on the development of national mind and character. The main thesis is that civilization does not progress by natural selection in the ordinary sense races are formed by such selection in a period prior to civilization. After a degree of civilization has been achieved, considerable influence is exerted by occupations. Progress is rare and appears only to occur in the maturity period of nations, as among the nations of Western Europe, and it is mainly due to the spread of a social organization based on the principle from "status to contract," wherein the individual enjoys greater liberty and more securely founded rights as against the community and as against all other individuals. Ultimately, during the maturity period of the nation, national self-consciousness becomes the guiding factor of the national will.

H. L. HARLEY.

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THE PASSING OF THE COUNTY JAIL. By *Stuart A. Queen*. Menasha, Wis.: Collegiate Press. 1920.

On the evidence of 156 pages of text the county jail system stands condemned as an institution for the reform and social readjustment of misdemeanants. Mr. Queen analyzes in Chapter I "The County Jail System," and demonstrates through data secured in California and by Miss Hinrichsen in Illinois the inadequacy of the local authorities to deal effectively with the problem of the misdemeanant. In Chapter II, "Substitutes for the County Jail System," the author

surveys the plans developed at various places to deal with vagrants, drug addicts, prostitutes and family deserters. Three outstanding hindrances are met in all existing plans, namely: (1) The relatively fixed and short sentence, (2) lack of facilities for courts to learn the personal needs of the offender, (3) lack of individualization within the institution. In Chapters III and IV the offenses for which misdemeanants are convicted are analyzed in the usual manner of tabulating age, nativity, civil status, occupation, physical condition, etc., and this analysis is followed by typical case histories which lead to the conclusion that "*Misdemeanants do not constitute a well-defined type.*" From this conclusion the author develops in Chapter V "A Basis for Individualization." In this chapter the frequent references to the work of Healy, Glueck, Kirchway, Goddard and others indicates the fact that the concepts developed in the field of psychiatry are becoming dynamic in social planning. In the concluding chapter a unified correctional system is proposed—a plan which will meet all the requirements of the state control of the misdemeanor problem. Although parts of the comprehensive plans sketched in this work have been in operation in various states, the book is recommended to those who are earnest to complete the reform through a fuller application of the principles of individualization.

HARRISON L. HARLEY.

A STUDY OF WOMEN DELINQUENTS IN NEW YORK STATE. By *Mabel R. Fernald, Mary H. S. Hayes and Almena Dawley*. Preface by Katharine B. Davis. Statistical chapter by Beardsley Ruml. Publications of the Bureau of Social Hygiene. The Century Co., N. Y., 1920. Pp. 542. \$5.00.

This volume comprises a study of six groups of women including 685 from five institutions and 102 on probation. Figures are given concerning age, offenses, convictions, nativity, school and work records, mentality social status, etc.—making up a total of 223 tables and 46 charts. It is excellent as an example of detailed statistical work applied to social data. Positive conclusions are few. Of course, all studies in this field, whether of individuals in the laboratory or of masses by statistical methods, relate only to minorities who are caught. As far as their data go, say the authors: "Even when we compare the delinquent group with the general population we find relatively slight distinctions and much overlapping." Further they concluded: "... any search for a well defined type of individual appearing as the delinquent woman, will probably be fruitless. Apparently the concept of such a type cannot be saved even by expanding it beyond Lombroso's anthropological type and pruning off certain of the absurdities incorporated in this idea." This same conclusion has been stressed many times in recent years, even, more recently, with respect to psychologic differences between delinquent and non-delinquent groups.

Northwestern University.

ROBERT H. GAULT.

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