

limitations of psycho-therapeutic procedure in delinquency. But even if the therapeutic results of treating chronic cases were entirely negative, this would not justify neglect of a psychological approach to the problem. If only for purposes of research it is essential that chronic cases should not be left to the untender mercies of purely legal disposal. Psychological study of chronic insanity has provided invaluable information on the nature of mental regression and thereby accelerated progress in the handling of borderline cases. There is no reason to suppose that similar benefits could not be reaped from the study of chronic delinquency.

As for the actual technique there is no question that the treatment of delinquency calls for considerable modifications of the procedures applied, for example, in the psycho-analysis of the psycho-neurotic. But not of course for modifications of the principles regulating the approach. Had Dr. Lindner borne this reservation in mind, he might have produced a book more modest in size and in pretension yet of unquestionable value to the experimenter in the psycho-therapy of delinquency.

EDWARD GLOVER

The Social Servant in the Making. By Elizabeth Macadam. George Allen & Unwin Ltd. Pp. 145. 6s.

"Social work is not 'welfare', not 'doing good', not 'case work', not even 'relief or prevention of distress'. I have tried to show that it covers much more than these. It extends to the community as a whole and is concerned with all efforts to create throughout the world equal opportunities—physical, economic, intellectual, and spiritual, for all."

This width of horizon is characteristic of Elizabeth Macadam's survey of the last twenty years of development and of her hopes for the future of education for social service. The range of her view does not detract from the details of the foreground, but rather adds to their significance. She is, for example, concerned both with the vexed problem of relating practical and theoretical aspects of training, and with the value of the study of social sciences to those in kindred professions—teachers, doctors and clergy. She interests herself and her readers both in the gradually changing functions of the local government administrator, and also in the deliberations of the Foreign and Colonial Offices on developments in the selection and training of civil servants.

The education of social workers is, as Miss Macadam herself shows, a timely subject. Questions are being raised on all sides as to the best preparation for the development of new or rapidly changing services. A large number of government and other reports from very diverse sources bear directly or indirectly upon the same subject. Through these surveys, to which most useful and comprehensive reference is made, there run certain common problems to which answers must be found if plans of reconstruction are to get further than the counters of His Majesty's Stationery Office. How may the best individuals be attracted into the social services, whether at the centre, or at the circumference, where the servant meets the citizen? At what stage in education and experience can special training most effectively develop wisdom and skill? How may those with capacity for the science and art of social service be best selected? Does the university provide the best setting for this kind of study, and if so, how can it be brought into a good working relation with the social services of the community and the professional organizations to which they have given rise?

No one is better qualified to bring perspective to these problems than the author, who helped to found the first

of the Social Science Departments in the University of Liverpool, and who has for twenty-five years been the secretary of the Joint University Council for Social Studies. It is encouraging to find a note of optimism running through her writing. Leading social organizations have "moved with the times". Social work is taking its place amongst the recognized professions. Even Government Departments are beginning to depart from tradition and gingerly to open a few doors to those who have a claim to special knowledge of human welfare. Local Authorities not infrequently express an interest in special training for their social services.

Miss Macadam is perhaps more appreciative of the achievements of the professional associations than their own members would be. Of particular interest to readers of this journal will be her comment upon the important influence on the whole social training movement of those who have concerned themselves with training social workers for the mental health services.

Nevertheless, in her own generous way, the author, makes her criticisms and misgivings clear. Experience after the last war showed a decline of interest after the "reconstruction boom". Will history repeat itself? The universities cannot possibly fulfil the important task which she feels belongs properly to them unless they are given far more adequate facilities for teaching and for research. Practical training will only be raised to a proper level if there is a much closer working relation between the training organizations and the Social Science Departments—a change which the author thinks is dependent upon the appointment of tutors in the methods and practice of social work on to the staff of the university. There must be far more interchange between the University and the social services.

"A school of social study is an amphibious body requiring two elements for its very existence. It belongs to the community as well as to the university and must have direct contacts with administrative bodies of all kinds in the world of action outside. Without such contacts the school has no raison d'être. It becomes as meaningless as a medical school without a hospital, an education department with no practising school, an engineering department with no workshop."

In line with this view is the suggestion that the universities should establish sub-centres of social study in areas outside their reach, and that there should be set up a National Institute of Social Studies, comparable in social affairs with the Royal Institute of International Affairs, and forming a centre "not only for social planners, but for social practitioners".

On some of these issues one could wish for fuller discussion and sometimes more radical criticism. All experienced social workers anxious to carry their hopes and discontents further will find Miss Macadam's little book an admirable and sympathetic guide. For those new to the subject it will be of the greatest possible value in giving them up-to-date facts and finely tempered judgment.

Modern Teaching, Practice and Technique. By J. H. Panton, Vice-Principal, Borough Road College, Isleworth. Longmans Green. Pp. 298. 8s. 6d.

This is a sound and pleasantly written handbook on the art of teaching, based on many years' experience of both teaching children and training students. As the author states in his preface, it is intended for those who are entering on a course of preparation for the teaching profession.

The major part of the book is concerned with a very practical and well illustrated exposition of the technique of teaching, though the first three chapters are devoted to a simple description of the more generally accepted psychological principles underlying the development of children and their learning processes, and the two concluding chapters contain some straightforward suggestions on the character of discipline and the maintenance of class order, and on the qualities of personality which the intending teacher would do well to cultivate in himself.

The main purpose of the book is not so much to discuss educational theories or to consider possible reforms in curriculum and technique which many people to-day consider necessary to meet modern developments in education, but to put into the hands of the novice, a guide to the day-to-day practical problems connected with children's learning, which often baffle and discourage the inexperienced. Generally speaking, the book would be a useful complement to *Learning and Teaching* by Drs. E. H. and A. G. Hughes, to whom the author acknowledges his indebtedness, but would possibly be best suited to the older and more mature student training under the Ministry of Education's Emergency Scheme. For this reason it is to be regretted that no bibliography for rather wider reading is provided: instead we have to rely on references in the footnotes to those books whose opinions and ideas the author quotes.

Although the language of the book is simple, clear and untechnical the author's use of certain terms would seem to be open to question. For instance, his differentiation between physical and manipulative skill and his discussion of habits on the mental plane—in which he includes reading, writing and speaking as well as thinking proper—might be somewhat confusing to the beginner. Again, his explanation of the term "project" would seem to correspond rather to the more typical English "centre of interest" than to the thoroughgoing American conception of project. Nor would the school of psycho-analysts accept his suggestion that an exposition of their principles is given in Geraldine Coster's book (with its somewhat misleading title) *Psycho-Analysis for Normal People*, useful though that book may be as an introduction to the part played by unconscious forces in motivating behaviour. His reference, moreover, to the pleasure-pain principle seems to be somewhat of an over-simplification.

However, these are perhaps minor defects in a book which, in general, is characterized by lucidity and comprehensiveness. Certainly, it is full of sound commonsense and shows a sympathetic understanding of the beginner's situation which will be of considerable help to many when they first come to practise the craft of teaching.

P.N.W.

An Introduction to Child Guidance. By W. Mary Burbury, M.B., B.S., D.P.M., Edna M. Balient, B.Sc. and Bridget J. Yapp, M.D. Pp. 200. 7s. 6d. London. Macmillan & Co. 1945.

The staff of the Manchester Child Guidance Clinic has produced an admirable little book describing their work. It is couched in simple language and shows the way in which a clinic should be run. Of course it is impossible to convey in print exactly how Child Guidance is done because it is almost more an emotional than an intellectual process. However, so far as it can be done the technique of play, drawing, story telling, etc., is described and the way in which inferences can be drawn from observation of the parents, the home, the school,

and the street, which help in understanding the child and his maladjustment to the general situation, are adequately dealt with.

It is obvious that the understanding will be all the clearer when the impressions of three skilled people are pooled, especially when they are as enthusiastic and co-operative as the staff of this clinic obviously has been. It is interesting to note that in this, as in most clinics, little use is made of direct analytic technic in treatment even of adolescents, yet it is obvious that a thorough knowledge of the principles underlying such technique is quite essential. This book is to be thoroughly recommended to all interested in the welfare of children, and it has the merits that it is clear, concise, and as prices rule nowadays, cheap.

R.G.G.

An Introduction to Physical Methods of Treatment in Psychiatry. By William Sargant, M.A., M.B. (Cantab), M.R.C.P., D.P.M. and Eliot Slater, M.A., M.D.(Cantab), M.R.C.P., D.P.M. Livingstone Ltd., Edinburgh. Pp. 164. 8s. 6d.

This is a most valuable contribution to the subject of modern physical methods of treatment in psychiatry. Great advances have been made in the last five years, so great that it is difficult for those not directly concerned with the use of these methods to keep up to date. They have so far been largely experimental, and there are many Medical Superintendents of mental hospitals and consulting psychiatrists who are still sceptical as to their value.

The types of mental and nervous disorder which are most suitable for the various physical methods of treatment are still *sub judice* and there is considerable variation in technique in the use of these methods and, it may well be, in the efficiency of those applying them. It was therefore high time that a book like this should appear which codifies the subject and describes the various methods of treatment in intimate detail. The last word has not yet been said on the subject, indeed the authors themselves make no claim to do more than to have written an introduction to it, and in this task they have succeeded most admirably. It is a book to be read by every Psychiatrist and there is no doubt that it would be a great advantage to every general practitioner to be acquainted with it also. As it is short, well set out and eminently readable even those whose time is very limited should be able to make themselves acquainted with its general thesis even if they do not study it in detail.

The growing appreciation of the large part that psychiatric factors play in physical disorders, and of the important part that physical methods of treatment can play in dealing with psychiatric illness represents one of the greatest advances in modern medicine.

D.M.O.

Q. Camp for Boys. An Outline of Principles and Methods. Compiled by the Q. Camps Committee. To be obtained from Mrs. Wood, Cherry Pie, Watlington, Oxon. 9d.

"Q. Camp" for boys, described in this pamphlet, is the second enterprise to be embarked upon by the "Q. Camps" Committee. It was started in July, 1944, on the site of the former camp, "with a small staff and a few boys needing emergency care on account of the war," and it is hoped to lay the foundations of a permanent Camp-Hostel School for maladjusted boys.

Particulars can be obtained from the Hon. Secretary (Dr. Marjorie Franklin), 57 Bainton Road, Oxford.