NEW LIGHT ON THE WAY
THE CHILD SHOULD GO

Rain up a child in the way he should go; and when he is old, he will not depart from it." But what is this much-to-be-desired path for our children's feet? Ah, there's the rub! The world has always used trial and error methods of training its young; our generation has advanced so many conflicting theories that we are more bewildered than ever. In the meantime the children suffer! A few of them—yes, even yet! are restrained and kept unnaturally good. More often the parents or teacher, having themselves experienced the dwarfing effects of repression, embrace the current "happiness-freedom" program. This is apt to free the child from all responsibility so that he tends to grow up idle and unstable.

What is to be done about the matter? Some day—before the millennium, too—our secondary schools will require units in mental hygiene; then knowledge of how to train the child will become an essential instead of an accident! But before we can do this the psychologists must provide for us a well defined program of mental hygiene; any scheme of ethics accepted by our times must be deeply rooted in the science of human nature. Fortunately, current psychological literature teems with help in adjusting to the group, in achieving "the good," in developing character. Furthermore, this knowledge is fast being freed from all technicalities and made available for use by any intelligent layman.

One epoch-making book comes to us


The Psychology of the Unadjusted School
from the psychological clinic at the University of Iowa. Morgan interprets life as an adjustment to reality; one's character is weak or strong according to the quality of adjustment he makes; the school exists primarily to give training in adjustment. While he recognizes the force of heredity, his emphasis is on the fact that our method of adjusting to life is largely habit, and therefore subject to modification. He deplores softening children by shielding them from difficulties, for it is thus that habits of dependence develop. But he would not only have the child face the difficulty squarely; he would have parents and teacher arrange the situation so that sustained effort has reasonable chances of success. For hard work at a worthwhile job is the road to stability; thus the child learns life's great lessons; thus he learns to face difficulty, to earn his pleasures, to be true to himself, and finally to know that the highest pleasure is secured by giving pleasure to others.

The book is planned for the classroom teacher, but although clearly written around a few major theses, it is fairly strong diet for the usual two-year graduate. To those willing to contribute a little effort it offers a real understanding of character and its development. Possibly the author would prefer it that way. With his conception of reality it is easy to believe that he would relish a little well-rewarded labor on the reader's part. For modern psychology extends the "sweat of the brow" theory; it seems as if character must be earned that way as well as bread!

Dr. Morgan is director of the psychological clinic at Iowa; in the same year, 1924, Dr. Burnham, professor of school hygiene at Clark University, gave us a companion book. The Normal Mind is also written around a well-sustained thesis, that integration is normality. Burnham thinks that this integration, or wholeness of personality, is to be earned by doing. He summarizes favorable growth conditions in three words—a task, a plan, and freedom. Thus he brings "purposeful activity" over from the project method—the educators got the idea from psychology, anyway—and makes it the battle cry of mental hygiene in the home as well as in the school.

Dr. Burnham lays great stress on the conditioned reflex and its part in habit, especially in those habits of connecting ideas that we usually term association. Not that he omits repressions and other methods of meeting reality; rather he makes the association process central in his treatment of the various aspects of mental hygiene.

This book considers every aspect of mental hygiene. It contains abstracts of many experiment reports, numerous quotations from authorities in the field, and an exhaustive bibliography. As a source book on the subject it is invaluable, but for the layman it is a little involved. This is due in part to its fullness, but somewhat to the author's treatment of the same point in different ways at different places in the book.

Ernest R. Groves is a professor of sociology, so it is natural for him to see the development of personality as socialization of the three major instincts, hunger, self-preservation, and sex. In connection with the socialization process arises the complex—an habitual reaction based on an instinct and with an undue emotional content. There are three main methods of reacting to a complex: forcing oneself to forget it, or repression; deceiving oneself, or "rationalization"; and facing the difficulty openly, or integration.

The book is fairly well organized into chapters, but within the chapters Mr. Grove is often hard to follow. This is the result of his style, and of the wealth of ideas the book contains; it is spotted with sentences so pregnant with suggestions that each


serves to start a new train of thought. At the close of each chapter is a list of selected readings, a set of topics for reports, and a summary in the form of questions for discussion.

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A BIBLIOGRAPHY FOR USE IN TEACHING CERTAIN PLAYS BY SHAKESPEARE TO HIGH SCHOOL CLASSES

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(b) Content

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