

PSYCHOLOGY

# Don't Send Bad Boys To Principal's Office

## Conference Discusses the Part of Schools and Homes In Care For Abnormal and Handicapped Children

**B**AD BOY Bobby may no longer be marched off to the principal's office for punishment if and when the public schools adopt suggestions made to a Conference on the Exceptional Child by Dr. John E. Bentley, psychologist of American University.

Such an indignity to the unruly child, Dr. Bentley called "medievalism." A much better way is to be found in the Child Guidance Clinic which should care for the health, behavior, and achievement of the pupils, Dr. Bentley believes.

"Many children fail, and develop adverse behavior personalities not because they are irrational, mentally inferior, or intellectually disabled but because they have never been recognized as faulty learners," he said. "They need the careful appraisal and help of psychological service that will seek to remedy their erroneous reactions.

"To cast children who fail, children who are acclaimed to be behavior problems on the scholastic scrapheap as inefficient, inferior, and beyond hope before they have been examined is socially criminal; and society must pay

ultimately the price of this educational and social folly."

### Unwanted Children

The unwanted child, and the baby who feels for some reason or other that he is not loved, are likely later to swell the pathetic ranks of the neurotic and the juvenile-delinquent. So Dr. Winifred Richmond, of St. Elizabeth's Hospital, told the Conference in explaining the part that the family can play in helping the abnormal child.

Children need love, she said. When deprived of it, one type of individual may develop nervous habits and another may become delinquent.

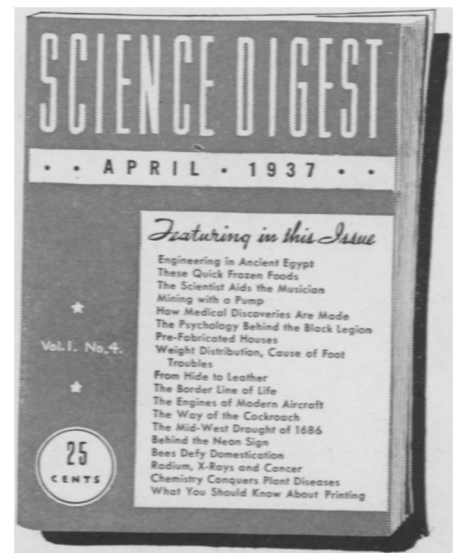
"Undoubtedly there are many children who make an adjustment which enables them to develop without becoming either ill or delinquent, and there may be other causes in the development of nervous conditions in a child; but nearly all authorities agree that some disturbance in the normal love relationships is the most frequently found," Dr. Richmond said.

"It has been argued the small size of the modern family results in too intense love being centered upon the children, and parents and children are too closely associated, so that opportunities for friction are increased, and the parents' unhappiness and unhealthy attitudes can scarcely fail to react upon the child. In a culture like the Samoan, where the child is a member of a large kinship group, and cared for from the beginning by half a dozen different persons, given love abundantly but not intensively by any one person, he develops without any strong attachments but seldom indeed does he show any nervous tendencies.

"On the other hand, each of us has only a certain capacity for loving, some being much more limited than others. In a large family the mother may not have love enough to go around, so to speak, and some of the children are bound to feel themselves neglected."

Parents of physically handicapped

# Should have big future, says scientist



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### MADE VISIBLE

These fingerprints were made to show up so that they could be studied and photographed by Dr. Lucas's method described on the facing page.

children or those with brain injuries or speech defects were warned by Dr. Richmond to accept their children for what they are and not to try to force them to meet the standards that might be expected of those not so handi-

capped. If encouraged to make the best of what they have with no regrets for what they lack, these handicapped children may turn out very well indeed, she indicated.

*Science News Letter, March 6, 1937*

GENERAL SCIENCE

## More Diffusion of Science Predicted by Foundation Head

### Laboratories and Study Collections Should Be Opened To Adult Public; Science Material Should Go on Road

**P**REDICTING that we are now entering a period of greatly increased interest in the spread of new knowledge and the fruits of recent research and discovery, Dr. F. P. Keppel, president of the Carnegie Corporation of New York, addressing the American Philosophical Society, suggested a widespread effort to provide educational opportunities for adults in the fields of science.

Science is a neglected field in adult education, Dr. Keppel said, even though our civilization is "based to a degree unimaginable in the past upon the applications of science."

Dr. Keppel visualized the resources of educational and scientific America made available not alone to the children and youth in schools and universities, but to the grown-ups.

"Institutions must open their doors," he said, "and in particular more colleges and high schools must throw open their laboratories and study collections. For use in communities where it is not now available, we must have suitable science material 'on the road' just as we have our traveling exhibitions of pictures and our traveling orchestras."

One liability in the proposed program is what Dr. Keppel described as "a curious shyness on the part of our males about being caught at improving themselves culturally." Until recently, adult education in the fine arts represented "what the geneticists would call a sex-linked character."

The American Philosophical Society, founded by Benjamin Franklin and now implemented by the Penrose bequest, could take a leading part in this proposed movement to make science more widely understood and appreciated, Dr. Keppel suggested.

"A few years ago the fact that in the United States the spirit of intellectual inquiry is free would have been taken for granted," Dr. Keppel observed. "But today our relative freedom, despite Scopes trials and teachers' oaths, must be reckoned as a very precious asset. If we look overseas, certain countries which have made great contributions to the advancement of learning in the past appear to us to be in the process of committing mental suicide. This is, let us hope, an appearance and not a reality, but at the best they seem to be in for a considerable period of intellectual hibernation."

One serious liability in diffusing science more adequately, Dr. Keppel said, is the traditional attitude of so many men of science, the very men who should be leaders, not only in the advancement but in the diffusion of knowledge.

"Most of those who are themselves advancing the frontiers of scientific knowledge are frankly not interested in the popular diffusion of such knowledge," he said. "When approached upon the subject, they are likely to reveal a fear that if it were known by their scientific colleagues that they were developing such an interest, they would lose face, and this despite excellent examples to the contrary to be found in England and elsewhere.

"Certain other leaders point out that the unevenness of preparation in any adult group adds enormously to the difficulties of laying any solid foundation of fact upon which a structure of worth while understanding can be erected by the individual. This liability deserves serious consideration. If it is proposed merely to carry over the classroom techniques based upon uniformity

**● RADIO**

*March 9, 5:15 p.m., E.S.T.*  
**EGYPTIAN TOMB DISCOVERIES—**  
 Ambrose Lansing of the Metropolitan Museum of Art.

*March 16, 5:15 p.m., E.S.T.*  
**OUR PREHISTORIC ANCESTORS—**  
 Edgar B. Howard of the Philadelphia Academy of Natural Sciences.

In the Science Service series of radio discussions led by Watson Davis, Director, over the Columbia Broadcasting System.

of previous preparation, one can well understand the doubts and fears of these leaders. We do know, however, that excellent results are actually being obtained when instruction is individualized, and more important when the adviser has skillfully limited the student's own objective to a degree of understanding which his factual structure can safely carry.

"Even when the leaders in science are willing to talk to the laymen about these matters, it often develops that the two groups are not talking about the same thing. What the scientist has in mind is a broader spread throughout the American people of a belief in the importance of science and of the scientific method in modern life. Now this is admittedly more desirable. Indeed it is hardly reasonable to expect that in the long run funds will be forthcoming for the support of scientific research in adequate amount from taxation and corporate or private sources, unless there is developed a more general understanding of the objectives of science on the part of the public.

"But surely this is not the whole story. Hasn't the individual American adult a right not merely to worship, but to learn, and in learning will he not only enrich his own life, but help the course of public appreciation in the most effective possible way?"

*Science News Letter, March 6, 1937*

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