



school of psychology" had mostly a broad ignorance.

Then to those who make such a fuss about "objective" psychology; they ought to read Vaihinger's "Philosophy of As If," especially the part on categories; then let them point to the line which "shows" where "subjective" divides itself from "objective"!

The findings of the "testing psychologists" operate to injure their victims. And the public at large does not know the blight cast on the future of a child when he is "discovered inadequate" in one of their tests; even the average teacher considers such results a "true measure" of the capacity of a child. Too often I have seen teachers neglect a child and justify such treatment because the test shows (?) he has not the capacity to profit by instruction! For the most part, these tests have become a "scientific" excuse or alibi for teachers who do not know how to teach; they perpetuate the mistaken belief that some children are "born short" in the power to comprehend. I am sure that one of those "objective tests" would show that I had no card sense and (for this reason) I would be unable (rather than unlikely) to succeed at bridge. I have no "card sense" because I have no interest in playing cards--this, however, tells nothing about my capacity--if I were interested.

On the other hand, a child who gets a low rating in a test is handled

"as if" he had no capacity, when any fool can see that he has no interest! When will some of these so-called educators give up the belief in something called "intelligence" which operates on all things impartially and independently of what we call interest? As far as I can see, no one is ever "smart" in anything which does not interest him. All learning begins with a question in the mind of the individual. The present system of education dumps factual material into the minds of children for their "intelligence" to grind up and digest without ever arousing a question in these minds. Such treatment is worse than rape! It is no wonder that children revolt and reject such material, If these "objective tests" show anything, it is probable that they show how successful some children have been in resisting our senseless violation of their mental processes.

There is a serious misconception in the minds of most people in this country: that Adler's psychology is a "bastard form" of Freud's. Few have any idea that it is wholly different in structure. Because of this notion, few take the trouble to read Adler at all, being willing to accept the designation "superficial" which the Freudians employ to describe Adler. I have never met a single critic of Adlerian psychology that knew the difference between "teleological" and "mechanistic." If people would read Adler, all would go well enough--we must challenge them to "look" before they "compare."