

group. The mentally retarded may be socially normal ; intelligence quotient is only one factor in a social judgment. As measured by the tests employed, boys showed a greater range of intellectual ability than girls. The adolescent age is the period of greatest maladjustment in school.

M. HAMBLIN SMITH.

*A Clinical Demonstration of Superior Children.* (*Psychol. Clinic*, vol. *xxi*, June–August, 1932.) Sylvester, M. L.

Superiority is both quantitative and qualitative: The latter is determined by what we happen to value. The Binet-Simon scale has been constructed by men who have thought certain tests worth while ; these tests measure intellectual ability, but the conception of mental age must not be carried too far. A six-year-old girl and a sixteen-year-old girl may each have a mental age of ten years ; but it is absurd to think that, for this reason, they can be educated together. We must be careful to distinguish between genius and talent.

M. HAMBLIN SMITH.

*Female Sexuality.* (*Internat. Journ. of Psycho-Analysis*, vol. *xiii*, July, 1932.) Freud, S.

Freud has found that in females the great dependence on the father merely takes over the heritage of an equally important attachment to the mother, and that this earlier pre-Œdipal phase lasts to the fourth or fifth year—longer than had formerly been supposed. The motives brought to light by analysis which may account for this turning away from the mother are that she neglected to provide the little girl with a penis ; that she did not feed her enough ; compelled her to share her mother's love with others ; never fulfilled all the expectations of the child's love ; and that she first excited and then forbade her daughter's own sexual activity. As a result of the castration complex the little girl's development may follow along one of three lines : (a) renunciation of sexuality, (b) defiant over-emphasis of her own masculinity, (c) the ultimate normal feminine attitude in which she takes her father as love-object and thus arrives at the Œdipus complex in feminine form.

S. M. COLEMAN.

*Libidinal Types.* (*Internat. Journ. of Psycho-Analysis*, vol. *xiii*, July, 1932.) Freud, S.

With the libidinal situation as the basis of classification three main character-types are distinguished : the erotic type in whom loving and being loved is all-important, and in whom behaviour is governed by the instinctive claims of the id ; the obsessional type, characterized by the supremacy of the super-ego ; the narcissistic type, whose main aim is self-preservation. It is suggested that when a person of the erotic type feels ill he will develop hysteria, the obsessional will present an obsessional neurosis, while the narcissistic individual is particularly disposed to psychosis.

S. M. COLEMAN.

*A Contribution to the Problem of Libidinal Development of the Genital Phase in Girls.* (*Internat. Journ. of Psycho-Analysis*, vol. *xiii*, July, 1932.) Müller, J.

By direct study in children and by the analysis of adults the writer is convinced that libidinal cathexis of the vagina occurs not infrequently during

the infantile genital phase. Further it occurs in just those subjects who, in later life, prove frigid in sexual intercourse, in whom the clitoris is especially emphasized, and who are burdened with a strong castration complex and masculine character traits.

S. M. COLEMAN.

*Internationale Zeitschrift für Individual-Psychologie, May-June, 1932.*

This number contains the following articles :

*Effective Factors in Psychotherapy [Einige wirksame Factoren in der Psychotherapie]. Dreikurs, R.*

The nervous patient, being essentially without courage himself, needs primarily a strong personality in his physician, the actual method of treatment being of less significance. Various effective methods—referred to as therapeutic “tricks” (Adler)—are discussed as startling the patient out of persistently inappropriate emotional attitudes into a clearer perception of their significance for himself. Such “tricks” are: taking the patient by surprise; turning the tables on the patient, as by suddenly insisting upon, instead of combating, the latter’s own view of the genuinely somatic nature of a conversion symptom; irony; antisuggestion—described by Adler and named by Wexberg—the urging to a still more complete indulgence of any given symptom, such as weeping, etc. The danger of any excessive use of such “effective” methods is pointed out, as well as the possible reactions on the part of the patient.

*The Vienna Individual Psychology Experimental School [Die individual-psychologische Versuchsschule in Wien]. Birnbaum, F.*

The application of individual psychology methods in a working-class school. As the experiment only dates from September, 1931, the article deals more with intelligent anticipations than actual results.

*Change of Life-Style—Transformation of Talent [Änderung des Lebensstiles—Begabungswandel]. Spiel, O.*

Individual psychology asks what is the meaning of laziness, stupidity, etc., as the case may be, for the whole personality? The answer is that it is a mistaken attempt to bolster up a discouraged personality—and mistakes can be set right. The article deals with the correcting of the mistaken life style—stupidity and buffoonery—of a normally gifted boy, by discovering and altering the emotional family setting that occasioned it.

*The Individual Psychology of the Learning of Languages [Zur Individual-psychologie des Sprachenerlernens]. Brachfeld, O.*

The writer holds there is a “turning-point” in the learning of a language which has to do with the psychology of courage. In all cases this turning-point connotes “the establishing of contact with a large community” and the consequent release of courage, whereupon learning becomes easy and rapid.

*The Development of a Pair of Twins [Aus dem Entwicklungsgang eines Zwillingspaares]. Bluekerchen, J.*

The writer deals on individual-psychology lines with the complementary emotional patterns of the development of twin girls from infancy to womanhood.