

Euclidean formulas, and if it is wise to subject every child to the same mathematical discipline? He considers that there are two main attitudes—one that emphasizes the meaning content and one that emphasizes the formal element; both are probably necessary in the complete mathematician, but most individuals tend more to the one or the other. A sound educational system would permit each child to work out its particular aptitude on its own lines, and thus preserve its appetite for learning beyond anything our present school methods can achieve.

JANE SUTTIE.

*Mathematical Talent* [Über mathematische Begabung]. (*Internat. Zeits. f. Individ. Psychol.*, Jan.–Feb., 1933.) Bekd, E.

A discussion of the preceding article and of the respective values of a strictly formal, or of a more practical, introduction to mathematics. It is pointed out that neither an early aptitude for analytic, nor one for geometrical thought need indicate any particular aptitude for mathematics, though the much rarer combination of the two may do so. The extreme value of a study of the psychology of mathematical talent is emphasized, because of the comparative freedom of such an interest from emotional factors.

JANE SUTTIE.

*Individual Psychology and the Aptitude for Mathematics* [Was kann die Individualpsychologie zur mathematischen "Begabung" sagen?]. (*Internat. Zeits. f. Individ. Psychol.*, Jan.–Feb., 1933.) Adler, A.

Comments upon the two preceding articles. Much depends on the child's preparation for school, much on the teacher. If the latter believes only in an innate aptitude, he will soon give up trying to elicit an interest that may not be immediately forthcoming. Girls, for instance, are supposed incapable of mathematics, and so usually meekly accept this dictum. Most bad mathematicians have been spoiled children.

JANE SUTTIE.

*Nervousness* [Nervosität]. (*Internat. Zeits. f. Individ. Psychol.*, Jan.–Feb., 1933.) Nowotny, K.

When we say a person is "nervous" we mean that in some way his behaviour is wrong, but we can also say that there is no nervousness without a heightened affect. Maladjustment to a difficult external situation, or to an inner situation—an organ inferiority—may alike give rise to nervousness. The inability to meet any given reality situation may evoke any one of a vast range of organic "nervous" symptoms. The author considers that adaptation to reality is rendered difficult in our culture, mainly because of the insane competition for prestige and individual pre-eminence by which it is characterized. The cure of nervousness is brought about by strengthening and increasing the capacity for community feeling.

JANE SUTTIE.

*Gandhi's Childhood* [Die Kindheit Gandhis]. (*Internat. Zeits. f. Individ. Psychol.*, Jan.–Feb., 1933.) Friedmann, A.

A study of Gandhi as the youngest and delicate child of a four-times married father, an energetic, not over-religious man of good social standing. His mother was an intensely religious woman, who resorted to rigorous fasting irrespective of health. The conflict between Gandhi's need for compensatory self-assertion and his sense of inferiority has had a profound influence on his life-pattern. This is apparent in his abnegation of sexual life at 34 as a solution of a situation he could not resolve successfully in a more positive fashion, and in his abnegation of food as a means to an almost magical control, not otherwise obtainable, over his compatriots.

JANE SUTTIE.