affective activities. There is a general tendency to over-estimate the number, duration and strength of the pleasant activities and to under-estimate the number, etc., of the unpleasant activities.

(2) Pleasant activities are positively correlated with optimistic temperaments, and unpleasant activities are positively correlated with pessimistic temperaments.

(3) Unpleasant activities and experiences are stronger and have a more positive character than pleasant activities and experiences. Probably pleasant and unpleasant activities and experiences are not located on exactly the same psychological plane.

(4) There is further learning and a later relative improvement in the retention and reproduction of pleasant activities. This conclusion does not hold for every affective activity or experience, and is more applicable to life-like situations and activities than to laboratory experiments.

(5) There is little difference in the efficiency with which pleasant and unpleasant activities can be learned.

(6) Under the ordinary conditions of everyday life, the unpleasant activities are more numerous and of longer average duration than the pleasant activities.

(7) The efficiency of learning is greater when the affective factor is present.

(8) The feelings which are present on reproducing or recalling past activities and experiences tend to change with the passage of time.

G. W. T. H. FLEMING.

The Journal of Comparative Psychology, vol. xiv, August, 1932.

This number contains the following articles:

The Influence of Ligating One of the Common Carotid Arteries upon Handedness in the Rat. Peterson, G. M.

The dominance of one cerebral hemisphere in the rat is not due to unequal blood supplies coming from the two carotid arteries. Until positive evidence is forthcoming, the explanation of cerebral dominance in man in terms of difference in the mode of origin in the two carotids must be regarded sceptically.

The Order of Eliminating Blinds in Maze Learning by the Rat. Spence, K. W.

There is evidence of some backward order principle of learning in the maze operation. Another factor is an absolute direction orientation on the part of the animal to the goal.

The Effect of Castration at Various Ages upon the Learning Ability of Male Albino Rats. Commins, W. D.

Castration does not render the rats inferior in learning ability. The testicular hormone has no demonstrable influence upon the development of this ability.

On the Supposed Visual Function of the Nictitating Membrane in the Domestic Pigeon. Friedmann, H.

Nictitation is primarily a type of reflex protection to the eye during jerky movements.

Concerning the Discrimination of Geometrical Figures by White Rats. Fields, P. E.

A detailed criticism of the work of N. L. Munn on this subject.

Observations on Apparently Unlearned Behaviour. Sanborn, H. C.

Notes on cases of apparent inheritance, which may be useful for later experimental verification.

Comparative Behaviour of Primates. Maslow, A. H., and Harlow, H. F.

Describes delayed reaction tests on certain kinds of primates. Consistent performance was found in each group.

The Influence of Embryonic Movements upon the Behaviour After Hatching. Zing, Y. K.

Behaviour is neither pre-natally nor post-natally acquired, nor is it hereditary. The development of behaviour is an absolutely gradual and continuous process.

Test Performance of Full- and Mixed-Blood Dakota Indians. Telford, C. W.

In general the Indians stand between the white and Negro groups studied. No relationship between the degree of Indian blood and test performance is found.

The Relative Values of Satisfying and Annoying Situations as Motives in the Learning Process. Dodson, J. D.

A description of a series of experiments which have a bearing upon the disadvantage of using the fear drive as a motive in education.

Sex Differences in Rats on Three Learning Tasks. McNemar, Q., and Stone, C. P.

The authors conclude that sex is a variable which needs to be considered in experimental studies on rats. M. HAMBLIN SMITH.

The Journal of Comparative Psychology, vol. xiv, October, 1932.

This number contains the following articles :

An Experiment in Maze Learning with Ants. Evans, S.

The results indicate that ants learn by experience, in addition to being guided by the sense of smell. Ants prefer to follow ant paths.

The Effectiveness of Food and Electric Shock in Learning and Retention by Rats When Applied at Critical Points in the Maze. Dorcus, R. M., and Gray, W. L.

Shock is more effective in the reduction of errors than is the food eaten. A relatively smaller number of shocks received is much more effective than food eaten a greater number of times.