

*Childish Inferiority Feeling and its Compensations* [Das kindliche Minderwertigkeitsgefühl und seine Kompensation]. (*Internat. Zeits. f. Individ. Psychol.*, April-June, 1934.) Holub, A.

This article, the author states, was written to supplement the attempt by various educational and medical workers to draw up a form, upon the answers to which diagnosis and therapy could be based. The article is also intended to demonstrate that treatment by individual psychology does not aim only at removing feelings of inferiority, and that "compensation" and "over-compensation" do not always imply nothing but a struggle for power. It is not the symptom alone, but the goal also that must be understood.

JANE I. SUTTIE.

*Is the Life-Style Determined by the Environment?* [Wird der Lebensstil eines Menschen von der Umgebung bestimmt?]. (*Internat. Zeits. f. Individ. Psychol.*, April-June, 1934.) Davis, A.

A short sketch of the early life of Annie Sullivan Macy, the teacher of Helen Keller. The author considers that Miss Macy's interest in the mute, deaf and blind child is not to be referred to environmental influences in her own childhood, but to her innate courage, etc., all of which she, however, refers to the influence upon Miss Macy of her tubercular but undefeatable mother, who died when the former was a child. It seems difficult to consider Miss Macy's mother as other than part of her childhood environment, or ignore the passionate interest in a blind child as something related to Miss Macy's own trachoma in childhood.

JANE I. SUTTIE.

*An Attempt at a Graphic Representation of Modes of Psychic Activity* [Versuch einer graphischen Darstellung psychischer Bewegungsarten]. (*Internat. Zeits. f. Individ. Psychol.*, April-June, 1934.) Sicher, L.

The author endeavours to express the conception of the "normal", the neurotic, suicidal, psychotic and criminal "types" of mind by simple diagrams. The central idea is that there is an ideal "whole" or "perfection" towards which all human striving is directed, without of course reaching it. This "whole" is represented as a circle, and the various emotional attitudes to life are represented by variously modified diagrammatic approximations to, or aberrations from, the "ideal" diagram by means of other circles, sectors, etc.

The use of such diagrams might, it is suggested, obviate misunderstandings between the patient and physician on points of psychological theory.

JANE I. SUTTIE.

*The Psychopathology of the Teacher* [Zur Psychopathologie des Erziehers]. (*Internat. Zeits. f. Individ. Psychol.*, April-June, 1934.) Stern, E.

The writer points out that if the children are to be courageous, self-reliant, friendly, social and tolerant, then so must their teacher be. It is urgent that teachers should have chosen their profession for appropriate motives, and not, as so often, because of an unrecognized need to dominate, to exercise an authority not otherwise justified by one's personality, etc. It is impossible for every teacher to be analysed, but at the very least those teachers with strongly marked pathological traits should be rejected, or should endeavour to overcome their problems.

JANE I. SUTTIE.

*Physical Manifestations of Psychic Disturbances* [Körperliche Auswirkungen seelischer Störungen]. (*Internat. Zeits. f. Individ. Psychol.*, April-June, 1934.) Adler, A.

All organ inferiority corresponds with psychic conditions, and is the expression of the response the individual makes to the demands of life. It is the emotional attitude of the individual to life that determines everything. All appropriate organ functioning depends upon the degree of one's psychic and emotional identi-