

outlines some cases of psychoneurosis in children treated at the Children's Clinic for the Treatment and Study of Nervous and Delicate Children. She gives a sketch of the methods by which they are treated, and concludes: "I have a profound belief in the neurotic child; well handled, I believe he is excellent material for the well-being of the next generation."

WM. McWILLIAM.

*On Defining Psycho-analysis.* (*Brit. Journ. Med. Psychol.*, August, 1931.) *Stephen, A.*

In this paper the author defines his attitude and ideas on the subject of psycho-analysis, recognizing that the term "is used even by psycho-analysts themselves in several different but more or less closely allied senses." He takes the word in "just one of its uses, that is to say, as the name of a particular form of psycho-therapy," and describes to what sort of process it is applied. He reviews and discusses the various aspects of the subject at some length, but invariably in interesting fashion.

WM. McWILLIAM.

*The Interpretability of Dreams.* (*Brit. Journ. Med. Psychol.*, August, 1931.) *Woodard, J. W.*

This article is of especial interest in that it gives *verbatim* account of the analysis of a dream. The outlook of the writer is tolerant, and he upholds no particular school, but he gives his own personal views and procedure in this analysis.

WM. McWILLIAM.

*Association in Normal and Subnormal Adolescents.* (*Amer. Journ. Psychiat.*, September, 1931.) *McElwee, E. W.*

The normal adolescents studied were 80 children, aged about 14 years, in a junior high school; the subnormals were 85 children, aged 14 years, in the ungraded classes of New York City. The normals had a higher number of individual reactions than children under 16 years taken as a group; this indicates the presence of some emotional instability during adolescence. The subnormals had a much greater number of individual reactions than the normals; this may indicate either that subnormals are more emotionally unstable during adolescence, or that subnormals should be measured by the standard for children of a lower age, at which a larger number of individual reactions is to be expected.

M. HAMBLIN SMITH.

*Internationale Zeitschrift für Individual-Psychologie*, November, 1931. *Trick and Neurosis.* *Adler, A.*

In this article Adler discusses the idea that much achievement in human activities, in art and science, etc., is due to a form of mental guess-work—to an immediate, irrational grasp, one might say, of relations. While this intuitive "trick" may often have the happiest results, if, indeed, it does not prove the sole method of

progress in fresh conquests of the outer physical environment, it may have sinister results in other ways. The success in childhood of such an unpremeditated trick in enforcing desired behaviour from the environment, and of achieving selfish infantile ends, may act thenceforth as a deterrent to the learning of any other, reasoned, socially adapted means to social ends. The "trick" thus becomes a habitual means to the successful evasion of the effort of facing and solving any of the real problems of life on a social basis. "A neurosis begins when the trick is discovered to make a strength out of a weakness, and the process becomes established for that end." Adler holds it to be easily demonstrated that the element of "trickery" (almost in the sense of the skill of the conjuror) is a necessity of development, because all life really only experiences impressions without ever becoming aware of what lies behind those impressions.

*Hamlet the Neurotic. Mairet, Philippe.*

An interesting discussion of the play and character of "Hamlet" from the point of view of individual psychology. The author makes a number of telling points, and comes to the conclusion that the tragedy of Hamlet is that of the Renaissance cult of the supereminence of the individual personality. It is on the general appeal of this superlative ego-ideal, however mistaken, not on the "complex shared by all" of the Freudian school, that the writer of the article sees the vitality of the play to depend.

*The Roots of National Behaviour. Wegener, W.*

The seemingly irrational behaviour of a small Slav community in eastern Pomerania, in detaching itself from Germany after some generations of apparently friendly co-operation and in attaching itself to Poland, with which it has few affinities, is discussed from the point of view of individual psychology. The motivation is found in a sudden exacerbation of a long-repressed inferiority feeling roused to expression by sundry well-meant but coercive actions on the part of the larger community. The non-advantageous nature of such inferiority protests is pointed out, and the co-operative, mutually sympathetic understanding that is called for if large and small communities are to exist together is discussed.

*The Relation of the Eye to Poetry. Holub, A.*

The main topic is Wordsworth as an eidetic. The general theme is the assertion of the association of various forms of visual inferiority with over-compensatory delight in visual experience, and is illustrated by reference to many well-known literary figures. The author maintains that there is a peculiarly intimate association of the faculty for eidetic imagery with lyric feeling and poetic expression.

*Psychic Compensation for Eye Inferiority. Plewa, Franz.*

A note on Dante Gabriel Rossetti, and the apparent compensation for his defective eyesight in his emphasis, both in verse and art, on the plastic and pictorial.

*The "Sexual Trauma." Knopf, Olga.*

The case-history of a patient which, in the contributor's opinion apparently, disproves the psycho-analytic view that only forgotten or "repressed" sexual traumata can determine a subsequent neurosis. A childhood sexual trauma that had never been forgotten is here considered to have been maintained in memory, in order to support the patient's mistaken ideal of life, and thus to help her to escape her real life-problem.

*The Education of Twins. Lohmeyer, Gerhard.*

The intensely competitive nature of the twin relationship is discussed and the difficulties this presents in all matters of education. The urgent necessity for building up independence and maintaining the individual characteristics of each twin is thoroughly discussed and illustrative cases quoted.

*An "Individual Psychology" Child Community. Rothwein, Elly.*

A short account of a group of children attending a day-centre managed on these lines. The group included pre-school and school-children.

*Does the Education Hitherto Provided Secure the Ability of the Rising Generation?*

This is a very condensed epitome of researches by a large number of teachers in Vienna. The extent of the research and its well-balanced nature is remarkable, as well as the open-minded attitude towards, and appreciation of, the new "problem" in education—that of the small, or one-child, family. The conclusion is stated that, of all the schools of psychology coming under consideration in an impartial search for the most helpful in educational matters, none dealt so comprehensively and satisfactorily with such problems as did the school of Individual Psychology.

*Report of the Individual Psychological Outdoor Clinic of the Psychiatric and Neurological Division of the Vienna General Hospital. Nowotny, Karl.*

A brief note of the cases treated at the above hospital, with short statistical tables.  
JANE I. SUTTIE.

*The Probable Origin of Man's Belief in Sympathetic Magic and Taboo. (Med. Journ. and Record, February, 1931.) Kempf, E. J.*

The author points out that man has for centuries practised a form of psychotherapy on himself, which he had found necessary