

*Identical Twins Reared Apart. (Character and Personality, vol. ii, p. 22, Sept., 1933.) Saudek, R.*

An account is given of the study of a case of identical twins reared apart and studied by Prof. H. J. Muller, being the first pair to be described in literature. Prof. Newman has traced nine other pairs and has published details of six pairs. Differences of opinion have resulted between Newman and Muller. Only thirteen pairs of identical twins reared apart have so far been traced.

Muller's pair, Jessie and Bessie, showed a striking intellectual similarity, but a marked emotional dissimilarity. Emotional reactions were tested in various ways, including the Pressey X-O test and the Downey will-temperament test.

Saudek gives an account of the handwriting of the twins, specimens being given and analysed, and close correlation is found between the results from the handwriting analysis and the results from the Downey test. The graphology study does not contribute to an intellectual assessment.

F. H. HEALEY.

*Joy in Labour. (Character and Personality, vol. ii, p. 62, Sept., 1933.) Lipmann, O.*

Four kinds of behaviour are described: inactivity, play, and work of two kinds, heteronomous and autonomous. Lipmann quotes from his own writings and from those of Eliasberg. In normal people there is an urge to labour, to renounce the desires of the moment, for the sake of a predetermined end. Heteronomous work, *i.e.*, work done for others, does not lead to so much joy as autonomous work, *i.e.*, work done for oneself. The neurotic is said to play instead of work, or even play in his work. This is hyperkinetic indolence, whereas hypokinetic indolence is the laziness associated with fatigue. The author postulates that human beings possess a primary instinct to employ their energies in the service of some intelligent end.

F. H. HEALEY.

*Configurational Tendencies in Rorschach Responses. (Amer. Journ. Psychol., vol. xlv, p. 433, July, 1933.) Beck, S. J.*

The author administered the Rorschach test to thirty-nine individuals of very superior intelligence. Rorschach considers that the wholes amongst the responses are a function of intelligence. It is necessary, however, to remember that some of the tests are much more frequently interpreted as wholes than others. The writer did not use the usual Rorschach technique of classifying the responses. These responses were studied with reference to the evidence of organization of details of the test figures into larger meaningful combinations. The principal types of organization found were (a) wholes, (b) distant details, (c) white spaces with solid material, (d) adjacent details, (e) analysis-synthesis. The analysis-synthesis process was found to have a sigma value reliably higher than all the other processes except the organization of distant details. Organization into wholes was found definitely to vary with change in the conditions as represented by the figures in the test series.

G. W. T. H. FLEMING.

*The Rorschach Ink-blot Test: II. (Brit. Journ. Med. Psychol., vol. xiii, Oct., 1933.) Vernon, Philip E.*

Section D: The author summarizes and tabulates the norms obtained by various investigators. He tested the reliability by the split-half method, and concluded that to possess any good validity a diagnosis must be based on not less than 30 *Antw.* The test must be modified so that the reliabilities of the chief categories of response achieve a level of at least 0.70-0.80. He found the interrelations of categories utterly irregular and statistically insignificant.

Section E: The significance of *Erlebnistypus*, "the way the individual experiences", and the characteristics and distribution of the *Erlebnistypen* are discussed. Recent investigations comparing *Erlebnistypus* with other typological systems are reviewed. The writer has applied to two groups of male students a *questionnaire* test of Jung's introversion-extraversion, and obtained other measures of sociality,

on correlating which with ( $B-\Sigma Fb$ ) scores he found no regular agreement. With Yale students he repeated Halvorsen's graphological experiment, but he failed to find any relationship between introversives and an upright or back-sloping angle of script, and extratensives and a forward-sloping angle. The author concludes that the varied investigations discussed are obscured by an almost complete disregard for scientific standards. There seems to be a moderate relationship between colour-form dominance and cyclothyme-schizothyme temperament, and a more distant relationship with Jung's extraversion-introversion, with Kretschmer's pyknic-asthenic constitutional types, with Jaensch's integrate-disintegrate eidetic types, and with Gross's primary-secondary function perseveration types.

Section F: Children seem to give a smaller proportion of  $G$  responses, a lower  $F$  %, and a higher  $T$  % than adults. Rorschach states that children are, in general, ambi-equal in *Erlebnistypus*, whereas the author finds them to be mainly co-ative, with a slight inclination to extratension. There is no reliable evidence of sex differences. Similarities between the Rorschach responses of sisters may be due, not to heredity, but to the influence of similar upbringing.

JOHN D. W. PEARCE.

*Concerning School Psychologists.* (*Psychol. Clinic*, vol. xxii, p. 41, March-May, 1933.) Anderson, R. G.

The appointment of school psychologists will be of little avail unless there is co-operation between the psychologist and the teacher. Teachers require adjustment no less than do their pupils. Teachers are most concerned over problems which represent transgression of their authority and infraction of school discipline. The more training in psychology a teacher has had, the more ready will he or she be to seek assistance from the school psychologist. The psychologist must not be regarded as a "feeder" for special classes. The introduction of group tests has caused much testing to fall into the hands of inadequately trained persons, who are limited to attaching a label (often erroneous) to a child; the result has been to produce a limited conception of the contribution which the psychologist can make to school problems. It is an interpretation rather than a diagnosis which is wanted; and the testing of intelligence, although essential, is not sufficient. Emotional and social factors are of the greatest moment.

M. HAMBLIN SMITH.

*Sleep and Retention.* (*Psychol. Bulletin*, vol. xxx, p. 415, June, 1933.) Van Ormer, E. B.

The usual amount (about eight hours) of daily sleep favours retention of nonsense syllables. The advantage of sleep is not so great after four hours. Retention of nonsense syllables after 24 hours was better when the learning had occurred just before retiring. Retention of any verbal material is better after four or eight hours of sleep than after the same periods of waking. Assuming that a possible decrease in the learning efficiency is over-balanced by the better retention following sleep, the advantage of night study is evident. Forgetting is a function of the kinds and conditions of interpolated experience and of the nature and degree of the shift in stimulation, not of the period of disuse. In spite of cases of unusual recall of childhood acquisitions, there is no evidence for the extreme view that anything once learned is never forgotten. The unqualified statement that the rate of forgetting diminishes with time is hardly correct. The explanation that forgetting is produced by the physiological law of atrophy through disuse is far from complete.

M. HAMBLIN SMITH.

*Special Disability in Spelling.* (*Journ. Neur. Inst. N.Y.*, vol. i, p. 159, June, 1931.) Orton, S. T.

The author first states his view that many spelling disabilities arise from imperfect acquisition of unilateral dominance in the language function, and that spelling defects are rare apart from similar trouble with regard to reading.