

*A Description and Classification of the Responses of the Newborn Infant.* (*Psychol. Bull.*, vol. xxxi, p. 5, Jan., 1934.) Dennis, W.

Many of the response forms cannot have been acquired by pre-natal practice, and many stimulus connections of the responses cannot be attributed to a learning process. Behaviour development must be partly due to a maturation process. Theories which hold that the stimulus-response connections are chaotic, unspecific and random must be rejected; stimuli under defined conditions have consistent effects. The repertoire of the infant is surprisingly large, and each response is "patterned"; there are at least fifteen responses which involve every member of the body. It is suggested that the number of differentiated responses is directly related to the number of total integrated responses with which the organism begins its life-history. Literature on the newborn is weak in naturalistic description, and in interest and familiarity with the material. Watson's reports seem to be little more than statements of his impressions and theories.

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*Experimental Investigations of Childhood Play.* (*Psychol. Bull.*, vol. xxxi, p. 47, Jan., 1934.) Hurlock, E. B.

During the first year the baby, in experimenting with the various sense-organs, derives great satisfaction from their stimulation. Desire for sensations leads to the earliest form of play, which is simple and subject to constant repetition. At about three years the child tends to play with other children, and shows the rudiments of team play. At five years the child finds the end-result more important than the activity, and play develops into simple kinds of construction. The collection of trivial things begins at three years and lasts to about eight years. At four years a preference for companions of the same sex begins to be shown. There is a marked tendency to the phantasy of imaginary companions. The play of children from "good" neighbourhoods shows greater initiative and spontaneity. Boys prefer playing with dogs, as contrasted with a preference of girls for cats. Mental age, rather than calendar age, is responsible for grouping of boys into "gangs". Children of high intelligence tend to be solitary in their play and to avoid physical activity of a strenuous nature.

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*The Only Child of Age Five.* (*Psychol. Clin.*, vol. xxii, p. 73, June-Aug., 1933.) Witty, P. A.

Much of the generally accepted views as regards the physical and mental health of only children may be dismissed as superstition. The author's studies show that only children are physically superior to unselected children. The evidence negates the common opinion that the only child tends to be socially maladjusted. We must be careful not to over-simplify a complex phenomenon, and we must not regard a single tangible factor as a cause. The somewhat superior social and economic status, and the apparent mental superiority of the parents of only children, must be duly allowed for in our findings.

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*An Experimental Study of Rivalry in Young Children.* (*Journ. Comp. Psychol.*, vol. xvi, p. 367, Dec., 1933.) Leuba, C.

Thirty-two children, ranging from two to six years of age, were experimented with at a nursery school. The policy of the school is not to encourage rivalry in any way. The children were given a simple task to perform, that of putting pegs of uniform colour into a peg-board. The children worked first singly and then in pairs. Three stages were observed. With two-year-olds there was little reaction to the presence of another child at the same task. With three- and four-year-olds rivalry responses were noted in some cases, with a lessened output in the together situation. With five-year-olds rivalry responses were usually dominant in the presence of the other child, and the output was materially increased. There were no noticeable sex differences.

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