

ROBERT R. BUSH, ROBERT P. ABELSON, AND RAY HYMAN, *Mathematics for Psychologists, Examples and Problems*. New York: Social Science Research Council, 1956. Pp. iv + 86.

This paperbound volume, prepared for the Social Science Research Council during the summer of 1954 under Bush's direction, provides a fund of examples and problems illustrating mathematical applications in psychology. These are chosen and classified so that they can be used in four of the standard undergraduate mathematics courses. The book is not, and was not intended to be, either a systematic treatise on mathematics or on the uses of mathematics in psychology; rather, it presents specific illustrations, drawn from the psychological literature, of applications of some of the more familiar mathematical topics. No really elaborate developments are presented *in toto*. Although its main use undoubtedly will be to supplement mathematics texts, it should also aid those preparing courses on mathematical psychology.

Within their chosen framework, the authors have done an effective job. The coverage, although not intended to be exhaustive, is broad, the references to the literature are generous (124 items in the bibliography), and the writing is concise and clear. My only question is whether teachers of mathematics will not find the descriptions of the underlying psychological problems too abbreviated. Probably they will be forced to read some of the research literature before they will feel reasonably confident in employing these examples; quite possibly this will serve a desirable long range purpose, and certainly with this volume in hand teachers of mathematics will know where to read.

Each of the four main sections of the book is keyed to a standard mathematics text in the sense that each subsection corresponds to one or a few subsections of the text. For example, the calculus reference is Randolph and Kac's, *Analytic Geometry and Calculus*. There are 91 examples classed under such headings as: inequalities, equation of a line, limits, derivatives, maxima and minima, definite integrals, exponential functions, Taylor's formula, and partial derivatives. As is true throughout, these examples are drawn largely from testing theory, psychophysics, physiological psychology, and learning. Kershner and Wilcox's *The Anatomy of Mathematics* is the text for mathematical foundations. Thirty examples are given, illustrating ideas from the algebra of sets, cartesian products, relations, and functions. The third part on matrix algebra uses Aitken's *Determinants and Matrices* and includes 65 illustrations of such matters as elementary matrix operations, determinants, solutions of linear equations, and linear independence. The final part, devoted to probability theory, refers to Feller's *An Introduction to Probability Theory and its Applications*. Beginning with sample spaces, the 67 examples range over such topics as binomial coefficients, statistical independence, random variables, expectation and variance, and Markov chains.

Considering the rather rapid development of mathematical psychology, one can only hope that the Social Science Research Council will see fit to supplement or revise this useful problem list every five years or so.

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CALVIN S. HALL AND GARDNER LINDZEY, *Theories of Personality*. New York: John Wiley & Sons, Inc., 1957. Pp. xi + 572.

This book is designed to provide a "single source to which the student can turn for a survey of existing theories of personality." It consists of fourteen chapters, twelve of which are devoted to summaries of major (i.e., influential), distinguishable personality theories as identified by Hall and Lindzey and as described by them with the advice and criticism of leading protagonists of the respective theories. The titles of these main chapters