There are several things about Dean Hunt's book that are of particular interest to those concerned with emotional development. Today, a growing quantity of literature on the emotional problems of college students seems to indicate that educators are now aware of their responsibility not only for the fashioning of the intellect, but also for the developing of mature emotions. As one reads the book, there is the implication that Dean Hunt and other members of the faculty of Swarthmore College became conscious over the years that one cannot always make a student conform to the intellectual mold of the college without taking into account his emotional maturity. Psychiatrists find real danger in brilliant, immature students. There is a serious gap between the adolescent's intellectual and emotional maturity. Much of the emotional instability on the campus is among the bright students. The crutches of scholarships prolong the days of the ivy tower well into adulthood and help maintain emotional immaturity. To be bright is not enough, and Dean Hunt affirms this in the closing chapters of his book. He discusses the permissiveness of college administration and the question of authority. He relates numerous incidents of student protests against faculty rulings. One begins to see how unrealistic brilliant adolescents can be.

Most of the book is devoted to a history of the development of Swarthmore College in our century. Dean Hunt has culled from talks given at Swarthmore by some of the greatest thinkers of our generation some important truths valid for today and important to those concerned with the preservation of the liberal arts in our schools.

The changing attitudes of college students, the adolescent's insistence on freedom and self expression, and the influence of the youth's peers on his attitudes and behavior are all discussed with warmth and understanding.

The book is written lucidly and with sincerity. Educators will find in it many affirmations of the wisest goals in education. Psychiatrists, psychologists, clergymen, and others who must counsel with the emotional problems of students will understand some of the problems with which the Swarthmore faculty must deal in realistically facing up to the problems of youth's emotional needs. Educators will find in the book intellectual stimulation and emotional inspiration.

GEORGE C. ANDERSON

CORRECTION

Frederick C. Kuether, Director of Training of the American Foundation of Religion and Psychiatry, writes us that the American Association of Pastoral Counselors was not formed under the sponsorship of the Foundation, as stated in the article, "The Pastoral Counselor: his identity and work," by Gordon E. Jackson, Ph.D., in the April, 1964, issue of the *Journal of Religion and Health* (p. 250). Mr. Kuether reports that the Association was the outgrowth of a conference of pastoral counselors organized by the Foundation in April, 1963. At the final session of the conference, the 100 people present voted unanimously to form an association, which is, therefore, sponsored by the persons who are its present provisional members.

—THE EDITOR