

experience, it is *not* sexual intercourse." Ellis gives a clear account of the "thinking, emoting, and attitudinizing" which determine how the individual directs the sex urges which are only "to some extent inherited." The most basic essential for satisfactory relations seems to be self-confidence, the individual's feeling of his worth. Common obstacles are the fear of failure; perfectionistic goals; and the confusion of sexual competence with masculinity or femininity, and with one's essential value. Ellis emphasizes present attitudes such as these, rather than unconscious reasons or the vestiges of old attachments. He rejects the Freudian explanation of sexual deviation as a regression to an early "normal" stage of sexual development, seeing deviation rather as "a fixation upon a distinctly limited or disordered form of sexuality at *any* stage in the individual's life."

In spite of the author's specificity of detail, his is a holistic view. He points out that the same kind of rule applies in the sexual partnership as in all relations with close associates, and he suggests, as a measure for the prevention of sex deviation, that children above all be reared to become *generally*, as well as sexually, mature.

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### BOOKS RECEIVED AND BOOKS NOTED

ACADEMY OF RELIGION AND MENTAL HEALTH. *Religion in the developing personality: proceedings of the second Academy symposium, 1959*. New York: N. Y. Univer. Press, 1960. Pp. xiii + 110. \$3.00.—Discussion leaders were E. A. Loomis, Jr., G. W. Allport, and Father W. C. Bier, with H. J. Tompkins as chairman. There were 24 participants in all. Allport pointed out the necessity to distinguish between the self-centered, extrinsic type of religious sentiment which is basically infantile and highly correlated with prejudice, and the outward-centered, extrinsic type which, it may turn out, alone achieves a fully positive mental health. He urged empirical investigation of the relationship of these two types to mental health.

ADLER, JOSHUA. *Philosophy of Judaism*. New York: Phil. Libr., 1960. Pp. 160. \$3.00.

ANONYMOUS. *Streetwalker*. New York: Viking Press, 1960. Pp. 178. \$3.50.—This book purports to be the autobiographical report of a London prostitute during ten months of professional activity. The author is obviously well-informed of the life and habits of this particular segment of London society. Unfortunately, the book adds little to our knowledge of the particular illness which leads women to embrace such a self-destructive profession.—HAROLD GREENWALD (*New York, N. Y.*).

BERKOWITZ, PEARL H., & ROTHMAN, ESTHER P. *The disturbed child: recognition and psychoeducational therapy in the classroom*. New York: N. Y. Univer. Press, 1960. Pp. 204. \$4.00.—The larger part of this volume describes and explains the behavior of disturbed children, in psychoanalytic terms. The rest, dealing with the relationship of the teacher and child, and specific psychoeducational techniques, is of greater interest and use, for a good therapeutic procedure may be successful regardless of theoretical orientation. E.g., although one may not agree with the authors that the use of primary colors in painting indicates an inability to regulate impulses and drives, one approves of the teacher who 33 times (!) encouraged the efforts of a child painting the identical sombre theme, before positive changes began to appear. Suggestions for teaching reading are noteworthy.

- BONNEY, MERL E. *Mental health and education*. Boston: Allyn & Bacon, 1960. Pp. xiii + 434. \$5.95.—“Much more significant for the present volume than the works of Freud are the writings of . . . Alfred Adler, Erich Fromm, and Karen Horney.” The writer has also been strongly influenced by Moreno, Maslow, Allport, and Dewey. “The primary purpose of this book is to present to teachers, prospective teachers, and other school personnel, a body of materials that bear on the total development of children.”
- BUEHLER, CHARLOTTE, HARVEY, HERMAN, & KUBE, ELLA. *Der menschliche Lebenslauf als psychologisches Problem*. (2nd ed.) Goettingen: Hogrefe, 1959. Pp. 181. DM 24.00.—In 1933 the author presented this book as the first to deal with the life-span as a whole. It is still probably the only one to do so. But more important is the approach to the problem. Professor Buehler pointed out in her first edition that her study was of the ways in which people live “toward something and for something.” Now she has added, to the rich descriptive material, a theoretical discussion of the dynamics and development of goal setting, in accordance with her newly formulated concepts: Goals are the fulfillment of life-tasks and of existence through creative expansion, adaptive self-limitation, upholding the inner order, and need satisfaction. An English edition would be valuable and timely.
- DEWEY, JOHN. *Dictionary of education*. R. B. Winn, Ed. New York: Phil. Libr., 1959. Pp. x + 150. \$3.75.—Selections from Dewey’s writings under some 160 headings. Page references to the original sources are lacking. Dewey’s definition of “pragmatic” seems noteworthy. “I . . . affirm that the term ‘pragmatic’ means only the rule of referring all thinking, all reflective considerations, to consequences for final meaning and test” (*Essays in Experimental Logic*).
- Directory of American Psychological Services, 1960*. Glendale, Ohio: Amer. Bd Psychol. Serv., 1959. Pp. x + 214. \$1.50 paper.—A list of agencies and individuals of high standards, but greatly limited by the fact that only those relatively few are included who applied for evaluation. This shortcoming is partly made up by an additional listing of all diplomates of the American Board of Examiners in Professional Psychology.
- FINCH, BERNARD. *Passport to paradise . . . ?* New York: Phil. Libr., 1960. Pp. 191. \$6.00—A popular account of various drugs used throughout the ages, first published in England in 1959. Of the 16 illustrations 9 show the misery of addicts.
- FISHER, MARGARET B., & NOBLE, JEANNE L. *College education as personal development*. Englewood Cliffs, N. J.: Prentice-Hall, 1960. Pp. xv + 375. \$4.95.—A text for freshman orientation or adjustment courses.
- GREENWALD, HAROLD, & KRICH, ARON. (Eds.) *The prostitute in literature*. New York: Ballantine, 1960. Pp. 212. 50c paper.—Selections from the Bible to modern times are presented. A systematic frame of reference is given by Greenwald’s examination of the extent to which these writings duplicate psychological knowledge of the present-day prostitute.
- GREENWOOD, DAVID. *The nature of science and other essays*. Foreword by Rosgyll Ayres. New York: Phil. Libr., 1959. Pp. xiii + 95. \$3.75.
- HINSIE, L. E., & CAMPBELL, R. J. (Eds.) *Psychiatric dictionary*. (3rd ed.), New York: Oxford Univer. Press, 1960. Pp. ix + 788. \$17.50.—From the over 8000 listings of the 2nd edition seven years ago some 1300 have been eliminated while nearly 2000 new listings have been added. Campbell also notes that since the first edition, 20 years ago, the emphasis in psychoanalysis has shifted from libido psychology to ego psychology, among other important changes in psychiatry. He adds that in view of the magnitude of the task of keeping this work up to date, certain gaps and defects were, of course, unavoidable. This volume would seem a worthy companion piece to the recent *Dictionary of Psychological and Psychoanalytical Terms* by H. B. & Ava C. English.

- HOCK, ALFRED. *Reason and genius: studies in their origin*. New York: Phil. Libr., 1960. Pp. 138. \$3.75.
- KING, P. D. *The principle of truth*. New York: Phil. Libr., 1960. Pp. vi + 110. \$3.75.
- KOEHLER, WOLFGANG. *Dynamics in psychology*. New York: Grove Press, 1960. Pp. 158. \$1.75 paper.—This "discussion of psychological theory and its function in psychological work" was first published in 1940.
- KRETSCHMER, ERNST. *Hysteria, reflex and instinct*. New York: Phil. Libr., 1960. Pp. xi + 162. \$4.75.—An attempt to show the relation of hysteria to instinctive and impulsive behavior, based largely on materials from World War I.
- KRONHAUSEN, PHYLLIS & EBERHARD. *Sex histories of American college men*. New York: Balantine Books, 1960. 75c paper; \$5 hardbound.—Based on 200 personal sex histories of students, which could be matched by most educators and clinicians, this book offers little to the profession. To the general reader it offers a peep into rather unexciting lives and a rehash of Kinsey findings, plus an attitude supportive of sex research (about which the authors appear rather naive) and more honest sex education (to which they contribute little, because they do not focus on misconceptions and such facts as we have to correct them). Finally, the Kronhausens (despite their psychological background) seem at times (like Kinsey) to confuse clinical and statistical normality: health and frequency of sexual practices are not necessarily synonymous.—R. A. HARPER (*Washington, D. C.*)
- LAWSON, REED. *Learning and behavior*. New York: Macmillan, 1960. Pp. x + 447. \$6.75.—A stimulus-response-reinforcement model, which the author designates as S-R-X, is used throughout this text.
- LEVITT, MORTON. *Freud and Dewey on the nature of man*. New York: Phil. Libr., 1960. Pp. 180. \$3.75.—Levitt treats Freud and Dewey in two fairly separate accounts before comparing them. The longest chapter, on intellectual influences and antecedents, is enlightening and objective. But one wonders why Levitt would engage in scholarship, only to submit his findings to Procrustean distortions bent on proving that any differences between Freud and Dewey are apparent only, or at most "the result of semantic confusion." Similarities, whether trivial, irrelevant, or surface are exalted; differences are omitted (the nature of religion), belittled (as questions of emphases), or glossed over (as calling Freud's dualism "the monistic variety").
- LOVELL, K. *Educational psychology and children*. Foreword by P. E. Vernon. New York: Phil. Libr., 1959. Pp. 272. \$6.00—The author is lecturer in the University of Leeds Institute of Education, and one of the interesting aspects of this book is the comparison it affords with U. S. texts. The British references not familiar to American readers should prove valuable. The major portion is a background, markedly wide in range, of solid psychological material in brief review; a much smaller portion is given to summaries for practical application. The book is on the level of the serious, intelligent student.
- LURIA, A. R. *The nature of human conflicts; or emotion, conflict and will: an objective study of disorganisation and control of human behavior*. Transl. from the Russian & ed. by W. H. Gantt. New York: Grove Press, 1960. Pp. xvi + 431. \$2.45 paper.—Originally published in 1932, this classic offers an experimental approach to organismic psychology. Unfortunately the translation is sometimes awkward.
- MANDLER, GEORGE, & KESSEN, WILLIAM. *The language of psychology*. New York: Wiley, 1959. Pp. xviii + 301. \$6.75.—Literally, this book is an analysis of the pertinent verbal behaviors of the objective psychologist. It develops the problems involved in attaining a consistent vocabulary that allows precise descriptive and predictive statements. Phenomenological language is clearly

- rejected since the private qualities to which such statements refer are not available for public verification. The authors recommend a vocabulary which has a high degree of response invariance. Yet in discussing evaluation of theories, the authors stress the scientist's own degree of belief in a system, regardless of empirical outcomes.—N. J. SLAMECKA (*University of Vermont*).
- MOWRER, O. H. *Learning theory and behavior*. New York: Wiley, 1960. Pp. xii + 555. \$6.95.—Mowrer's latest position holds that what is learned is not behavior per se, but rather certain emotions! These serve to guide and control overt adaptive behaviors. The primary drives serve simply to reinforce the acquisition of these emotions, which are: fear, hope, disappointment, and relief—all four operationally defined. The book is by no means a disinterested survey of experiments and theories, but a compelling account of the struggles and failures of other theoretical positions. Dramatic and lively throughout, this volume stands as an intellectual and research challenge to all students of the science of learning.—N. J. SLAMECKA (*University of Vermont*).
- ORYNSKI, WANDA. *Hegel highlights: an annotated selection*. New York: Phil. Libr., 1960. Pp. xxi + 361. \$4.75.—Selections from *The phenomenology of mind*, the author's digest of *The science of logic*, and a presentation of *The philosophy of history* through a combination of selections and digest.
- REID, D. D. Epidemiological methods in the study of mental disorders. *Wld Hlth Org. publ. Hlth Pap.*, 1960, No. 2. Pp. 79. \$1.00 paper.—This outline of the principles of the use of epidemiological methods in psychiatry discusses use of vital statistics, measurement of levels of mental morbidity, conduct of surveys, assessment of genetic and environmental factors, epidemiological experiments, and sampling procedures.
- REIK, THEODOR. *The secret self: psychoanalytic experiences in life and literature*. New York: Grove Press, 1960. Pp. 329. \$2.45 paper—First published in 1952.
- SARBIN, T. R., TAFT, RONALD, & BAILEY, D. E. *Clinical inference and cognitive theory*. New York: Holt, Rinehart, 1960. Pp. viii + 293. \$5.00.—This is a very scholarly thought provoking and difficult book, using a positivist approach. On the crucial issue of clinical vs. statistical inference the authors conclude the former to be only a special form of the latter. Siding with those idiographers who use induction to test their hypotheses, we would agree. We also agree with the authors' explanation as to why clinical psychologists are not more capable of accurate judgments of others, namely, because "the postulates regarding the indices of human behavior that are transmitted in contemporary psychology have not been sufficiently confirmed through induction, i.e., in reference to actual behavior situations" (p. 264). But we would hope that this applies only to the dominant part of contemporary psychology.
- SARGENT, W. E. *Teach yourself psychology*. Greenwich, Conn.: Premier, Fawcett, 1960. Pp. 176. 50c paper.—Originally published in England in 1944.
- SEELY, C. S. *Modern materialism: a philosophy of action*. New York: Phil. Libr., 1960. P. 83. \$2.50.
- SIMMEL, GEORG. *Sociology of religion*. Transl. by Curt Rosenthal. New York: Phil. Libr., 1959. Pp. x + 76. \$3.75.—This is the first English edition of a 1905 monograph. According to Feliks Gross' introduction, for Simmel, religion is a reality related to the empirical. It is reflected in social relationships and is the highest expression of the concept of social unity. This main thesis is similar to the approaches of Max Weber and Durkheim. Others have pointed out the similarity to William James' pragmatism. We would add that Simmel's conception may well be considered a precursor of Adler's view of religion.
- STENGEL, E. Classification of mental disorders. Reprint from *Bull. Wld Hlth Org.*, 1959, 21, 601-663. Geneva: Wld Hlth Org., 1960. 60c paper.—As a first

step toward a common terminology and classification, the classifications in current use are critically examined. In the appendixes 38 different classifications are presented.

- STEVENSON, GEORGE, & MILT, HARRY. *Master your tensions and enjoy living again*. Englewood Cliffs, N. J.: Prentice-Hall, 1959. Pp. xii + 241. \$4.95.—General advice organized around eight "tension breakers," including "Curb the superman urge," "Take a positive step," "Do something for somebody else."
- VALLON, M. A. *Apostle of freedom: life and teachings of Nicolas Berdyaev*. New York: Phil. Libr., 1960. Pp. 370. \$6.00.—Although the author dedicates this work to his companions in the French Underground among whom were many coming existentialists, he does not deal with Berdyaev's relation to existentialism nor his psychology which stressed man as a whole in the context of his society. This is primarily a biography of Berdyaev. When exiled in 1922 as an ideological enemy, he was professor of philosophy at Moscow University. He continued working and writing in Paris where he organized an active group which included Jacques Maritain, Gabriel Marcel, Etienne Gilson, and Andre Malraux. He wrote 35 volumes in philosophy, theology, psychology, sociology, and history, of which translations have been made into 15 languages.—LUCIA RADL, M.D. (*New York, N. Y.*).
- WILSON, A. T. M. (Chairm.) Mental health problems of automation; report of a study group. *Wld Hlth Org. techn. Rep. Ser.*, 1959, No. 183. Pp. 30. 30c paper.—After a discussion of the scope of the problem, recommendations on research are made.
- WINN, R. B. (Ed.) *A concise dictionary of existentialism*. New York: Phil. Libr., 1960. Pp. 122. \$3.75.—Some 130 terms, variously defined by brief quotations from the writings of Kierkegaard, Jaspers, Marcel, Heidegger, Sartre, and de Beauvoir.
- WOOLSON, ARTHUR. *Good-by, my son*. New York: Harper, 1960. Pp. xiii + 206. \$4.00.—This work will undoubtedly find the popularity which it deserves, for it has the starkness and detail of a good documentary, and is written in the swift prose of a skillful story-teller.<sup>1</sup> It is the account of the mental illness of a young man, told by his father whose hope it is to "guide other parents who will—and by the law of averages so many of them will—be faced with like decisions," and to help psychiatrists, too, "whose own case history records are of necessity based only on what the patient tells them during a few hours per week." The reader is indebted to the author not only for his careful record, but also for the superb example of his devotion.
- WYMAN, MARY A. *The lure for feeling in the creative process*. New York: Phil. Libr., 1960. Pp. xii + 192. \$4.75.—The author links Wordsworth, as well as Goethe, Emerson, Burroughs, and Whitman, with Whitehead "in recognizing beyond the ceaseless change of this world a transcendent lure for feeling, guiding all becoming to enduring value." "A strain of mysticism is apparent."
- ZILBOORG, GREGORY. *Sigmund Freud: his exploration of the mind of man*. New York: Grove Press, 1960. Pp. 123. \$1.45 paper.—How the author presents Freud is perhaps best characterized by the following quotation. "Freud was once asked what he would consider the ultimate in being normal, and he answered: to work and to love." This anecdote stands in strange contradiction to a number of statements by Freud himself and to the fact that Freudians have still not arrived at a satisfactory definition of mental health. The book was originally published in 1951.

<sup>1</sup>Since this has been written the book has been condensed in *Reader's Digest*, October, 1960.