

BOOKS RECEIVED AND BOOKS NOTED

- ADLER, ALFRED. *Pratique et theorie de la psychologie individuelle comparee*. Transl. by H. Schaffer. Paris: Payot, 1961. Pp. 379. NF 22.00 paper.—See also News and Notes in this issue.
- BASS, B. M. *Leadership, psychology, and organizational behavior*. New York: Harper, 1960. Pp. xiii + 548. \$6.50.—In a volume remarkable for its comprehensiveness, accuracy, and ingenious arrangement, Bass has set himself the task of examining the evidence for the laws of individual behavior which continue to apply when the individual reacts with others, when, e.g., "group size, proximity, communications, familiarity, mutual esteem, homogeneity . . . contribute to the potential of any two members to interact." In a territory where there has till now been none, he offers a total theory, one which considers groups as rewarding collections of people, and relates this overall concept to the behaviors of leaders and members. His is an examination in a very limiting sense, however, since any considerations of depth are totally omitted.—HELEN H. JENNINGS, *Brooklyn College*.
- BURROW, TRIGANT. *A search for man's sanity*. New York: Oxford Univer. Press, 1958. Pp. xxi + 615. \$8.75.—Burrow, like Freud, became frustrated by his "objective" scientific endeavors, and took refuge in analyzing himself, only that he focused on his own social interactions. Burrow's study of 1923 was the first in the group field. But his group of some 20 students, patients, and associates working and living together for the summer differed essentially from present psychotherapy groups. He "had in mind from the outset a biological group and a biological principle of behavior," thus adopting the term "philo-analysis." There is one mention of Adler, referring to "the points at which our interpretations make contact," but no further elaboration.—RUDOLF DREIKURS, M.D., *Chicago, Ill.*
- CARNOIS, A. *Le drame de l'infériorité chez l'enfant*. Lyon: Vitte, 1958. Pp. 421. NF 12.00.—Based on the work of Adler, Claparede, and Brachfeld, and on his own studies of numerous children and adolescents, it is the author's contention that the educator's discipline frequently makes the child feel inferior. This often results in undesirable compensation. The author's purpose is to make the educator aware of the damage his attitude of inferiorization may cause, and to encourage in the child the attainment of a superiority. The book is the plea of a Christian believer that the educator renounce inferiorizing authority. In this sense the author joins the educational conceptions of Individual Psychology which are not unfamiliar to him.—H. SCHAFER, *Paris*.
- COLBY, K. M. *An introduction to psychoanalytic research*. New York: Basic Books, 1960. Pp. ix + 117. \$3.00.—Written informally, "to aid the beginning (psychoanalyst) investigator in his first searching in this difficult field," this book is of possibly greater interest to the outsider for the views of psychoanalytic concepts and the way they can be approached experimentally, given by Dr. Colby, the scholarly, nonconformist psychoanalyst. He is extremely modest in making no claims to scientific achievements so far; he merely argues that the subject matter of psychoanalysis ("inclusive self-descriptions") is both vital and scientifically appropriate. In this most would agree, but probably few would grant his point that the psychoanalyst-patient situation is so standardized as to furnish its own controls.
- GLAD, D. D. *Operational values in psychotherapy*. New York: Oxford Univer. Press, 1959. Pp. 368. \$7.50.—The book's basic premise is that the psychotherapist's own personal value system will largely determine the "school" of psychotherapy he embraces, the operational procedures he pursues, and the type of therapeutic results he accomplishes.—F. G. EBAUGH (*Amer. J. Psychiat.*, 1961, 117, 766-767).
- LAING, R. D. *The divided self: a study of sanity and madness*. Chicago: Quadrangle Books, 1960. Pp. 240. \$5.00.—This is an existential-phenomenological study of the schizoid and schizophrenic. Based on much case material it

shows that such an existence retreats defensively from identity with the body and action, into the self, leaving a false self to deal with the world. The unembodied false self becomes compulsively compliant to others and is felt unreal and meaningless to the person himself. Further retreat leads to a fragmenting of experience. The book clarifies the problem, but only implies a solution. It is worth considering by all those who are attempting to understand schizophrenia.—W. VAN DUSEN, *Mendocino State Hospital*.

LEWIS, R. S., STRAUSS, A. A., & LEHTINEN, LAURA E. *The other child*. 2nd ed. New York: Grune & Stratton, 1960. Pp. x + 148. \$3.75.—Lewis, a newspaper man, has collaborated with Strauss and Lehtinen, authors of *Psychopathology and education of the brain-injured child*, 1947, on this book for parents of brain-injured children. Theoretical chapters on perception, conception, language, and behavior provide a rationale for the more practical chapters on management at home and education. A wealth of examples shows how aberrant behavior can be traced to difficulties in figure-ground perception, in organizing parts into wholes, to distractibility, etc. Very specialized training and education are needed to augment growth.—H. B. PHELPS, *Family Counseling Service, Burlington, Vermont*.

RUBIN, T. I. *Jordi*. New York: Macmillan, 1960. Pp. 73. \$2.95 paper.—This is a beautifully written phenomenal account of a schizophrenic boy, a fictional composite case history created out of Dr. Rubin's experience as a practicing psychiatrist. It covers a period of four and a half years during which Jordi was sent to a "school" where he had the exclusive attention of a psychotherapist-tutor. Her constancy, understanding, and support enabled Jordi to develop to the point of readiness for entering an ordinary school and "formal psychoanalytic treatment." As an example of the subjective approach it is a brief but significant contribution.

SELDES, GEORGE (Ed.) *The great quotations*. New York: Lyle Stuart, 1960. Pp. xi + 893. \$15.00.—These great quotations deal with ideas important to modern man. Seldes' preference is for the socially significant and controversial—and he believes that all great ideas are or have been controversial at one time. Beauties of nature, for example, are omitted: "This book is devoted largely to the nature of man himself." All quotations have been carefully checked, and every living author was asked for his corrections and suggestions. The same care has gone into the topical index which comprises 116 pages. The result is a fascinating and profitable source for browsing and research, especially for humanistically oriented psychologists. Adler is well represented.