

anecdotal description the authors' emphasis is, as mentioned above, on how the symptoms came about originally.

Ellis and Harper, on the other hand, finding that patients may often come to understand quite fully the origins of their present disturbances and still remain disturbed, concentrate on how the patient is *presently* reindoctrinating himself with "nonsense" that someone else had originally led him to believe, on showing him the error of his beliefs, and correcting them.

Some observations appear in both books, such as the basic importance of self-respect. The Freud-oriented authors put this in terms of accepting oneself as one is with one's limitations, "accepting the reality of being human;" the rational psychotherapists, who also admit the imperfections of the individual and society, and the human quality of erring, spell out the basis of self-respect more positively in affirming that just because he is a human, a person is intrinsically valuable. Ellis and Harper, because of their emphasis on the positive, the dynamic, and the present would seem to have written much the more helpful book.

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### BOOKS RECEIVED AND BOOKS NOTED

- ACADEMY OF RELIGION AND MENTAL HEALTH. *Religion, culture, and mental health*. Introd. by T. Parsons. Proc. 3rd Acad. Sympos. 1959. New York: N. Y. Univer. Press, 1961. Pp. xv + 157. \$3.50.
- ANDREWS, M. F. (Ed.) *Creativity and psychological health*. Syracuse, N. Y.: Syracuse Univ. Press, 1961. Pp. ix + 148. \$2.25 paper.—The contributors are R. H. Ojeman and C. Moustakas, psychologists; P. A. Sorokin, sociologist; C. V. Virtue, philosopher; L. A. Fliegler and R. L. Mooney, educators; V. Lowenfeld and the editor, art educators; O. Tead, publisher; and G. A. Cronk, physician. They all appear to agree that "creativity and mental health involve mutual respect, confidence, and deep contentment. A creative person . . . is capable of living happily and productively with other people without being a nuisance." Sorokin states, "Contrary to the prevalent Freudian, Jungian . . . claims, the unconscious cannot and does not create anything." Instead, the greatest achievements come from a kind of egoless, supraconscious intuition.
- AYD, F. J., JR. *Recognizing the depressed patient, with essentials of management and treatment*. New York: Grune & Stratton, 1961. Pp. v + 138. \$3.75.—A very detailed description of the symptomatology of depression "to assist the non-psychiatrist to recognize depressive illnesses, which he sees far more often than the psychiatrist." The most frequent symptoms are feelings of guilt, hopelessness, unworthiness; irritability; sleep disturbances; morning "worst time of the day;" "everything is an effort." Treatment is given only 20 pages, dealing largely with drugs, rest, hospitalization. As to psychotherapy: "It is essential to stimulate hope in every possible way."
- BAHM, A. J. *Types of intuition*. Albuquerque, N. M.: Univer. New Mexico Press, 1960. Pp. 58. \$1.25 paper.—A professor of philosophy discusses objective, subjective, and organic intuition which includes characteristics of the first two. Actually, "all intuition is organic."
- BICKEL, L. *The unity of body and mind*. Ed. transl. W. Bernard. New York: Phil. Libr., 1959. Pp. 167. \$3.75.—Bickel (1902-1951), an M.D. and philosopher, is a follower of C. Brunner (1862-1937) the German philosophical writer who appointed Bickel as editor of his literary inheritance. Influenced

- by Spinoza and much more so by Brunner, who built up the Heraclitian *panta rhei* into an all-embracing world philosophy, Bickel discusses in the present volume psychological problems from the viewpoint of a unitary, active, autonomous self. This leads him, for example, to state that "pleasure appears not as rest but as motion" (p. 127). The editor and translator is professor of psychology at Long Island University.
- BIRNEY, R. C., & TEEVAN, R. C. (Eds.) *Instinct, an enduring problem in psychology: selected readings*. Princeton: Van Nostrand, 1961. Pp. ix + 181. \$1.45 paper.—The selections are from Wm. James, L. L. Bernard, Kuo, Carmichael, Lorenz, Lashley, Noble and Zitrin, E. H. Hess, Tinbergen, W. R. Thompson, J. P. Scott and M. S. Charles, D. S. Lehrman, and F. A. Beach.
- BIRNEY, R. C., & TEEVAN, R. C. (Eds.) *Reinforcement, an enduring problem in psychology: selected readings*. Princeton: Van Nostrand, 1961. Pp. vii + 230. \$1.45 paper.—Selections from Thorndike, Hull, Guthrie, Miller and Dollard, H. C. Blodgett, Tolman and Gleitman, MacCorquodale and Meehl, O. H. Mowrer, N. E. Miller, R. A. Butler, Olds and Milner, and Sheffield and Roby.
- BONNER, H. *Psychology of personality*. New York: Ronald Press, 1961. Pp. v + 534. \$7.00.—This textbook aims to describe personality from "the holistic, field-psychological, and perceptual points of view," forming an image of the person "which is at once both humanistic and supported by recent developments in the natural sciences." The mechanistic view is explicitly challenged.
- BRAMMER, L. M., & SHOSTROM, E. L. *Therapeutic psychology: fundamentals of counseling and psychotherapy*. Englewood Cliffs, N. J.: Prentice-Hall, 1960. Pp. xvii + 447. \$6.95.—In spite of their efforts to put the art of counseling between bookcovers, the authors admit that, for the present, trust must be placed in the counselor's "creative insight." They attempt to give the counseling student an eclectic background, a framework from a "multi-dimensional approach;" the formal aspects, such as the preparation for and nature of professional counseling, process and course of therapy, histories and records; discussions of generalizations, such as "warmth and acceptance" and values; and techniques, such as "listening and feedback" and "reflections." There are 239 broadly selected references. The authors' preferred sources seem to be Fromm and Rogers.
- BUCKLE, D., & LEBOVICI, S. *Child guidance centres*. Geneva: World Health Organization, 1960. Pp. 133. \$4.00 paper.—The final synthesis of all the reports presented at a seminar held in Lausanne, Sept. 18-29, 1956, to accelerate the development of such centres. All the technical aspects are presented, as well as treatment methods. The orientation is psychoanalytic.
- BUEHLER, K. *Das Gestaltprinzip im Leben des Menschen und der Tiere*. Bern: Huber, 1960. Pp. 106. Sw.fr. 22.00.—Professor Buehler's long life as a scholar, starting from the biological base of medicine, and continuing in psychology in the broadest sense, acquiring one field of specialization after another—psychophysics, perception, mental development, language, etc.—guarantees significance to whatever he has to say. This is particularly true in the case of Gestalt psychology with which he has long been identified. In the present treatise he combines the depth of the historical perspective with an up-to-date broadening of the topic by relating Gestalt principles to newer findings in animal experiments (Lorenz), anatomical forms, cybernetics, and the views of Einstein, Talcott Parsons, Piaget, Carnap, and Koehler, among others.
- CARBONARA, NANCY. *Techniques for observing normal child behavior*. Pittsburgh: Univ. of Pittsburgh Press, 1961. Pp. v + 25. \$1.00 paper.—This very brief guide may be of use to the beginning student.
- CHOISY, MARYSE. *Psychoanalysis of the prostitute*. New York: Phil. Libr., 1961. Pp. 138. \$4.75.—The author is a former president of the French Psychoanalytic Society and presently editor of *Psyche*, who in the present book

combines Freudianism with a good deal of mysticism. Still she arrives at the following conclusions, based on the cases related here and on her experiences: "Money being . . . the symbol of virile power, every call girl plays the part of Delilah." She is actually a man hater and frigid. Prostitution will continue "so long as our inner attitude toward love is not transformed. Only in spiritual humanity can harmonious relations between men and women be achieved."

- CLARK, MARGARET M. *Teaching left-handed children*. New York: Phil. Lib., 1961. Pp. 44. \$2.75.—The abridgment of a larger work for a wider public. The incidence, inheritance, and testing of left-handedness are discussed as well as its relation to speech, reading and writing difficulties. The most important recommendations for teaching to write refer simply to position of paper, and type and grip of pen.
- COVILLE, W. J., COSTELLO, T. W., & ROUKE, F. L. *Abnormal psychology*. New York: Barnes & Noble, 1960. Pp. xv + 298. \$1.75 paper.—This *College Outline* is keyed to 14 current textbooks. Regarding Adler, the unsuspecting student is informed: "The Adlerian theory of *penis envy* is based on the male child's realization or organic inferiority in the smallness of his penis and the female child's concern because she has no penis at all" (p. 30).
- DIACK, H. *Reading and the psychology of perception*. New York: Phil. Libr., 1960. Pp. 155 + xxiii. \$6.00.—An English educator attacks the word-whole method of teaching children to read, which is closely related to Gestalt theory, and advocates the phonic method instead, which analyzes the words into their letters.
- DREVER, J. (Ed.) *Sourcebook in psychology: a course of selected reading by authorities*. New York: Phil. Libr., 1960. Pp. xxiv + 335. \$6.00.—The 31 selections by the editor, professor of psychology, University of Edinburgh, range from such authorities as Spencer, Darwin, Haeckel, Wm. James, Cyril Burt, and John B. Watson to some contemporary psychologists and psychiatrists.
- FARBEROW, N. L., & SHNEIDMAN, E. S. (Eds.) *The cry for help*. New York: Blakiston, McGraw-Hill, 1961. Pp. xvi + 398. \$9.95.—Part 1 discusses in 10 chapters the suicide prevention center established by the editors in Los Angeles. Part 2 presents one case of a serious suicide attempt which is then interpreted from eight different viewpoints: Freud (S. Futterman), neo-Freud (H. Hendin), Jung (B. Klopfer), Adler (H. L. Ansbacher), Sullivan (M. R. Green), Horney (L. E. DeRosis), Personal Construct (G. A. Kelly), Rogers (S. Diamond). This material is extremely interesting in demonstrating how the different viewpoints influence the handling of a concrete situation. E.g., where it has been said that Freud is more nomothetic, Adler more idiographic, this contention is here supported in that the Freudian interpretation is predominantly in general terms, with almost no reference to the case itself, whereas the Adlerian description is the opposite.
- GLASSER, W. *Mental health or mental illness? Psychiatry for practical action*. New York: Harper, 1960. Pp. xiv + 208. \$3.75.—This popularly written exposition of a psychiatrists' understanding of mental functioning and malfunctioning, of encouraging the former, and treating the latter, has the simplicity and cogency of common sense and seems well supported by wide experience. A two-way relationship in which each person respects the other and derives satisfaction from seeing the other fill his own needs is a basic concept for all "ego" growth, and, with certain additions, for psychotherapy. The section on institutions is of special interest: "either everyone (custodial as well as psychiatric staff) treats, and a total therapeutic atmosphere exists, or the goal . . . will not be achieved."
- GUTHEIL, E. A. *The handbook of dream analysis*. New York: Grove Press, 1960. Pp. 710. \$2.95 paper.—The original appeared in 1951. One feature of this classic are 85 illustrations most of which are drawn by Emery I. Gondor.

- HALLMAN, R. J. *Psychology of literature: a study of alienation and tragedy*. New York: Phil. Libr., 1961. Pp. 262. \$4.75.—“The tragic experience . . . is a conflict . . . between Eros and Thanatos . . . This is our theme: Tragedy expresses the need to die as the only means of regaining the spontaneity which life loses under the alienating, repressive systems created by intelligence.” By the chairman, social science department, Pasadena City College.
- HAMMER, E. F. *Creativity: an exploratory investigation of the personalities of gifted adolescent artists*. New York: Random House, 1961. Pp. x + 150. \$1.25 paper.—Five art students judged as “merely facile,” 8 as “intermediate,” and 5 as “truly creative” were compared on the Rorschach, the TAT, and projective drawings. The generalized creative person emerges as one who is lonely but, after he discovers his talent, relates to others indirectly, enriching the imagination of the community. The author’s bias is that the creative impulse comes “from lower levels of awareness deep within.” A Goethe quotation given as evidence here, in our opinion, does not justify the author’s conclusion.
- HEGELER, S. *Peter and Caroline: a child asks about childbirth and sex*. Instruct. by Alexandra Adler, M.D., and W. C. W. Nixon, M.D. Drawings by Gerda Nystad. New York: Abelard-Schuman, 1961. Pp. 34. \$2.00.—This attractive small book with excellent illustrations explains to children from 4-8 years of age how they are born, sex differences, and the phases of their development. The emotional aspects of sex and the restrictions imposed by our culture are not neglected. The book strikes a happy medium by offering the important without saying too much and does this in a sincere and simple way. I second Dr. Adler’s introductory remarks that the book “can be recommended without reservation.”—DANICA DEUTSCH, *Alfred Adler Mental Hygiene Clinic, New York*.
- HULSE, W. C. (Ed.) *Topical problems of psychotherapy*. Vol. 2. *Sources of conflict in contemporary group psychotherapy*. Basel, Switzerland: O. Karger, 1960. Pp. vi + 197. \$7.50 paper.—An anthology by the Eastern Group Psychotherapy Society, New York, on its 5th anniversary. Part 1 is a lecture on “The application of group concepts to the individual in the group” by S. H. Foulkes, president of the London Group Analytic Society, with comments by 21 discussants. Part 2 consists of 10 papers given before the New York society, under the headings of “Individual vs. group psychotherapy” (S. H. Fisher, and W. C. Hulse) and “Combined psychotherapy” (D. M. Lipshutz, M. Rosenbaum, S. H. Flowerman, E. K. Schwartz and A. Wolf, M. M. Berger, Asya L. Kadis, W. Furst, and Arlene Wolberg).
- JONES, M. R. (Ed.) *Nebraska symposium on motivation 1960*. Lincoln, Neb.: Univ. Nebraska Press, 1960. Pp. xi + 268. \$4.25 (\$3.25 paper).—The participants and their topics are: R. G. Barker, Ecology and motivation; D. W. Taylor, Toward an information processing theory of motivation; W. Toman, On the periodicity of motivation; R. W. White, Competence and the psychosexual stages of development; F. Heider, The Gestalt theory of motivation; and D. Rapaport, On the psychoanalytic theory of motivation. We were most interested in Taylor’s paper who, taking the electronic computer as model, concludes that for parsimony’s sake the concept of acquired drives should be replaced by the concepts of expectation, purpose, goal, and value, especially the last. Taylor finds his views very compatible with the “subjective behaviorism” of Miller, Galanter, and Pribram.
- JORES, A., & FREYBERGER, H. (Eds.) *Advances in psychosomatic medicine; symposium of the fourth European conference on psychosomatic research*. New York: Brunner, 1961. Pp. 334. \$8.50.—The 45 papers of this conference, held in Hamburg, April 1959, are grouped into: methods and principles, constitutional factors, training problems, and free papers. The paper by H. Hoff & E. Ringel on “A modern psychosomatic view of the theory of organ inferiority by Alfred Adler” was noted in this Journal, Vol. 17, p. 132. To

single out one further paper, Pierloot, Gelissen & Reynders give ample evidence that laborers suffering from somatic symptoms without organic lesions are socially less well adapted than a control group suffering from evidently physical disorders.

- KLEEMEIER, R. W. (Ed.) *Aging and leisure: a perspective into the meaningful use of time*. New York: Oxford Univer. Press, 1961. xv + 447. \$5.75.—A wide range of social scientists has contributed 12 major chapters. When taken separately, each is of great interest, both for its presentation of recent findings and for its critique of research methods. But taking the book as a whole, it seems to fall short of its purpose, for the findings have little specific pertinence to its topic of aging and leisure. The cumulative impression of the need for more research together with the inadequacies of tried approaches is almost overwhelming. Charlotte Buhler does well by psychology in emphasizing that the meaning of the use of time must be found within the total framework of a meaningful life. And Havighurst builds on her concept of fulfillment by envisioning possibilities beyond retirement for activity toward personally and socially desirable ends.
- KLEIN, MELANIE. *Narrative of a child analysis: the conduct of the psycho-analysis of children as seen in the treatment of a ten year old boy*. New York: Basic Books, 1961. Pp. 496. \$10.00.—“Perhaps the most explicit illustration available of the concepts and treatment methods developed by the late Melanie Klein over a period of nearly 40 years.” With reproductions of 74 drawings by the boy, Richard.
- KRAFF, E. E. *Psychiatry*. Vol. 1. *Principles*. New York: Grune & Stratton, 1961. Pp. x + 244. \$6.50.—The author, professor of psychiatry in Buenos Aires, considers himself a disciple of Aristotle and Thomas Aquinas and believes “that the basic position of Freud was not positivism but an anticartesian humanism.”
- LUNDIN, R. W. *Personality: an experimental approach*. New York: Macmillan, 1961. Pp. xi + 450. \$5.75.—This is a behavioristic, learning-theory, textbook on personality in which references to B. F. Skinner greatly outnumber those to Freud who comes in second. “The psychology of personality is that branch of the general field of learning which studies . . . processes most significant to human adjustment.” From such a “modern scientific” viewpoint Adler fares as follows: “Psychoanalyst Alfred Adler postulated the need for power, later reduced it to the need for *superiority*, and still later translated it to *social interest* as the basic driving force of man. What Adler recognized, but put in rather mentalistic terms, was that the behavior of submission is a powerful reinforcer for the person to whom one submits” (p. 141).
- MARX, R. *The health of the presidents*. New York: Putnam, 1960. Pp. 376. \$5.95.—Although not written from the psychological point of view, these are fascinating sketches of the U. S. presidents as people, together with the details of their respective sick beds. It is impressive to learn how much illness these men suffered, and with what spirit.
- MAY, R. (Ed.) *Existential psychology*. New York: Random House, 1961. Pp. 126. 95c paper.—Two papers by the editor on theory and therapeutic practice take up 50 pages, and an annotated bibliography of 185 entries by J. Lyons, 26 pages. The remainder is shared by A. H. Maslow, H. Feifel, C. R. Rogers, and G. W. Allport. An excellent introduction to existential psychology as seen by present-day American psychologists.
- MCCARTER, R. E. *Emotional components of early recollections*. Princeton, N. J.: Psychol. Dept, Princeton Univer., 1961. Pp. 39 + appendixes. Mimeographed, paper.—This highly technical doctoral dissertation, part of a project on Mathematical Techniques in Psychology under H. Gulliksen, arrives at the conclusion that the emotional components of the early recollections of paranoid schizophrenics indicate strong sociophobia; those of organic cases, high sociophilia; and those of normal subjects, a feeling of comprehension.

- McKINNEY, F. *Psychology of personal adjustment: students' introduction to mental hygiene*. 3rd ed. New York: Wiley, 1960. Pp. xiii + 490. \$6.50.—“Topics such as values and group dynamics are treated more fully” than in the earlier editions. But the importance of self-transcendence and social interest for mental health is not considered.
- MEILI, R. *Lehrbuch der psychologischen Diagnostik*. 4th ed. Bern: Huber, 1961. Pp. xvi + 476. Sw. fr. 38.00.—Since the first appearance in 1937 of what has since become the German-language standard work in psychological testing, the quantitative method has made such gains in Europe that it can now be treated in a more sophisticated manner, as the author notes in the preface. This does not alter his basic view that in diagnosis psychological understanding comes before techniques. An up-to-date survey of current central-European methods, this book shows also the extent to which American tests have become accepted.
- MEYER, HENRIETTE H. *Das Weltspiel: seine diagnostische und therapeutische Bedeutung fuer die Kinderpsychologie*. Bern: Huber, 1957. Pp. 143. Sw. fr. 11.50.—The world game is a projective toy test first used by Margaret Lowenfeld in England and revised as World Test by Charlotte Buhler. It consists of some 300 miniature houses, people, animals, etc. from which the subject is told to construct what he would like. The author reviews the antecedents and present-day variations of this technique. This is followed by a presentation of Lowenfeld's concept of the “primary system” and by three detailed case histories with figures. The book is very informative, has great scope, and a 268-item bibliography. Its translation into English would seem very desirable.
- MORGENSTERN, I. *The dimensional structure of time: together with the drama and its timing*. New York: Phil. Libr., 1960. Pp. 174. \$3.75.
- MOSAK, H. H., & SHULMAN, B. H. *Introductory Individual Psychology; a syllabus*. Chicago: Alfred Adler Institute, 1961. Pp. 32. \$1.25.—An outline of the course the authors have been giving for several years at the Institute, with an extensive bibliography of Adlerian and comparative readings.
- NISSEN, I. *Absolute monogamy, the attitude of woman, and war*. Oslo: Aschehoug, 1961. Pp. 72. Nor. Kr. 18.00.—An attempt to show that “it seems to be impossible to have monogamy without the tendency to war” (p. 40). Therefore, the first reform would have to be “to eliminate the formal prescription about monogamy” (p. 62).
- PPAFFENBERGER, H. *Untersuchungen ueber die visuelle Gestaltwahrnehmung vorschulpflichtiger Kinder*. Weinheim, Germany: Beltz, 1960. Pp. 140. DM 9.80 paper.
- PITTENGER, R. E., HOCKETT, C. F., & DANEHY, J. J. *The first five minutes: a sample of microscopic interview analysis*. Ithaca, N. Y.: Paul Martineau, 1960. Pp. ix + 264. \$6.50.—The microscopic approach to a psychiatric interview is a rendering, in symbols and conventions, of all its audible items: pronunciation, intonation, pauses, rate of speech, register, tone-quality, volume, hems and haws, etc. Justification for such a time-consuming analysis is found in the importance of the interview as such, of the function of communication, and specifically what the analysis adds to both. The authors' presentation is impressive. Repeated patterns, puns, corrections, the relation between paralinguistic behavior and content, etc. are revealed. The format of the book's pages is as original as the approach.
- ROBERTIELLO, R. C. *A handbook of emotional illness and treatment*. Larchmont, N. Y.: Argonaut Books, 1961. Pp. 159. \$3.95.—The chief psychiatrist of the Long Island Consultation Center gives an outline for the layman, including a 55-page glossary and quite a bit of practical information.

- RUNES, D. D. *Letters to my teacher*. New York: Phil. Libr., 1961. Pp. 105. \$2.75.—“The author attributes many of the tragic failings of today to the inadequacy of yesteryear’s learning.”
- SCHERMERHORN, R. A. *Society and power*. New York: Random House, 1961. Pp. ix + 114. 95c paper.—“The ways in which power is organized and used in different types of societies, under different sets of circumstances, and by different kinds of social groups.” A sociological study of power.
- SEIDMANN, P. *Der Weg der Tiefenpsychologie in geistesgeschichtlicher Perspektive*. Zurich, Stuttgart: Rascher Verlag, 1959. Pp. 240. DM 16.00.—In Europe before the 1st World War the old order from “above” was under attack from the “lower” strata which sought recognition. Depth psychology, in concordance, sought recognition for the “lower” aspects in the individual, although in Freud the solution remained that the “lower” must be ruled by the “higher.” Within this framework the development from Freud to Jung and Ludwig Binswanger is traced. The author believes that Adler’s significance suffered because of his 19th century faith in evolution, and because his ideas of the Gemeinschaft and social interest have been so much abused and discredited by the various dictatorships.
- SHIPLEY, T. (Ed.) *Classics in psychology*. New York: Phil. Libr., 1961. Pp. xx + 1342. \$20.00.—This valuable contribution to the study of history of psychology is indeed “an introduction to the mileposts,” 36 of them, including Herbart, Wundt, Helmholtz; Pinel, Esquirol, Charcot; Breuer & Freud, Adler, Jung; Pavlov, Watson, Hull; Binet, Rorschach; the Gestaltists. Some selections have not been translated before, others are from fairly rare sources. The two great movements today are Gestalt and Freud, according to the editor who favors the former. The study of history as here afforded, always makes one appreciate the ancientness of our great insights. Consider this sentence from Esquirol: “The insane are, as Locke remarks, like those who lay down false principles, from which they reason very justly, although their consequences are erroneous.”
- SILVERMAN, H. L. *Psychology and education: selected essays*. New York: Phil. Libr., 1961. Pp. xvi + 169. \$3.75.—The chairman of the graduate department of educational psychology, Yeshiva University, discusses democracy, discipline, delinquency, the exceptional child, religion, philosophy, Plato, existentialism, and H. S. Sullivan.
- STRUPP, H. H. *Psychotherapists in action: explorations of the therapist’s contribution to the treatment process*. New York: Grune & Stratton, 1960. Pp. xiv + 338. \$8.75.—Therapists (91 psychiatrists, 43 psychiatric residents, 79 psychologists, 17 social workers, and 7 others) viewed a film of therapy in progress, which was interrupted at various points when the therapist-subjects were asked to write down in 30 seconds, “What would you do?” These productions together with data collected for each subject on a questionnaire about the film and about himself form the material for this study. In spite of the clever technique, and of Strupp’s proven ability for patient and creative research in psychotherapy, this work somehow never jells into a coherent book, and thus lacks overall conclusions.—R. J. CORSINI, *Chicago, Ill.*
- SYMONDS, P. M., WITH JENSEN, A. R. *From adolescent to adult*. New York: Columbia Univer. Press, 1961. Pp. x + 413. \$8.75.—This follows an earlier study on adolescent fantasy, by repeating the Picture-Story Test and interviews on 28 of the original 40 Ss, 13 years later, to assess personality constancy and the role of fantasy as sign and factor in development. Whereas a high degree of similarity was found in observable behavior, there was no predictability for interpersonal relationships, and none for the ways in which fantasy may become expressed in reality. However, there is persistence in fantasy productions, as shown by the almost perfect matching of 3 judges of 10 picture responses of 6 Ss. Interpretations of this material are highly speculative, and in many cases would not be those of this reviewer. Fantasy is treated

as an autonomous "dynamic force." Summaries of data on each *S* are given, including a Rorschach.

- TEEVAN, R. C., & BIRNEY, R. C. (Eds.) *Color vision, an enduring problem in psychology; selected readings*. Princeton: Van Nostrand, 1961. Pp. viii + 214. \$1.45 paper.—The selections are from Thomas Young, Helmholtz, Hering, Adolf Fick, Ladd-Franklin, Mary Collins, Selig Hecht, R. A. Houston, Granit, E. N. Willmer, H. Hartridge, Hurvich and Jameson, Graham and Hsia, E. H. Land, and C. E. Osgood.
- THALHEIMER, A. *Existential metaphysics*. New York: Phil. Libr., 1960. Pp. viii + 632. \$7.50.—After arriving at an explanation of sorts of "existence," this study attempts to apply its findings to a discussion of traditional metaphysical and epistemological problems. The analysis of existence, the basis of the work, fails to consider the contributions of the modern analytic, phenomenological, and existential schools. The discussion is muddled, diffused, repetitive, and inconsequential. Eight of the 25 chapters appear only in the table of contents.—R. W. HALL, *University of Vermont*.
- ULETT, G. A., & GOODRICH, D. W. *A synopsis of contemporary psychiatry*. 2nd ed. St. Louis, Mo.: Mosby, 1960. Pp. 309. \$6.50.—Conceived as a quick reference for general practitioners, residents, interns, nurses, etc., this text has a convenient pocket format. Its three parts cover diagnosis, syndromes, and the various forms of therapy. While it aims to be a factual account, in which it generally succeeds, the book deplorably presents certain Freudian notions, such as the psycho-sexual stages of development, as if they were generally accepted facts.
- UNGERSMA, A. J. *The search for meaning: a new approach in psychotherapy and pastoral psychology*. Philadelphia: Westminster Press, 1961. Pp. 188. \$4.75.—This is essentially a well documented report on V. E. Frankl's theories by an American psychologist and theologian. What makes Frankl particularly congenial to the theologian is, of course, that "Frankl . . . is not afraid to pronounce the name of God clearly and in personalist terms" (p. 66). To find such a God would then seem to be the answer to "the search for meaning." The book deals with Frankl's logotherapy in reference to other systems, the Christian and other concepts of man, and pastoral psychology and counseling.
- VARIOUS. *Teaching of psychiatry and mental health*. Geneva: World Health Organization, 1961. Pp. 186. \$2.00 paper.—Eleven authors from eight countries present the basic arguments in favor of more psychiatry in the medical curriculum and show how this can be achieved. Noteworthy are especially various statements by O. V. Kerbikov, USSR: "The essence of the Pavlovian method may be expressed as study of the organism as a unit in its interaction with the environment" (p. 163). The thinking of the general medical student must be raised to a level where he can "understand the patient as a whole, as a personality." In this sense, "Psychiatry plays a part in completing not only the medical training of the physician but also his education in philosophy" (p. 166).