

has found many followers in Germany during the last 30 years. Other forms of suggestion and hypnosis, group, milieu, and sleep therapy are also used by the author. These latter, it should be pointed out, play also a large part in Soviet psychotherapy.

Theoretically, the book attempts to integrate these various methods with the work of Pavlov into a "rational psychotherapy." The concept through which this is possible is the "second signal system," which Pavlov developed in his later years and which has become the theoretical keystone of Soviet educational psychology and psychotherapy. The second signal system, which is specific to man, is characterized by language and abstract thought processes. It dominates over the first signal system which corresponds to the animalistic conditioned-reflex processes, and over to the subcortical unconditioned-reflex processes.

"Depth" psychology is rejected for various well-known reasons, including that it deals with mechanisms rather than the whole human being.

The author's criteria for theory and method are: how well does the theory accord with physiological knowledge, and how effective is the method with the ordinary clinic patient with whom the author is concerned. The book ends modestly with a note of caution against underestimating the difficulty of psychotherapy and the reminder that it will be better to see if the patient can't solve his difficulties without psychotherapy.

In all, this book from behind the wall is encouraging reading, for its sincere endeavor to be factual, scientific, and free from polemics, and for its essentially sound theory and practice.

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BOOKS RECEIVED AND BOOKS NOTED

BALET, L. *Rembrandt and Spinoza*. New York: Phil. Libr., 1962. Pp. x + 222. \$4.50.—The plan of this book is to disclose the relationship between the two "greatest representatives of seventeenth century Holland." Where Spinoza saw the highest good as "the consciousness of the unity of our mind with the whole of all that exists," Rembrandt "was even more of a totalist." He saw and depicted man as a psycho-physical unity, and time as a totality in the same way. The author gives much historical background and a detailed description of Holland at the time. The interesting presentation would, however, have been enhanced by editing.

BAUGHMAN, E. E., & WELSH, G. S. *Personality: a behavioral science*. Englewood Cliffs, N. J.: Prentice-Hall, 1962. Pp. 566. \$7.25.—This work has been designed and carried out with careful regard for the student who is sure to get from it a "good general idea" of the current scene in personality research. But whether he will get a good idea of personality, or science, is a question of one's viewpoint. The authors, opposed to "indoctrinating," purpose to teach the student to distinguish between observations and constructs developed to explain them. This they do indeed, but they make no further differentiation between constructs, such as regarding their usefulness and justifiability, and treat traits, the id, fear, etc., all equally. In spite of seeming to identify 'scientific' with 'quantitative,' they employ many not (yet) measurable constructs in basic explanations. E.g., the development of "control" in the child is given as the essence of rearing and maturing, and individuals are compared on the basis of being "under-controllers" or "over-controllers."

- BUHLER, CHARLOTTE. *Values of psychotherapy*. New York: Free Press of Glencoe-Macmillan, 1962. Pp. xv + 251. \$5.25.—Dr. Buhler brings out clearly the situations in which the therapist must decide whether to bring his own values into a purposeful relationship with the patient's, and she presents several views, with her own, on how this should be done. She also deals with the development of values and their role in human life altogether. Since she tries to do justice to the work of the different psychoanalytic schools in the last decades, she has an immense territory to survey. She is at her best, however, when dealing with her own pertinent studies on infant and child behavior and the developmental periods of the life span, and her conception of the four basic tendencies and of the goal of fulfillment.
- Deprivation of maternal care: a reassessment of its effects*. Geneva: World Health Organization, 1962. Pp. 165. \$2.00 paper.—This "reassessment" is of Dr. J. Bowlby's work, *Maternal care and mental health*, 1951, which concluded that the deprivation of the young child of maternal care may have grave effects on his character. This has given rise to a wide response all over the world, pro and con, and to studies supporting, contradicting, and supplementing his findings. D. G. Prugh & R. G. Harlow, R. G. Andry, Margaret Mead, Barbara Wootton, and S. Lebovici are discussants, and Mary D. Ainsworth presents a complete review of the findings and the controversy. In spite of overlap in the discussion, and the virtual absence of quantitative data, this is a fascinating work, both for its coverage of a most challenging problem and for its ten-year perspective on the processes of psychological inquiry.
- ELLIS, A. *The American sexual tragedy*. 2nd ed. New York: Lyle Stuart, 1962. Pp. 320. \$5.00.—Like the earlier edition, this is based on a study of 200 novels, books, magazines, newspapers, motion picture scripts, etc. for attitudes toward love, marriage, and family, which are compared with actual observations by Ellis and others. The approach is interesting, but uneven. Regarding the topics beauty and clothing, Ellis relies heavily on his collected data, accepting the demands they contain as valid; regarding marital relations, he relies almost entirely on his own finding, "the great coital myth;" and he describes the family as a "neurotic tangle," flatly contradicting the "cloying reverence" of the mass media. He depicts a tragedy, indeed—but he does give the last 7 pages to the outline of a "rational sex-love code" which should supplant the existing code.
- ELLIS, A., & HARPER, R. A. *A guide to rational living*. Englewood Cliffs, N. J.: Prentice-Hall, 1961. Pp. 195. \$4.95.—It stands to reason that if any therapy can be conveyed between book covers, this one should, since it is based on the thesis: you feel as you *think*. It is an extremely useful thesis, wholly compatible with theories stressing the consistency of the personality, its conscious and self-determining aspects. It is good that Ellis and Harper are making their rational therapy increasingly familiar, and the degree to which they have merged their identities to this end is remarkable. The book includes an excellent brief account of affective states and functioning, as well as examples of the most common emotional problems and the way in which thinking can control them, shown through conversations between therapist and client.
- ERIKSEN, C. W. (Ed.) *Behavior and awareness: a symposium of research and interpretation*. Durham, N. C.: Duke Univer. Press, 1962. P. vi + 158. \$3.50.—The participants are the editor, G. A. Kimble, E. R. Hilgard, C. D. Spielberger, D. E. Dulany, Jr., and W. S. Verplanck. They attack the problem from the viewpoint of learning theory, especially operant conditioning.
- FOSS, M. *Logic and existence*. New York: Phil. Libr., 1962. Pp. 240. \$4.75.—"East and West do meet in their aspiration to transcend subjectivity. But . . . their approaches are not . . . the whole truth. . . . The full truth must lie in the union of their approaches. In the course of this work such a union will be attempted," by a former professor of philosophy at Haverford College.
- HALL, C. S. *Psychology: an introductory textbook*. Cleveland: Howard Allen, 1960. Pp. xiv + 640.—The author's purpose is "to stimulate a discussion of

ideas about man and the kinds of operations psychologists perform in trying to verify their ideas about man." Among prominent systems in psychology, excerpts from the following are given in 2-3 pages each: behaviorism, Gestalt psychology, psychoanalysis, Tolman's purposive behaviorism, Hull's behaviorism, Rogers' self theory, Lewin's field theory, Jung's analytic psychology, Adler's Individual Psychology, and Allport's psychology of personality. The book stresses a functional, field-theoretical approach; big issues rather than mere techniques; and is practical on a mature and sophisticated level. As one sign of the mature level it may be mentioned that there are no pictures, a great rarity for an introductory textbook.

HART, B. *The psychology of insanity*. 5th ed. New York: Cambridge Univer. Press, 1962. Pp. xi + 127. \$1.25 paper.—A psychology book which has had five editions and 22 printings without material alterations of the original text of 1912 is indeed worthy of notice. There is no doubt that it will still give today's beginner a good, rapid introduction to the nature of insanity. Its brevity, excellent organization, smooth writing, well chosen examples, and its moderate position may account for its success. Whereas "herd instinct" is an out-dated term and concept, to emphasize its loss as the loss of sociability and of social sanctions in describing and explaining insanity has a most timely pertinence.

KIERNAN, T. P. (Ed.) *Aristotle dictionary*. Introduction by T. E. James. New York: Phil. Libr., 1962. Pp. 524. \$7.50.—The introduction of 163 pages is a very comprehensive treatment of Aristotle's work, for which there is unfortunately no table of contents. (Nor, as is quite usual with Philosophical Library books, is there any clue to the identity of the author.) The remainder consists of quotations from Aristotle, arranged alphabetically according to topic or to some included word, but these selections are in no way definitions, as one might have expected.

KRAMER, B. M. *Day hospital: a study of partial hospitalization in psychiatry*. Foreword by M. Greenblatt. New York: Grune & Stratton, 1962. Pp. xiv + 103. Paper.—This is a most informative treatment of the new trend toward the hospital without beds, primarily as this has been worked out in the Massachusetts Mental Health Center Day Hospital, formally established in 1955. The author is tempted to conclude that the day hospital is potentially the major psychiatric primary facility of the future. In his experience two supporting factors are critical: services to help and educate the patients' families, and the ready availability of an in-patient service to which transfer may be effected when indicated. The book covers the history of day hospitals, their advantages over full-time institutions, treatment philosophy, staff, patient population, and all practical aspects. Bibliography of some 120 titles.

LINDGREN, H. C., & BYRNE, D. *Psychology: an introduction to the study of human behavior*. New York: Wiley, 1961. Pp. xi + 429. \$6.50.—"The central purpose of this textbook is that of aiding students to develop a better and more complete understanding of human behavior—their own behavior as well as that of others." The authors refer to two books by Dreikurs, one for general Adlerian psychology, the other for birth-order position.

LOUIS V. *Charakter und seelische Leiden*. Solothurn, Switzerland: Konkordat der Schweiz. Krankenkassen, 1961. Pp. 55. Paper.—Twelve articles on the formation and deformations of character by the secretary of the International Association of Individual Psychology. They are so well written and clear that they will give pleasure and enlightenment to both the general and the specialized reader, and contain some very quotable formulations. Dr. Louis covers the development of character, "spoiling and hardening the child," the inferiority feeling, family constellation, the fighting life style, anxiety, compulsiveness, insanity, sexuality, the personality of the addict, psychosomatics, and psychotherapy. He expresses his thanks to his teachers in Individual Psychology: Mira Munk, Suzanne Rolo, and Dr. Alexander Mueller.—PAUL ROM, London.

- LOVELL, K. *The growth of basic mathematical and scientific concepts in children.* Foreword by Baerbel Inhelder. New York: Phil. Libr., 1961. Pp. 154. \$7.50.—A lecturer in educational psychology, University of Leeds, England, continues the work of Piaget in a practical educational context.
- MADIGAN, M. E. *Psychology: principles and applications.* 3rd ed. St. Louis, Mo.: Mosby, 1962. Pp. 379. \$5.50.—An introductory textbook written for student nurses. The broad units dealt with are: nature and methods of psychology, biological and social bases, essentials of learning, and personality and adjustment.
- MEYNARD, B. *The nature of ego: a study.* New York: Phil. Libr., 1962. Pp. 211. \$4.50.—The author, who—as in so many books by this publisher—is not identified in any way, presents his study through the “method of conscious thinking and reason.” Ego is taken as the “self.”
- NURNBERGER, J. I. *Diagnostic signs and symptoms of emotional disorders.* Grand Rapids, Mich.: Aquinas College, 1961. Pp. 40. \$0.75 paper.
- OLMSTED, CHARLOTTE. *Heads I win tails you lose.* New York: Macmillan, 1962. Pp. 277. \$4.50.—A cultural anthropologist explores the universal human interest in gambling. She concludes: “Gamblers as a class seem to be notably lacking in interest in the world around them, . . . more bored, with greater anomie. . . . This inner emptiness and lack of goal is their real disease. . . . Give the gambler self-respect, self-confidence, and well-justified belief in his own skill and possibilities of achievement . . . and he will no longer wish to be so dependent on Lady Luck.”
- ORTMAN, E. J. *Philosophy of teaching.* New York: Phil. Libr., 1962. Pp. 398. \$4.75.—For the author the objective of education is the personality of the child, and his approach is in accordance with Gestalt psychology.
- PATKA, F. *Existentialist thinkers and thought.* New York: Phil. Libr., 1962. Pp. 170. \$4.75.—Actually less than half of the book is by the author, constituting part one. In it the problems of abstract reasoning and life, being *versus* life, man in the world, man and fellow man, and man and God are discussed. The remainder are presentations of Kierkegaard, by T. Gallagher; Heidegger, by H. Moenkemeyer; Jaspers, by D. A. Gallagher; Sartre, by J. Mihalich; and Marcel, by E. J. Fitzgerald. The book represents a collection of lectures at Holy Family College, Philadelphia, in 1959-1960.
- ROBINSON, MARIE N. *The power of sexual surrender.* New York: Signet Book, 1962. Pp. viii + 192. \$0.60 paper.—This book, first published in 1959, is a serious work, despite its somewhat lurid title. It affords enlightenment for both men and women regarding themselves and each other. The author, a psychoanalytically oriented psychiatrist, shows how womanly altruism is determined by the biological sex differences of the human organism. Where the flowering of sexual fulfillment and of real womanhood has not come about through favorable maturation, the psychological approach of insight must be used, and the book is offered as a means of self-help to this end. Although the psychoanalytic stages of sexual development are emphasized as “scientific facts,” to which we object, this actually does not detract from the main thesis which is in fact to explain the error of the masculine protest and to offer help in correcting this error.
- RUITENBEEK, H. M. (Ed.) *Psychoanalysis and existential philosophy.* New York: Dutton, 1961. Pp. xxvi + 262. \$1.75 paper.—Reprinted articles and book sections by Paul Tillich, Ludwig Binswanger, W. Van Dusen, R. D. Laing, Thomas Hora, Medard Boss, J. H. Van Den Berg, F. J. J. Buytendijk, Rollo May, and Eugen Kahn. These are introduced through an essay by the editor.
- SARASON, I. G. (Ed.) *Contemporary research in personality.* Princeton, N. J.: Nostrand, 1962. Pp. xii + 411. \$7.00.—This book of readings contains 14 selections on personality testing; 9 on developmental factors; 7 on perception,

learning and self; and 10 on deviant behavior and case study. Global personality theories are not covered, the book being committed to "empirically-oriented delimited theorizing."

- SCHAER, H. *Seelsorge und Psychotherapie*. Zurich: Rascher, 1961. Pp. ix + 270. Sfr. 23.00.—The author, who studied philosophy under Jung, was for 25 years pastor of the Evangelical Reformed Church in Switzerland. He seems undecided about the relationship of pastoral counseling to psychotherapy. Following Thurneysen, he considers Freud and Adler as mechanistic psychologists, and Jung, on the other hand, as dangerous because of impressive mythological symbolism which produces strong conflicts with knowledge—none, therefore, useful for the clergyman's activity. Schaer knows very little about Adler; if he did, he would not emphasize tension between Christian and secular caring for souls.—A. REISSNER, *Brooklyn, N. Y.*
- SIMMONS, J. R. *The quest for ethics*. New York: Phil. Libr., 1962. Pp. 54. \$2.75.—The burden of this essay is that education must be "realigned to the purpose of man, man partly creating himself by learning his own nature as an event in the world." The first step is the construction of the "World University." The author teaches philosophy at the University of South Carolina.
- SMITH, H. P. *Psychology in teaching*. 2nd ed. Englewood Cliffs, N. J.: Prentice-Hall, 1962. Pp. xiv + 498. \$6.95.—A textbooks in educational psychology.
- SNYDER, W. U. *The psychotherapy relationship*. With B. June Snyder. New York: Macmillan, 1961. Pp. xii + 418. \$7.50.—This is a report of a four-year research project on the psychotherapy relationship, which also includes an analysis of relevant psychological literature and case material (about half of the book), demonstrating an eclectic interpersonal relationship type of therapy. The final conclusion is: "When client and therapist are properly matched, they can develop an effective interpersonal and therapeutic relationship which is quite reciprocal in character, and which grows increasingly positive, making an effective therapeutic outcome probable."
- STAGNER, R. *Psychology of personality*. 3rd ed. New York: McGraw-Hill, 1961. Pp. ix + 586. \$7.50.—The concept of style has in recent years become so important that an entire chapter is now devoted to personality style in this well-known textbook. And yet the author does not connect the name of Adler with the term "style." He apparently knows only Adler's earlier usage of "life plan," which he believes to be determined by the individual's "will-to-power [which] must be satisfied."
- STEIN, M. I. (Ed.) *Contemporary psychotherapies*. New York: Free Press of Glencoe, 1961. Pp. x + 386. \$7.50.—The volume consists of transcriptions of lectures. The ten approaches and their authors are, in the following order: group psychotherapy, J. D. Frank; Adlerian, R. Dreikurs (see *News and Notes* this issue); client-centered, C. Rogers; Sullivanian, O. A. Will, Jr.; transactional (Parsons), R. R. Grinker; family psychotherapy, N. W. Ackerman; interactional, D. D. Jackson; existential, R. May; adaptational (Rado), A. Karush; and psychoanalytic, A. A. Miller. With one exception there are two chapters from each contributor, the first more general, the second presenting a case or a research study. One common factor the editor finds among the contributors is that diagnosis and treatment are so intertwined that it is often impossible to disentangle them. Regarding the various schools he observes that if their findings or orientations are valid, they are likely to be incorporated in the main stream of thinking.