

head very much about good and evil, but I have found little that is 'good' about human beings on the whole. In my experience most of them are trash . . . I subscribe to a high ideal from which most of the human beings I have come across depart most lamentably" (pp. 61-62).

However Freud may have felt toward mankind, one must admire his relationship to Pfister. Happy the reader who—on his own level and with his own theoretical opponents—may echo Freud's conviction: "We know that by different routes we aspire to the same objectives for poor humanity" (p. 113).

*Burlington, Vermont*

ROWENA R. ANSBACHER

---

### BOOKS RECEIVED AND BOOKS NOTED

BAAN, P. A. H. (Chairman) *Training of psychiatrists: twelfth report of the expert committee on mental health*. Geneva: World Health Organization, 1963. Pp. 39. \$0.60 paper. Available through Columbia University Press, New York.—The report enumerates in detail the subjects that should be studied in a broad training course and those to be added for each specialty.

BARNETTE, W. L., JR. (Ed.) *Readings in psychological tests and measurements*. Homewood, Ill.: Dorsey Press, 1964. Pp. xi + 354. \$3.00 paper.—A collection of almost 50 short papers which have been condensed from their original presentations to suit the undergraduate with limited acquaintance with statistics. They should serve this purpose well since they are indeed easy to read, and include some well known pieces from the literature and some of the most authoritative authors. Sections are headed: general measurement, test administration, norms, response set, reliability, factor analysis, validity, intelligence, personality, interests, critiques of testing.

BENNIS, W. G., SCHEIN, E. H., BERLEW, D. E., & STEELE, F. I. (Eds.) *Interpersonal dynamics: essays and readings on human interaction*. Homewood, Ill.: Dorsey Press, 1964. Pp. xv + 763. \$8.50.—43 readings are grouped into 5 parts: love, fight and flight; identity formation and self-actualization; socialization and re-education; team interaction in work and play; and better interpersonal relationships. The editors, professors of industrial management at M. I. T. and Yale introduce the book and each part with excellent essays. Their main sources are: sociological symbolic interactionism, Sullivanian theory, neo-Freudian object-relations theory, and existential psychology. Within these areas the book is quite integrative and has a wide scope marshalling a wealth of studies from a large section of currently important authors. We regret that with all these advantages, the book is without an index as if it were an ordinary book of mere outside readings.

BERGLER, E. *Counterfeit-sex: homosexuality, impotence, frigidity*. New York: Grove Press, 1961. Pp. xi + 376. \$1.75 paper.—"Neurotics have produced a complete travesty of sex, creating a caricature which can only be termed 'counterfeit-sex.'" The author's own "newer psychoanalytic studies" are based very closely on Freud's "later discoveries," and he is greatly opposed to Kinsey's findings.

- BORNEMANN, E. *Erziehungsberatung: ein Weg zur Ueberwindung der Erziehungsnot*. Munich: Reinhardt, 1963. Pp. 192. Paper.—The book aims to inform parents, teachers, social workers, ministers, and physicians about the work of child guidance clinics in Western Germany of which there are well over 300. The main sections deal with theoretical foundations, practices, organization, and a concrete description of the work and professional relationships almost in the form of a job analysis. Three types of psychotherapy in use are those of: Freud, Schultz-Hencke, Dührssen; Adler, Kuenkel, Seif; Roger, Axline, Tausch. But the clinics also engage in remedial teaching and in all kinds of work, milieu, and recreational therapy. From 20 years of work in this field the author presents a competent, thorough, well-organized, and very readable survey.
- BOWERS, MARGARETTA K., JACKSON, E. N., KNIGHT, J. A., & LESHAN, L. *Counseling the dying*. New York: Nelson, 1964. Pp. v + 183. \$4.50.—This is the remarkably blended writing of four individuals—a practicing psychoanalyst and M. D., a pastoral minister, a professor of psychiatry at a medical school and theological seminary, and a clinical psychologist, in the order given above. Their joint work is an important book, absorbing, sober, and helpful, which views man's total nature, from a broad interdisciplinary base, with the aim of helping him to achieve "wholeness" *in extremis*. The authors acknowledge that we have no final answers to the meaning of "the experience that all ultimately share." They suggest dealing with it honestly, with openness of communication, "surrounding it with loving concern of a real community." Counseling the dying has much relevance to counseling the living.
- CAPRIO, F. S. *Female homosexuality: a psychodynamic study of lesbianism*. Foreword by K. M. Bowman. New York: Grove Press, 1962. Pp. xvii + 334. \$0.95 paper.—First published in 1954, this is a very full treatment of the problem, dealing with lesbianism and psychoanalytic theories, its history, contemporary facts, latency and contributing factors, personality concomitants, and dreams, as well as an abundance of case histories, examples from the literature, and autobiographical confessions. As to therapy, the author favors active shorter re-education, such as Stekel's approach, over the orthodox Freudian approach. Glossary and bibliography.
- COFER, C. N., & APPELY, M. H. *Motivation: theory and research*. New York: Wiley, 1964. Pp. 958. \$12.50.—This is a truly encyclopedic review of the recent literature on animal and human motivation. The bibliography amounts to 97 pages with some 2300 entries. From all this, the authors arrive at the plain final conclusion that "the drive concept is without utility" (p. 837). Instead they advance "the notion of arousal, as expressed in the *sensitization- and anticipation-invigoration mechanisms*" (p. 837). This, of course, gives great satisfaction to all of us who throughout these many years have tended toward purposivism and teleology.
- COLE, LUELLE, & HALL, IRMA N. *Psychology of adolescence*. 6th ed. New York: Holt, Rinehart, & Winston, 1964. Pp. xvi + 668. \$7.50.—The book essentially presents norms of physical, intellectual, emotional, social, and moral development.

- CORSINI, R. J., & HOWARD, D. D. (Eds.) *Critical incidents in teaching*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Pp. xxxii + 222. \$4.25.—This book "is based on the theory that teachers can learn general principles of classroom leadership through . . . discussions of cases by people who have special knowledge and special interest in good teaching." The 17 incidents cover the areas of discipline, social adjustment, academic adjustment, and extra-classroom relationships. Each incident is followed by an analysis and comments by half-a-dozen or so outstanding educators. Well conceived, carefully planned, and thoroughly executed, the book is well suited for teacher-training programs and for use with in-service, experienced teachers to help them rethink their attitudes on psychological problems involved in teaching.—R. V. PHILLIPS, *Univer. Vermont*.
- DICHTER, E. *Handbook of consumer motivations: the psychology of the world of objects*. New York: McGraw-Hill, 1964. Pp. xvi + 486. \$10.00.—Objects lose their thing-unto-itself quality when viewed from Dichter's "approach to . . . their phenomenology." His studies (2500, conducted all over the world) reveal what meanings consumer products and services take on through cultural evaluations, individually differing desires, and symbolisms acquired through long histories. The objects range from bras to shoes and inferiority, from bed to wall paper, from anesthetics to vitamins, from beer to wine, from below to up, etc. The reading is easy and entertaining, but some of the findings seem pretty obvious and others too freely interpreted.
- FARBEROW, N. L. (Ed.) *Taboo topics*. Foreword by G. W. Allport. New York: Atherton Press, 1963. Pp. xvi + 140. \$4.50.—This excellent book, worthwhile for anyone, might well be required for psychology majors, because of the contact with committed researchers and the perceptivity with which they report their difficulties, e.g., the role of the observer as part of the observation event, the search for unbiased subject samples, etc. The topics and their authors are: death, H. Feifel; sexual behavior, W. B. Pomeroy; suicide, E. S. Shneidman; homosexuality, Evelyn Hooker; parapsychology, G. Murphy; graphology, D. C. Anthony; religion, W. Douglas; hypnosis, J. G. Watkins; international affairs, C. E. Osgood. The book has "hope and courage," as Allport finds. Of parts of it one could even say—were it not taboo in scientific circles—they are truly inspirational.
- FIERZ, H. K. *Klinik und analytische Psychologie*. Zurich: Rascher, 1963. Pp. 316. Sfr. 29.50.—This book, one of a series from the Jung Institute in Zurich, is aimed at the practical application of Jungian psychology in psychotherapy and mental hygiene. According to the author, Jungian psychology offers primarily a point of view for understanding occurrences. "It always becomes evident how small our ego is, and how large the power of the myth, of the archetypical laws." A large part of the author's clinical observations were made at the sanitarium of Ludwig Binswanger, although, as the author points out, the latter is not a Jungian. The chapters are organized into three parts: methodology and theory, psychiatry, and general medicine.
- FREUD, S. *Letters of Sigmund Freud*. Selected & ed. by E. L. Freud. Transl. Tania & J. Stern. New York: McGraw-Hill, 1964. Pp. viii + 470. \$2.95

paper.—These letters of Freud, first published in 1960, indeed acquaint one, as the editor, his son Ernst, states in the preface, with “the breadth of [Freud’s] nature, the passion and singlemindedness not only of the young man in love but of the mature man in his lifelong search for scientific truth,” as he saw it. Of particular interest to us were: (a) Freud credits Romain Rolland for the term “oceanic feeling,” which Freud borrowed only to “clear it out of the way, so to speak” (p. 389). (b) In view of Freud’s notorious acrimonious remark on the death of Adler in Scotland (E. Jones, Vol. 3, p. 208) it is enlightening to read that since adolescence Freud had “an intense wish phantasy to . . . become an Englishman” (p. 459). (c) In 1930 he wrote about “the Adlerian buffoons who are now publishing books about the meaning of life (!)” (p. 401).

- GARAN, G. D. *The paradox of pleasure and relativity: the psychological causal law*. New York: Phil. Libr., 1963. Pp. x + 499. \$6.00.—The author develops his law into an all-inclusive closed system which maintains: every emotion is matched by its opposite, to amounts organically determined; whatever one does, one can achieve neither more nor less total enjoyment; the only way to obtain a value is by going away from it; etc.
- GRACIAN, B. *The best of Gracian*. Trans. T. G. Corvan. New York: Phil. Libr., 1964. Pp. 84. \$3.00.—A collection of maxims of the 17th century Spanish cleric-teacher well characterized in the brief introduction as being “in that highly acceptable middle road.” We wonder, how was it possible for Gracian to have said: “Maintain an ever-watching eye on those meddling malcontents whose Freudian [sic!] frustrations see right in wrong and wrong in right” (p. 68).
- GROSSACK, M. M. (Ed.) *Mental health and segregation*. New York: Springer, 1963. Pp. 247. \$4.00 flexible cover.—23 contributions, almost all previously published, on problems of morale and personality of U. S. negroes, particularly children, youths, and the mentally ill, with 187 references, make this book a good introduction to the relevant social-science findings and opinions. To mention a few papers, there is a “Memorandum” by H. S. Sullivan, a study by the Clarks, one by Martin Deutsch, and two—in disagreement—on white and nonwhite incidence of mental illness by Wilson & Lantz and Pasamanick. The editor contributes, in addition to 4 papers, an introduction containing a fine definition of “segregation and its meaning,” and a concluding helpful summary of needed research.
- GUNTRIP, H. *Personality structure and human interaction: the developing synthesis of psycho-dynamic theory*. New York: Int. Univer. Press, 1961. Pp. 456. \$7.50.—According to the author the thesis is provided by Freud’s dynamic psychobiology; the antithesis, by the dynamic psychologies of Adler, Horney, Fromm and H. S. Sullivan; while the synthesis, a psychodynamic theory of the person and personal relationships, is provided by the “object-relations psychology” of Melanie Klein and especially W. R. D. Fairbairn. “Fairbairn took the step of abandoning atomistic instinct theory . . . replacing it by the unity of ego and impulse. . . . All psychic development is determined by experience in object-relationships” (p. 356). Mature human relationships

are among equal partners and show mutuality, cooperation, and natural acceptance of obligations to other people (p. 377).

- HARPER, R. J. C., ANDERSON, C. C., CHRISTENSEN, C. M., HUNKA, S. M. (Eds.) *The cognitive processes: readings*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Pp. xii + 717. \$8.95.—An excellent book of very difficult selections, suitable for advanced courses in general psychology, personality, or motivation. Among the 49 contributors, J. S. Bruner, M. A. Wallach, D. E. Berlyne, D. O. Hebb, G. Razran, L. Festinger, and M. W. Weir appear with more than one contribution, in the above order of frequency. Among the 48 selections, 17 are from the *Psychological Review* and only one from a journal of educational psychology. Yet the editors are all educational psychologists (Univ. of Alberta) and have intended the book "to help the future teacher to acquire a way of thinking about behavior" (p. vi).
- HELMSTADTER, G. C. *Principles of psychological measurement*. New York: Appleton-Century-Crofts, 1964. Pp. xx + 248. \$5.00.—This text "concentrates on the underlying principles of testing rather than on the instruments themselves." It deals with standardization, reliability, the various forms of validity, test development, scales and inventories, and multiple measurement.
- HUNT, M. M., CORMAN, RENA, & ORMONT, L. R. *The talking cure: a concise and practical guide to psychoanalysis today*. Foreword by L. Bellak. New York: Harper & Row, 1964. Pp. xii + 171. \$3.95.—This is a popular book written by science writers. It is in the form of questions and answers. The former are raised by four intelligent laymen who bring up a complete array of inquiries and objections in a continuing conversation with a psychoanalyst. He is an eclectic-composite modern-day Freudian who patiently gives all the explanations and meets all the criticisms, showing to his complete satisfaction that Freudian psychoanalysis is the only and best form of psychotherapy.
- JOHN, AUDREY L., LEITE-RIBEIRO, MARIA O., & BUCKLE, D. *The nurse in mental health practice: report on a technical conference, Copenhagen, 15 - 24 November 1961*. Geneva: World Health Organization, 1963. Pp. 212. \$2.25 paper. Available through Columbia University Press, New York.—The general interest of this report lies in the changes of psychiatric nursing which are accompanying the general practice trend toward care of the "whole" patient, and the mental hospital trend from custodial to therapeutic care. The conference utilized several extensive and extremely careful studies on the work of the psychiatric nurse and her, or his, views and attitudes as well as education in relation to the policies of 24 European countries and of 17 European mental hospitals. These detailed studies are appended.
- HARMS, E., & SCHREIBER, P. (Eds.) *Handbook of counseling techniques*. New York: Pergamon Press, Macmillan, 1963. Pp. vii + 506. \$12.00.—Although this is not a handbook in the strict sense, it purposes to stake out the field of counseling in all of its ramifications. Dr. Harms is experienced in child psychiatry; his co-editor is director of Hunter College School of Social Work; and the help of Cora Kasius, editor of *Social Casework*, is acknowledged. Thus social work is emphasized at the expense of educational and more purely psychotherapeutic counseling. Thirty-six papers are presented, under the general

headings of children and youth, family and community, employment and vocation, religions, and special problems. Among the informative and stimulating papers we might mention particularly those on delinquents by R. R. Korn, on the rabbi as counselor by H. E. Kagan, and on alcoholism by R. G. McCarthy.

JONES, M. R. (Ed.) *Nebraska symposium on motivation 1963*. Lincoln, Neb.: Univer. Nebraska Press, 1963. Pp. xi + 202. \$2.50 paper; \$5.50 cloth.—This is the eleventh volume in this series, and, according to his announcement, the last under the present editor. It is, thus fittingly, a very meaty work of a most distinguished group of contributors. Within the widest interpretation of "motivation" each presents a survey of his particular field emphasizing recent accretion. C. R. Rogers reviews his concept of motivation as the unitary actualizing tendency; R. R. Sears gives an account of the action system of dependency from the naturalistic approach; N. E. Miller, representing the operant approach, surveys drive reduction and suggests a new alternative; K. H. Pribam "revisits" reinforcement from the structural view; and H. W. Magoun summarizes what is now known about neural inhibition.

LONDON, P. *The modes and morals of psychotherapy*. New York: Holt, Rinehart & Winston, 1964. Pp. ix + 278. \$5.50.—This is an exciting attempt to bring order into the field from an original viewpoint, and indicate the direction for needed progress. London sees 3 signal elements in psychotherapy systems: theory, morals, and technique. The second element is justified by the simple fact that the client's main concern is what he should or should not do, and hence the therapist, whose goal is to influence the actions of his client, must also be concerned with "the should." London further classifies psychotherapy broadly into insight and action techniques, describes them, and shows where both are inadequate by themselves. The ideal system must integrate both techniques and "posit a social order as the context of their fulfillment." London describes Mowrer's system as the only such, and sees its similarity in some ways with Adler's.

McCLELLAND, D. C. *The roots of consciousness*. Princeton, N. J.: Van Nostrand, 1964. Pp. v + 219. \$1.95 paper.—The first paper in this collection compares Freud and Hull. It would also seem to acknowledge the author's debt to these two men, for throughout the book he shows two faces—of a creative, imaginative psychologist and of a more rigorous experimentalist. The remaining seven papers represent the author's unusually wide range of interests and research, from achievement drive, through national character, psychoanalysis and religious mysticism, excellence in our educational system, the psychodynamics of scientists, to the Harlequin complex. These are linked by a common personalized detective-like approach to a problem, with its mystery and clues, which tracks down the various hypotheses; the first of these is usually Freudian but, as in detective stories, is never found to fit quite all the facts.

McCord, W., & McCord, Joan. *The psychopath: an essay on the criminal mind*. Princeton, N. J.: Van Nostrand, 1964. Pp. xi + 223. \$1.75 paper—A revised and abridged version of the authors' *Psychopathy and delinquency* (1956), reviewed in this Journal, 1958, 14, 86-88. Whereas the original edition

erroneously presented E. Papanek, the former director of the Wiltwyck School where the McCords conducted their research, as a student of Freud only, this is now corrected. "Much of the inspiration for Papanek's work . . . can be traced to the influence of Alfred Adler" (p. 138).

MANNHEIM, K. *Systematic sociology: an introduction to the study of society*. Ed. by J. S. Eroses & W. A. C. Stewart. New York: Grove Press, 1964. Pp. xxii + 169. \$1.75 paper.—These are two brief introductory courses given in London shortly after Mannheim's emigration from Nazi Germany. They consider the "main forms of man's living together, such as social contacts, social distance, isolation, individualisation, co-operation, competition, division of labour and social integration" (pp. 1-2). Mannheim is particularly interested in the way the behavior of a person changes according to changing social circumstances. To the psychologist some of the material will seem elementary, but it will still afford some rewarding browsing.

ROTTER, J. B. *Clinical psychology*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Pp. xv + 112. \$1.50 paper; \$3.95 cloth.—This is a superb introduction to the field. It is thoughtfully organized with chapters on what clinical psychology is, its history, measurement of abilities, personality diagnosis, therapy, and current status of the field; it stresses the basic integration with theory and research; it is definitive and positive despite explaining present inadequacies and unknowns. In reference to psychotherapy various approaches are described (Freud, Adler, Rank, and social learning), differentiating them critically but leaving the reader with a summary of common ground. Several cases are included, and clinical instruments, the criteria of psychological constructs, the involvement of values, and the inappropriateness of disease models are discussed. In short, this is a thoroughly comprehensive and stimulating volume.

ROYCE, J. R. *The encapsulated man: an interdisciplinary essay on the search for meaning*. Princeton, N. J.: Van Nostrand, 1964. Pp. xi + 206. \$1.95 paper.—From a wide familiarity with what we know of man and especially with man's ways of knowing, Royce pleads for unencapsulating ourselves by seeing life more wholly and by living it according to the larger meaning of existence. This involves accepting more approaches to reality than just one, the positivistic. It includes knowledge available through the arts, myths, symbols, intuition, and religion; regarding man as a human being rather than a fragmented functioning specialist; moving toward greater awareness through increasing all our human potentialities and becoming aware of more that is presently unconscious.

RUBENSTEIN, S. L. *Prinzipien und Wege der Entwicklung der Psychologie*. Berlin: Akademie-Verlag, 1963. Pp. vii + 296. DM 24.50.—This is the East-German edition, translated by P. G. Klemm, of the Russian standard work on principles and the history of psychology. In accordance with dialectic-materialistic determinism every action is interaction. From this the author infers that the reflex theory of Pavlov must be modified, and that personality cannot be studied from an elementaristic, mechanistic conception. "The most important task of psychology is to uncover the inner lawfulness of the dynamic interrelations through which in man all external influences are changed"

(p. 32). "Man consciously creates his relation to the environment" (p. 103). The book is another confirmation of how much present-day Russian psychology has in common with Western humanistic psychologies.

SCHOFIELD, W. *Psychotherapy: the purchase of friendship*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Pp. vi + 186. \$1.95 paper; \$3.95 cloth.—A most important book, up-to-the-minute factual and eloquent, by a professor of psychiatry and psychology at the University of Minnesota. A well-reasoned and historical development leads up to the suggested solution of our mental health problem: (a) Expert help must be increased by creating a new profession, *psychotherapy*, with its specific training for "therapeutic conversation," and by thus releasing psychiatrists, psychologists, and social workers to practice their particular skills. (b) Therapeutic demand must be lessened through mental hygiene in various educational efforts which are described, and by calling on "peripheral" resources such as teachers, clergy, and—a promising insight—friends.

SEARS, PAULINE S., & SHERMAN, VIVIAN S. *In pursuit of self-esteem: case studies of eight elementary school children*. Belmont, Calif.: Wadsworth, 1964. Pp. vi + 280. \$3.95 paper.—Most every technique has been employed on these children during their two years in the 5th and 6th grades, to learn what influences in the school situation bear upon their feelings of self-esteem and "how self-esteem, in turn influences their motivation to learn and achieve." The authors' theoretical discussion of self-esteem is all too short, and they do not give their reasons for placing it in the center of the educational process. The reader, however, becomes heir to this superlative case material; and he is left on his own to summarize it.

SEELY, C. S. *The philosophy of science: essays in contemporary realism*. New York: Phil. Libr., 1964. Pp. xii + 140. \$3.75.—An impassioned account of materialism, based mainly on what the author claims to have seen: "at close range at least 50,000,000 people," the world over.

STACEY, C. L., & DEMARTINO, M. F. (Eds.) *Understanding human motivation*. Rev. ed. Cleveland: Howard Allen, 1963. Pp. xii + 680. \$7.95.—To the new edition 170 pages of readings have been added and an extensive list of references after each of the nine main sections. Among the added readings are selections from Ross Stagner, R. W. White, A. H. Maslow, D. C. McClelland and R. W. Leeper.

STEKEL, W. *Peculiarities of behavior: Vol. 1. Wandering mania, dipsomania, kleptomania, pyromania and allied impulsive acts*. Trans. J. S. Van Teslaar. New York: Grove Press, 1964. Pp. xiv + 328. \$1.75 paper.—This translation was first published in 1924.

STEKEL, W. *Sexual aberrations. Vol. 1. The phenomena of fetishism in relation to sex*. Trans. S. Parker. New York: Grove Press, 1964. Pp. ix + 369. \$1.25 paper.—In his introduction to the 1952 edition E. A. Gutheil states, "the present volume, which first appeared in 1923, reaches further and digs deeper than Freud's original work on the subject."

STENDLER, CELIA B. (Ed.) *Reading in child behavior and development*. 2nd ed. New York: Harcourt, Brace & World, 1964. Pp. xi + 498. \$4.95 paper.—



An excellent selection of recent research presented in detailed, sophisticated papers by outstanding workers, which should be an invaluable reference for those teaching and working in the field. There are 6 parts with a brief editorial introduction to each: determinants of infant behavior (4 of the 7 papers refer to animal studies), early experiences and later development, motivation and learning, socialization processes in family and school, intellectual processes in children (with a special introduction to Piaget's work), and stability of individual personality and behavior through time.

SUZUKI, D. T. *An introduction to Zen Buddhism*. Foreword by C. G. Jung. New York: Grove Press, 1964. Pp. 132. \$0.95 paper.—This introduction was written in 1914 and first published in 1934. After reading it, the understanding of Zen in which the spirit of Buddhism attempts "to become a practical discipline of life" (p. 37) remains for us still a baffling task. The choice of Jung to write the foreword was appropriate in view of his concern with degrees and kinds of consciousness. He suggests as an explanation of Zen that consciousness is inevitably restricted and that the *koan* method by its destruction of the rational intellect enables the breakthrough of the unconscious which characterizes the *satori* experience or "enlightenment." The latter, according to Jung, is parallel to the goal of psychotherapy in that both are transformations.

*Traum und Symbol*. Zurich: Rascher, 1963. Pp. 179. Sfr. 12.50 paper.—Papers by six younger Jungians: Problems of dream interpretation, by C. T. Frey-Wehrlin; Methodological problems in dream research, by James Hillman; On the ego in the dream, by Sonja Marjasch; The dream in ancient Greece, by C. A. Meier; Comments on dreams in the bible, by Hans Schaer; and two papers by Markus Fierz which open the book, Symbols in science, especially physics; and the Four elements. Fierz concludes regarding symbolic conceptions in physics that their great age, ambivalence and demonic effect would suggest that they are of the nature of archetypes.

TORRANCE, E. P. *Guiding creative talent*. Englewood Cliffs, N. J.: Prentice-Hall, 1962. Pp. xi + 278. \$5.00.—Simply written, this is the indispensable text on the subject. It presents the significant researches of the author and his colleagues and cites numerous direct and indirect contributions of others (with full bibliography). It defines creativity and the problems of its encouragement; describes the creative personality, as well as the creative counselor and teacher; and explains ways in which creativity can be tested, especially with the Minnesota tests of creative thinking. In doing so the author illumines related, more general aspects, such as counseling, teaching, actualizing human potential, and mental health. The book is a boon and a spur to all those wishing to work further in the field of creativity and its broad interrelations.

WHITE, R. W. *The abnormal personality*. 3rd ed. New York: Ronald, 1964. Pp. ix + 619. \$8.50.—While retaining its general nature, this outstanding textbook incorporates now the important advances since 1956. Especially regarding the attitude of society toward mental health and illness the author notes with satisfaction that it was possible "to replace pleadings for action with an account of actions already undertaken."