

original pleasure" (p. 150). Why not say, children enjoy acting in a creative way upon and with everything in their environment?

Emphasis on inference might be expected to cluster with emphasis on feelings, and with the intrapersonal, more elementaristic aspects of identifying and repressing them. On the other hand, feelings become of subordinate interest, when viewed as being in the service of the whole person, a function of his style of life. Adler wrote: "Feelings always agree with the individual's viewpoint of his task: they strengthen the individual in his bent for activity. We always do that which we would do even without feelings, and the feelings are simply an accompaniment to our acts" (*The Science of Living*, 1929, p. 42). From our point of view, then, while it is necessary to understand one's child, and show him that you do, in order to have a close relationship with him, the prime function of parents is not to reflect the child's feelings but to make him more aware of the people, objects, and demands of the world around him and how he can best respond to these, behaviorally.

It is not surprising that Ginott's observations and concrete suggestions which are relatively independent of his psychoanalytic orientation are in many cases almost identical with those of Adler and Dreikurs: e.g., the importance of encouragement, the dangers of favoritism, "hands off homework," the natural right to an allowance, the futility of "battles of the will," the discouraged child's escape: "If I don't try, I won't fail my parents" (p. 84). There are also many other, original contributions from which any parent might profit. Hopefully it will be these common-sense, realistic principles and practices that Ginott's many readers will test out for themselves rather than the unsubstantiated assertions of universal, preordained responses which we view as unhappy self-fulfilling predictions.

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BOOK NOTES

ALEXANDER, F. G., & SELESNICK, S. T. *The history of psychiatry: an evaluation of psychiatric thought and practice from prehistoric times to the present*. New York: Harper & Row, 1966. Pp. xvi + 471. \$11.95.—This is a work of major scope, and it is most regrettable that death has deprived both authors of the fruit of their labor. It affords the reader a wealth of history of recent developments, and, of course, of the work of Freud, his followers, dissenters, and other contemporaries. The authors say, "Freud's contribution . . . cannot be overestimated" (p. 181)—but they do precisely that, and this constitutes the book's weakness. E.g., they acclaim Freud as *scientist*, on the basis of his "scrupulous, systematic" (p. 5) "solid" (p. 184) observations; they ignore the question of the therapeutic effectiveness of his techniques; and they credit him with all sorts of post-Freudian changes and developments without acknowledging the corrections in his original formulations that this calls for.

- BARNES, D. L. *Psychological considerations in religious education*. Muncie, Ind.: Ball State Univer., 1966. Pp. vi + 67 paper. No cost.—The author sees the major purpose of religious education as helping children “to learn to live wholesomely and abundantly, in harmony with their fellowmen” (pp. 44-45). He presents a fine selection of 159 psychological, educational, and religious references. Published as Ball State Monograph, No. 5.
- BARNES, HAZEL E. *An existentialist ethics*. New York: Knopf, 1967. Pp. v + 462. \$7.95.—An unusually illuminating book which allows the reader to participate in the invigorating approach of the author who pursues her reasoned way, step by step, wherever it leads, always supporting the abstract with deft reference to the concrete, with the honesty and clarity which comes of exemplary “good faith.” Following the theme of “the inextricable union of freedom and responsibility” (p. 85), she defines the decision to be ethical as a choice of a particular value. It recognizes the need to justify one’s life, i.e., to believe that one’s conduct is harmonious with the ideal pattern he has selected (p. 9). To become acquainted with Hazel Barnes by reading this book—or even any part of it—will be most rewarding to anyone interested in the human self, especially if one views the self “as a value to be pursued” (p. 13).
- BARNETT, G. (Ed.) *Philosophy and educational development*. Boston: Houghton Mifflin, 1966. Pp. xv + 157. \$2.50 paper.—Though “the counsel of philosophers is rarely sought at any level of statesmanship” today, as the editor points out, this volume is a rich presentation of what philosophy has to offer all levels of education. It is a splendid basic reading for all sophisticated students. In it they will read what analytical philosophy is all about from H. D. Aiken; the need for normative philosophy (there is much that is normative throughout the book) from W. Kaufmann; the nature of philosophical anthropology and the implications of enculturation from A. Edel. P. A. Bertocci’s paper is deeply stimulating regarding values, experience, and personality; M. Scriven offers a timely, excellent claim for *verstehen*, which might well be required reading for social scientists; K. D. Benne supplies the summary, commentary, and projection.
- BASKIN, W. (Ed.) *Classics in education*. New York: Phil. Libr., 1966. Pp. x + 728. \$12.00.—An anthology with selections from such as Aristotle, Roger Ascham, St. Augustine, Francis Bacon, Wm. Bagley, St. Basil, J. S. Bruner, N. M. Butler, Comenius, J. B. Conant, Confucius, Descartes, Dewey, Einstein, Erasmus, Benjamin Franklin, and in this manner through the alphabet.
- BOULDING, K. *The impact of the social sciences*. New Brunswick, N. J.: Rutgers Univ. Press, 1966. Pp. vi + 117. \$3.75.—Professor Boulding’s wide background and understanding are apparent throughout these pages. Defining the social system as consisting of all human beings on the planet and all their interrelationships, he discusses ways of acquiring knowledge about it. Advances in the scientific process depend upon new theoretical insights and improvement in instrumentation. Approaching the problems from these two aspects, in the fields of economics, the international system, the sacred aspects

of life—law, religion, and ethics—as well as the social system in general, Boulding reviews the accomplishments of, and the present challenges to, the social sciences.

BRUNER, J. S. *Toward a theory of instruction*. New York: Norton, 1968. Pp. x + 176. \$1.95 paper.—This distinguished psychologist who, with colleagues, approached the problems of learning freshly and experimentally, himself engaging in classroom procedures, tutoring, and therapy with pupils, sets forth some “new theoretical perspectives into the day-to-day operation of schools.” He shows how contributions of psychology and related disciplines such as the theory of intellectual development, predispositions to learning, a child’s study of man, the functions of language, grammar, and mathematics can and must be linked with theories of knowledge and instruction. Much of this struck the reviewer as thrillingly innovative. A sophisticated book, its style almost precious, it should be read carefully and savored. It will yield rewards—to borrow the educators’ own terms—of enrichment and alertness.

BÜHLER, CHARLOTTE. *Das Seelenleben des Jugendlichen: Versuch einer Analyse und Theorie der psychischen Pubertät*. 6th enlarged ed. Stuttgart: Gustav Fischer, 1968. Pp. xlv + 240. DM 42.—Not many authors are fortunate enough to experience the reprinting after 47 years of one of their books, especially in so vital a field as adolescent psychology. What is more, Charlotte Bühler explains in her foreword that although the original study is still “acceptable,” she would today approach it quite differently, in relation to the whole course of life, motivation and goal-setting, historical-cultural influences, and, most importantly, clinical experience—all fields to which she has been contributing significantly throughout the intervening years! This is actually a reprint of the 1929 edition with an extensive foreword added.

CHAPLIN, J. P., & KRAWIEC, T. S. *Systems and theories of psychology*. 2nd ed. New York: Holt, Rinehart & Winston, 1968. Pp. xiv + 624. \$8.95.—In the new edition of this standard work, the authors attempt “to represent the more recent trends . . . and to retain the contributions of the older schools and to show . . . how the new evolved from the old” (p. vii). There are two new chapters on learning: one on the derivative theories of Spence, Miller, Mowrer, and Rotter, with the current issues of contiguity, effect, and reinforcement; the other on selected theoretical issues in verbal learning. A third new chapter is on physiological theories of behavior. There are also additions to the original chapters, representative of the growing body of work between the years generally, 1950 to 1960. The book remains a most useful one for its comprehensive coverage, understandable style, and well chosen references for further study.

COLARELLI, N. J., & SIEGEL, S. M. *Ward H: an adventure in innovation*. Princeton, N. J.: Van Nostrand, 1966. Pp. viii + 248. \$2.25 paper.—The “backward” project at Topeka State Hospital, 1960-1964, described here was based on the theory of Austin DesLauriers that patients need “a relationship that emphasized intrusiveness, spontaneity and commitment,” and on the assumption that “these characteristics were within the competence of the psychiatric aides” (p. 194). With a “spirit of optimism” “the aspirations of the individual

and that of the organization become identical" (p. 200). The outcome is summarized as: "Significant and stable improvement was achieved with a formerly intractable group" (p. 191).

- DREIKURS, R. *Psychodynamics, psychotherapy, and counseling: collected papers*. Chicago: Alfred Adler Institute, 1967. Pp. 278. \$3.25 paper.—When we noted the earlier, mimeographed edition of this book (1965, 21, 100) we concluded, "a printed volume of Dreikurs' contributions in this field is surely called for." In the present volume this has been realized, with the addition of a paper on frigidity and one on communication within the family.
- FLAPAN, DOROTHY. *Children's understanding of social interaction*. New York: Teachers Coll. Press, 1968. Pp. ix + 86. \$1.95 paper.—The responses to a film, of 20 girls at age levels 6, 9, and 12 years were analyzed for indications of psychological understanding of the actors' behavior. Development was found to go from objective description to explaining and then inferring and interpreting. Children seem to infer thoughts before feelings, and later still to report interpersonal perceptions. Six-year-olds, it is suggested, can apply cause to human behavior more readily than to impersonal problems. Nine years seems to mark an important transitional phase.
- GEORGE, A. L., & GEORGE, JULIETTE, L. *Woodrow Wilson and Colonel House: a personality study* (1956). New York: Dover Publications, 1964. Pp. xxii + 361. \$2.25 paper.—A political scientist and a sociologist apply to the case of Wilson what might be called the Adler-Laswell hypothesis, namely, that the political power-seeker pursues power to compensate for felt deprivations and to overcome low self-esteem, resulting in exaggerated goals of personal accomplishment. The picture that emerges of Wilson, although not at all favorable, rings true. The book is an excellent counterpart to the Freud-Bullitt volume on Wilson, showing a Wilson driven by unconscious forces, from which "Wilson emerges as a robot," as one critic formulated it. Both books together present "controlled" reading on the advantage of the concept of value (Adler-Laswell) over that of drive (Freud) for human understanding.
- GOSHEN, C. E. (Ed.) *Documentary history of psychiatry: a source book on historical principles*. New York: Phil. Libr., 1967. Pp. x + 904. \$20.00.—The best way to do justice to this impressive anthology is to list some of the authors included, some of whom are generally quite unknown: description of pathology—Plato, Hippocrates, Maimonides, Paracelsus, Vesalius, Johann Weyer, Juan Huarte, Robert Burton, Sydenham, Pritchard, Seguin, Kraepelin; theory—Hermann Boerhaave, Wm. Battie, Pinel, Benjamin Rush, John Connolly, Esquirol, von Feuchtersleben, Griesinger, Isaac Ray, John Gray; institutions—John Howard, Samuel Tuke, Dorothea Dix, Thomas Kirkbride; psychotherapy—Mesmer, Rudolf Heidenhaim, James Braid, Jean Charcot, Bernheim, Paul Dubois, Pierre Janet, Freud.
- HAMACHEK, D. E. (Ed.) *Human dynamics in psychology and education: selected readings*. Boston: Allyn & Bacon, 1968. Pp. xv + 695. \$5.50 paper.—These are very informative and useful selections, well introduced by the editor and

from a wide variety of sources. Among the authors are Goodwin Watson, R. M. Gagne, J. S. Bruner, R. W. White, J. McV. Hunt, A. W. Combs, A. H. Maslow, Carl Rogers, B. F. Skinner, E. H. Erikson, Fritz Redl, Urie Bronfenbrenner, Erich Fromm, and William James. The humanistic spirit is perhaps best reflected in a quotation from Goethe used as motto for the part on the nature of instruction: "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows of neutral objects, classified with name and form" (p. 185).

- HARMS, E. (Ed.) *Pathogenesis of nervous and mental diseases in children*. New York: Libra Publishers, 1968. Pp. 293. \$8.50.—The editor's aim is to present a picture of "total pathogenic diagnosis" as part of "a truly totalistic psychiatry" (p. 14). The eight chapters, varying in length from 5 to 92 pages, deal with pathogenesis in general (Harms), organ inferiority (Shulman & Klapman, see Journal Articles this issue), nervous system (G. Gold), endocrines (M. S. Margolese), constitution (A. M. Tenney & N. S. Kline), Kretschmer's typology (R. Lempp), sociopathology (E. Scott), behavioral genesis (R. Korn). Korn postulates, mental disorder being social and communicable, its treatment "becomes significantly related to the study of its etiology" (p. 263). He ends with brief descriptions of Synanon by Yablonsky and by Casriel.
- HERNTON, C. C. *Sex and racism in America* (1965). New York: Grove Press, 1966. Pp. 180. \$0.95 paper.—By an instructor in sociology, this is an impressionistic account of the effects of oppression on Negro-white psychosexual attitudes.
- HIRSH, J. (Ed.) *Opportunities and limitations in the treatment of alcoholics*. Springfield, Ill.: Thomas, 1967. Pp. xi + 103. \$5.75.—The contributors represent a cross-section of points of view: internist, psychiatrist, nurse, social worker, sociologist, and behavioral scientist. Presenting suggestions and challenges rather than dogma, they are: M. A. Block, P. Hartocollis, J. Hirsh, D. J. Pitman, V. Poiner, and Laura E. Root. The symposium points up the scarcity of professionals competent to deal with the nation's 6,000,000 alcoholics, and the lack of training among physicians, who should be providing leadership for other health-serving personnel.—B. McGEHE, *Univer. Hawaii*.
- HOROSZ, W. *Escape from destiny: self-directive theory of man and culture*. Springfield, Ill.: Thomas, 1967. Pp. 290. \$10.50.—Although this reviewer finds himself quite cordial to Horosz's self-directive position, he feels that in this work the author moves into the fray of taking on all sorts of philosophies, minor and major, without ever formulating systematically his own philosophy of self-direction. His criticisms make good reading, but it would have been helpful if the reader could have had a firmer grasp of self-direction at the start.—K. WINETROUT, *Amer. Int. Coll., Springfield, Mass.*
- JOHNSTON, T. *Freud and political thought*. New York: Citadel Press, 1965. Pp. 160. \$3.95.—The author's main thesis is that despite the fact that "as psychoanalyst . . . Freud arrives at profoundly pessimistic conclusions," "as a

rationalist, he espouses an optimistic faith in mankind's success, in its quest for divinity" (p. 16). Freud's thinking although "often mechanistic" is actually "idealistic and subjective" (p. 17). On this basis the author arrives at the final conclusion that "Political thinkers are largely unsuccessful in . . . incorporating Freud's thinking because they are unable or unwilling to deal with the romantic aspect of his thought" (p. 143). We fully share this inability or unwillingness.

JOURARD, S. M. (Ed.) *To be or not to be . . . ; existential-psychological perspectives on the self*. Gainesville, Fla.: Univer. Florida Press, 1967. Pp. 70. \$2.00 paper.—Acting on the assumption that we experience ourselves as choosing beings, Jourard invited the members of this 1966 APA symposium to address themselves to various choices, i.e., "To be or not to be": "—Alive" (P. W. Pretzel), "—A single self" (K. J. Gergen), "—Transparent" (S. M. Jourard), "—One's best self" (T. Landsman), "—Actualizing" (H. A. Otto). We found the contribution by Landsman to be a gem. It deals courageously and originally in the field of universal values, where most of us fear to tread, and even concludes with some promising, concrete research findings on the helping experience.

KERCKHOFF, A. C., & BACK, K. W. *The june bug: a study of hysterical contagion*. New York: Appleton-Century-Crofts, 1968. Pp. ix + 239. \$2.95. paper.—A study of mass hysteria in a Southern mill town, June, 1962, in a dress manufacturing plant employing 965 workers. The over 100 individuals affected claimed that insect bites caused nervousness, burning sensations at the side of the bite, numbness, and fainting. 62 affected were treated by physicians. The study provides a quantitative analysis of sources of strain, personality factors, and the social context of the epidemic. The most important single factor was the amount of strain, especially denied strain, associated with the home and work. Chapter 2 provides a brief history of mass hysteria with references.—J. P. CHAPLIN, *Univer. Vermont*.

KOMISAR, B. P., & MACMILLAN, C. J. N. (Eds.) *Psychological concepts in education*. Chicago: Rand McNally, 1967. Pp. 255. \$6.00; \$3.95 paper.—The editors' purpose is to "establish a bridge between the psychology of education and educational philosophy." Whether the text actually does bridge this gap is an open question. Differing from the more typical superficial coverage of a wide range of topics, these 16 selected papers treat fewer topics in some depth—topics such as transfer, adjustment, visual perception, and critical thinking. Paradoxically, this, the book's chief strength, is also its major weakness in that its scope is too narrow for a basic text. However, the book would make an excellent supplement to a basic, or even an advanced, course in educational psychology.—J. J. MURO, *Univer. Maine*.

LEVINE, D. (Ed.) *Nebraska symposium on motivation*, 1966. Lincoln: Univer. Nebraska Press, 1966. Pp. ix + 209. \$5.95; \$2.75 paper.—R. R. Holt in a paper on libidinal motives in the Rorschach test found that "images of food were given by people . . . well fed with love, not by those . . . deprived" (p. 42). Other papers are: C. J. Burke, "Linear models for Pavlovian conditioning"; J. Masling, on the effect of subject and psychologist upon data; V. G.

Dethier, on insect motivation; Harry Helson, "Motivation from the point of view of the theory of adaptation level"; and W. Malamud, "The concept of motivation in psychiatric practice."

- LEVINE, D. (Ed.) *Nebraska symposium on motivation, 1967*. Lincoln: Univer. Nebraska Press, 1967. Pp. ix + 335. \$6.25; \$3.25 paper.—This symposium would seem to exceed the standards of excellence set by the previous 14 volumes of the series. This is partly because for the first time contributions were invited which shared common interests. D. E. Berlyne's on 'Arousal and reinforcement' and J. P. Scott's on "The development of social motivation" dealt with comparative psychology. I. Katz on "The socialization of academic motivation in minority group children," H. H. Kelley on "Attribution theory in social psychology," and T. F. Pettigrew on "Social evaluation theory: convergences and applications" formed a social psychology section largely dealing with race relations. Each paper offers a wealth of experimental data, much of it obtained by the author, as well as of finely conceived theoretical detail.
- MARCEL, G. *Presence and immortality*. Transl. M. A. Machado; revised, H. J. Koren. Pittsburgh: Duquesne Univer. Press, 1967. Pp. 284. \$4.95.—This latest translation continues the French existential philosopher's *Metaphysical Journal* during the German occupation of France and includes also two essays and an unfinished play. What unifies the book is Marcel's radical effort to understand his own experience. He does this in a very human way with reference to his own confusion, despair, walks in the woods, and what was learned from a roof full of holes. Every other line brings surprises and tends to illumine our own experience, leading one into awareness, while running up against mysteries which inform and puzzle the understanding at the time. Marcel's is an advanced phenomenology with a special sensitivity to the mysteries of human experience. This work is among his best.—W. M. VAN DUSEN, *Mendocina State Hospital, Talmage, Cal.*
- MARCUSE, H. *One-dimensional man: studies in the ideology of advanced industrial society* (1964). Boston: Beacon Press, 1966. Pp. xvii + 260. \$2.25 paper.—According to this analysis the by-products of our society are: growing productivity and destruction; the brinkmanship of annihilation; the surrender of thought, hope, and fear to the decisions of the powers that be; the preservation of misery in the face of unprecedented wealth (p. xiii). It is one-dimensional in the sense that it manipulates man's needs and thus precludes emergence of an effective opposition (p. 3). Man is one-dimensional because he has lost the inner dimension of the mind, that private space in which he may become and remain "himself," apart from public opinion and behavior (p. 10). Marcuse is regarded by many as the inspiration of rebelling youth here and abroad. This is not only a tribute to him, but also to the youth, for his message, informed by philosophy, sociology, and economics, is not easy to understand.
- MARMOR, J. (Ed.) *Modern psychoanalysis: new directions and perspectives*. New York: Basic Books, 1968. Pp. x + 732. \$15.00.—34 authors contributed to this enormously informative volume sponsored by the American Academy

of Psychoanalysis. It illustrates well the trend toward originally Adlerian positions. Marmor points to the shift "from a libido-oriented to an ego-oriented," "from a closed to an open-system" model of man (p. 4). The greatest contribution of Freud remains his "method of open-ended verbal communication" (p. 5). R. R. Grinker, Sr., observes that Freud's "dual drive theory . . . is being replaced by a monolithic theory of motivation not too different from the ancient ideas of life" (p. 39). A. A. Rogow correctly lines up Freud with conservative, Adler with liberal political thought (pp. 665-666). H. Kelman, J. H. Masserman, Leon Salzman, Montague Ullman, Lewis Wolberg are among the further authors.

MILES, T. R. *Eliminating the unconscious: a behaviorist view of psycho-analysis*. Oxford: Pergamon Press, 1966. Pp. 171. \$2.95 paper.—This worthwhile readable work by an English psychologist shows that many key concepts of psychoanalysis are "inferred entities" which "require to be eliminated" because they are of no use and generate confusion. However, Miles goes on to explain many of the same concepts directly in behavioral terms. E.g., in the case of unconscious symbolism: "'X responds to A as though it were B but is unaware that he is doing so' (i.e. makes no verbal avowals of awareness, shows surprise when the connexion is pointed out, etc.)" (p. 122). Actually Miles seems to believe that most of these concepts can be profitably applied to understanding behavior by applying them at the "relatively descriptive level," and that he has thus retained the "inspiration" or what is best in psychoanalysis.

MILLER, D. L. *Individualism: personal achievement and the open society*. Austin, Texas: Univer. Texas Press, 1967. Pp. 213. \$6.00.—A philosophy professor, drawing on the social psychology of Cooley, Mead, Fromm, Dewey, McClelland et al., interprets individualism from a theory of self. Three components make up self: bodily, social, subjective. No self can emerge apart from social participation (so, "rugged individualism" is a false theory). Self-actualization in the open society, attainable only through achievement by participation with others, is the ultimate value. The motive for achievement is the development of self. Also, social innovation depends on individuals. Miller calls for "provisionary planning" in government—planning for conditions favoring self-actualization—in contrast to totalitarian planning. Persons must be themselves, must achieve, and need social institutions and others for this.—P. LICHTENBERG, *Bryn Mawr Coll.*

MOULY, G. J. *Psychology for effective teaching*. 2nd ed. New York: Holt, Rinehart & Winston, 1968. Pp. xii + 639. \$8.95.—This comprehensive text has value for the undergraduate preparing to teach as well as for the experienced classroom educator. This reviewer was well pleased with Moully's discussion of human development and the emphasis given to the environmental influences which are too often neglected. The discussions of perception and phenomenology are presented in a way to insure the teacher's understanding. Broad psychological principles are illustrated with well documented significant research. The author's extensive teaching experience as well as his knowledge and insights into behavior, development, and learning are reflected in this fine text.—J. J. MURO, *Univer. Maine*.

- OPLER, M. K. *Culture and social psychiatry*. New York: Atherton Press, 1967. Pp. 434. \$8.95.—This book is a revision of the author's earlier *Culture, Psychiatry and Human Values* (1956). The main theme is that mental disorders are a function of the prevailing culture, and that fluctuations in patterns of disturbed behavior are related to changes in the milieu. Evidence comes from anthropological studies and cross-cultural comparisons.—R. J. CORSINI, *Honolulu, Hawaii*.
- ORGLER, HERTHA. *Alfred Adler: the man and his work: triumph over the inferiority complex* (1963). New York: Capricorn Books, 1965. Pp. xv + 266. \$1.65 paper.—This informal introduction to Adler which has already achieved so many editions and translations will now, in paper, become still more widely available. In the chapter on "Adlerian psychology today" a great many names of persons somehow connected with it during the early '60's are mentioned.
- ORGLER, HERTA. *Alfred Adler et son oeuvre*. Transl. by Madeleine Dreyfus. Paris: Stock, 1968. Pp. 314. 18 F.—To the French edition of 1955 the chapter on "Adlerian psychology today" as well as the "Autobiography of an 'incurable' burglar" have been added.
- PEEL, E. A. *The psychological basis of education*. Rev. ed. New York: Phil. Libr., 1967. Pp. x + 331. \$10.00.—Professor Peel's is a well organized realistic approach. His direct style is a welcome relief from the many pedantic texts. The book has four sections, each subdivided into topics of importance to the prospective educator: (a) the nature of human learning, (b) the psychology of individual differences, (c) personal development, (d) the relation of the individual to his society. This reviewer would have preferred a more detailed discussion of personality and human development, but Peel at least introduced these to the neophyte. Specific suggested tasks at the end of each chapter should help the reader to translate the psychological theory into classroom practice.—J. J. MURO, *Univer. Maine*.
- PFÄNDER, A. *Phenomenology of willing and motivation: and other phaenomenologica*. Transl. & introd. by H. Spiegelberg. Evanston, Ill.: Northwestern Univer. Press, 1967. Pp. xxvii + 98. \$5.00.—This book suffers from being excerpts rather than a coherent work; there are essays on logic and theory of knowledge, as well as on willing and motivation. Nevertheless, the book contains some provocative insights into the phenomenology of choice, and into the importance of separating an experiential conception of motive from the conception of motive as an explanation for behavior. The editor provides some useful historical orientation.—A. WARMOTH, *Mendocina State Hosp., Talmage, Calif.*
- POWERS, G. P., & BASKIN, W. (Eds.) *New outlooks in psychology*. New York: Phil. Libr., 1968. Pp. 512. \$12.00.—Nineteen, mostly original contributions, meant to stress emergent trends. The topics are: brain control (Delgado), functional illiteracy (Myron Woolman), instructional technology (W. A. Deterline), crime and delinquency (Seymour Rubenfeld), punitive justice (D. D. Runes), prejudice (N. W. Ackerman), existential psychology (Ben

Strickland), human potentials (R. M. Dreger), psychodrama (Moreno), LSD-therapy (Unger), testing (Harrower), gifted child (J. L. French), aging (Sheila M. Chown), leisure (Martin & Hall), art (R. Eisenman), post-Freudian literature (Roback & Baskin), parapsychology (Rhine), requirements of a dwelling (R. B. Fuller), space exploration (Russian authors). No index.

ROAZEN, P. *Freud: political and social thought*. New York: Knopf, 1968. Pp. xii + 322 + ix. \$6.95.—The author, a political scientist, seems to offer the thesis that despite a good deal of evidence to the contrary, Freud was “really” not a reactionary, but a liberal and meliorist. At the same time the author admits that this is a subjective view as when he states, “the Freud we find is in good measure a projection of our own concerns.” If we remain aware of this and “that psychoanalysis is itself neither inherently liberal nor conservative . . . , then we are less likely to mislead ourselves” (p. 251). At which point we would ask, but why is it that psychoanalysis is so ambiguous—at best?

SAHAKIAN, W. S. (Ed.) *History of psychology: a source book in systematic psychology*. Ithaca, Ill.: F. E. Peacock, 1968. Pp. xiv + 559. \$8.50.—This collection of 133 excerpts from original sources ranges over the entire trajectory of the history of psychology, including ancient, medieval, Renaissance, and modern authorities. In the modern and contemporary periods there is a wide range of selections from British, French, German, Austrian, Russian and American sources. For the more important authors the selections are from six to eight pages in length. A 38-page section on landmarks in psychology is included as well as a bibliography on related works. The selection on Individual Psychology is from Adler's statement in *Psychologies of 1930*, Carl Murchinson (Ed.). Useful for courses in the history and systems of psychology.—J. P. CHAPLIN, *Univer. Vermont*.

STAGNER, R. (Ed.) *The dimensions of human conflict*. Detroit: Wayne State Univer. Press, 1967. Pp. 194. \$4.95.—Seeking general dimensions of conflict, Stagner chose Emily H. Mudd (assisted by Sarah H. Taubin) to cover the familial; E. W. Gordon, the racial; W. E. Simkin, the industrial; and J. J. Blake, the African conflict situations. Once general dimensions are identified, quantification should be possible and variables explored and experimental methods applied. In his own, final chapter Stagner describes eight possible dimensions which have emerged. Two of these are “regulation,” the extent to which conflict may be controlled by a set of rules; and the realistic-neurotic dimension, the degree of distorted perception. Stagner has written a general introduction and one for each paper.

STORR, A. *Human aggression*. New York: Atheneum, 1968. Pp. xiii + 127. \$5.00—The author fully recognizes that aggression may mean the constructive tackling of a job as well as destructive hostility. In the same realization Adler eventually named the first, “striving for superiority or perfection,” limiting “aggression” to the second, as an aberration of the first. G. A. Kelly also distinguished between the first as a dimension from inertia to initiative, and the second as hostility. But Storr believes that aggression, although

"a portmanteau term . . . fairly bursting at its seams," cannot be discarded "until we can more clearly designate and comprehend" what is subsumed under its head (p. x). The result is unfortunately more confusing than clarifying, with statements such as, "Each one of us harbors . . . those same savage impulses which lead to murder, to torture and to war" (p. ix). See also News and Notes.

VALLÉS, J. *How to live with an alcoholic* (1965). New York: Essandess Spec. Eds., 1967. Pp. 91. \$1.00 paper.—The author, who is a physician, provides a penetrating insight into the alcoholic for the non-medically oriented members of his family and other interested laymen, and gives realistic encouragement for coping with the complexities of alcohol addiction. The first step to recovery can begin in a home environment of tolerance and understanding of alcoholism as a disease. Dr. Vallés stresses the importance of the unscientific construct he calls hope.—B. MCGEE, *Univer. Hawaii*.

WANN, T. W. (Ed.) *Behaviorism and phenomenology: contrasting bases for modern psychology*. Chicago: Univer. Chicago Press, 1964. Pp. vii + 190. \$1.75 paper.—With "Psychology and Emerging Conceptions of Knowledge as Unitary" by Sigmund Koch; "Phenomenology: A Challenge to Experimental Psychology" by R. B. MacLeod; "Behaviorism at Fifty" by B. F. Skinner; "Toward a Science of the Person" by Carl R. Rogers; "Behaviorism as a Philosophy of Psychology" by Norman Malcolm; and "Views of Human Nature" by Michael Scriven," this little volume needs no further recommendation, nor could a booknote—or even a full review—do it justice. Students today are faced with a myriad of books, but if they would study, discuss, and digest this one, they would not need to read much else for an understanding of the basic problems of psychological theory.

WHO EXPERT COMMITTEE ON MENTAL HEALTH. *Services for the prevention and treatment of dependence on alcohol and other drugs*. Geneva: World Health Organization, 1967. Pp. 45. \$1.00 paper. Available through Columbia Univer. Press, 136 So. B'way., Irvington-on-Hudson, N. Y. 10533.—In recent years, alcoholism as a disease has been widely accepted, although official attitudes towards other substances to which dependency occurs, such as drugs, generally remain condemnatory. The one common element between alcohol and drugs is psychic dependency. The problem of the treatment and control of the injection of legal substances is complex and calls for coordinated multi-faceted multi-disciplinary measures. Team treatment and organized public education seem to work best. Ultimate responsibility for rehabilitation is a non-medical problem.—R. J. CORSINI, *Honolulu, Hawaii*.