

BOOK NOTES

- ARONOFF, J. *Psychological needs and cultural systems: a case study*. Princeton, N. J.: Van Nostrand, 1967. Pp. xiii + 241. \$2.95 paper.—From a field study of two West Indian villages the author, a Ph.D. in psychology from Brandeis University, concludes that social and psychological systems are the product of “environment, institutional determinants, and organismically based psychological needs” (p. v). For the latter he refers to Maslow’s hierarchy of motives (pp. 5ff & 62ff). Among other organismic psychologists he recognizes Goldstein, McDougall, Adler, R. W. White, and Angyal. The important variables for the levels of personality were found to lie outside the organizational lines of the institutions, the key variable being “the opportunity for safety and love gratification” (p. 213).
- BARKER, W. *Brain storms: a study of human spontaneity*. New York: Grove Press, 1968. Pp. xxiii + 226. \$7.50.—The central concept around which this book was written is “fits,” used in its broadest sense as a rubric to include all types of episodic behavioral phenomena from grand mal epilepsy to errors of everyday life, resistance in therapy, brain storms, and insightful and creative thinking. All forms of episodic behavior are related and lie along a continuum. Any crisis in the flow or continuity of events is reacted to as a threat to survival involving an initial response of arousal, followed by a kind of latent period or still reaction which, in turn, is followed by a resolution of the crisis. Some original work with brain waves is included. Primarily of interest to those who are in the area of thinking, cognitive dissonance, and creativity.—J. P. CHAPLIN, *Univer. Vermont*.
- BLANCHARD, W. H. *Rousseau and the spirit of revolt*. Ann Arbor: Univer. Mich. Press, 1967. Pp. xiv + 300. \$8.50.—This psychological study of Rousseau and his ideas is well written and fascinating although the author approached it with the concepts of a static psychology of instinctual repression which does not permit him to do justice to Rousseau’s importance for our time. We hesitate to charge Rousseau’s inhumanities to “sexual masochism,” but rather would explain them from ignorance of concepts later provided by Kant’s categorical imperative and concepts similar to Adler’s social feeling. To such ignorance we would attribute the failure of *Emile* as a work of lasting influence. “Rousseau yearned for a better and more just society.” But he thought in order to raise man out of his selfishness, his desire for personal pleasure at the expense of others, frightening power had to be placed with the state.—E. PAPANEK, *Queens College, New York*.
- BIERI, J. et al. *Clinical and social judgment: the discrimination of behavioral information*. New York: Wiley, 1966. Pp. xiv + 271. \$7.95.—“This book is a truly collaborative effort” between its authors, J. Bieri, A. L. Atkins, S. Briar, Robin L. Leaman, H. Miller, and T. Tripodi. They review research—including much of their own—and theory stemming from judgments of physical stimuli leading to those of behavior, skillfully developing the differentiation between psychophysical judgments and those of the real life clinical

and social situations where there is a relationship between judge and the person judged. For example, the findings on anchoring effects are presented, and the more specific delineations of the frame of reference notion to which they have led. Information theory, cognitive structure, and affect among other influences are dealt with in relation to judgment.

- BRITT, S. H. (Ed.) *Consumer behavior and the behavioral sciences: theories and applications*. New York: Wiley, 1966. Pp. xxxii + 592. \$11.50.—Consumer educators have only recently become aware of a fact that marketing has known and used for a long time: that an individual's behavior as a consumer is a function of self-image rather than logical calculation. Without this base, consumer education is merely consumer information—sterile and remarkably obsolescent. Britt examines cultural, individual, and group influences, the tangential influences of economics and marketing, and the processes of consumer decision-making.—FAITH PRIOR, *Univer. Vermont*.
- CATANZARO, R. J. (Ed.) *Alcoholism: the total treatment approach*. Springfield, Ill.: C. C. Thomas, 1968. Pp. xix + 508. \$22.50.—Forty-five contributors exhaustively and authoritatively cover almost every conceivable aspect of alcoholism, including even such topics as hypnotherapy, antabuse therapy, vocational rehabilitation, detoxification centers, and treatment of alcoholism in the Bahama Islands. There are also, of course, informative contributions on topics of wide interest, such as Alcoholics Anonymous, the application of behavior modification, personality factors, and interpersonal relations. The volume is broadly interdisciplinary—in spite of the AMA's official recognition of alcoholism as a disease (p. 6). Dr. Brosin states in his foreword, "The sciences and the humanities must move toward each other . . . to make life more worth living" (p. xii).—R. J. CORSINI, *Honolulu, Hawaii*.
- CHAMBLISS, R. *Meaning for man*. New York: Phil. Lib., 1966. Pp. xi + 191. \$4.50.—A highly readable, informative, and rewarding account of what man means to the author, a professor of sociology. Chambliss calls upon wisdom from philosophers and authors of all times, and sociologists, psychologists, religious thinkers, statesmen, and various scientists closer to the present. He presents an image of man, his good and evil potentials, in the light of heredity and environment, his personality attributes, and the roles of reason, freedom, meaning, love, morality, and duty in his living. To quote but one out of an abundance of fine thoughts: "As one among many it is easy for the individual to feel impotent, but the world in which he moves is made different by his presence there; he is responsible for that difference, not for the whole" (p. 184).
- CHAPMAN, J. D. *The feminine mind and body: the psychosexual and psychosomatic reactions of women*. New York: Phil. Lib., 1967. Pp. 325. \$6.95.—The stages in the life of woman in our contemporary setting are viewed by a gynecologist, out of his long experience of close contact with many patients. Many women's ills are held to be psychosomatic. But in spite of the author's medical background and Freudian orientation, he seems to find social attitudes crucial. "Authentic love should be a need 'to' love, rather than a desperate need 'for' love. The need 'to' love carries with it the state of independence—for I

can love anyone I wish. I do not need their love, their acceptance or their presence" (p. 102). The depreciated self-image robs woman of her self-love; "this in turn . . . enhances the need 'for' love which becomes demanding, false, and dangerous" (p. 104).

DOUGLAS, J. D. *The social meanings of suicide*. Princeton, N. J.: Princeton Univer. Press, 1967. Pp. xiv + 398. \$8.50.—Previous sociological theories of suicide, beginning with Durkheim, are considered inadequate as being based on statistical-hypothetical and positivistic approaches (p. 338). Freudian theory is rejected because it usually "simply imposed the Freudian formulations upon the actors" (p. 237). Suicide must be studied as "subjectively meaningful" action in the sense of Max Weber's theory of "understanding" (pp. 235 & 237). Real descriptions of suicides yield as "common patterns of meanings" (p. 284): transforming the soul to the other world, eliciting fellow-feeling, and getting revenge. Despite such similarity with Adler and actual reference to him, the author unfortunately does not do justice to Adler (p. 370).

DREIKURS, R. *Die Ehe: eine Herausforderung*. Transl. by E. A. Blumenthal. Stuttgart: Klett, 1968. Pp. 216. DM 16.50.—The same publisher who so successfully brought out the author's *Children: the Challenge* and *Psychology in the Classroom* in German now has added a translation of *The Challenge of Marriage*.

DREIKURS, R. *Psychology in the classroom: a manual for teachers*. 2nd ed. New York: Harper & Row, 1968. Pp. xvi + 284. \$3.75 paper.—As the first edition of this book was most appreciatively reviewed in this *Journal*, 1957, 13, 197-199, the present revised edition is very welcome. The author has not indicated what changes he has made, but there are 43 additional pages of text. These include a new chapter on the teacher's role beyond teaching, not only relating to the children but also to parents, principal, community, and to herself. There is also additional description and new case material on the group dynamics of the unified class, with its promise for a better relationship between youth, adults, and the community as a whole. Because of our growing need for knowing how to handle pupil problems, this book is even more timely today than in 1957. It is essential reading for everyone interested in understanding and helping children.

DREIKURS, R. *Student guidebook for "Understanding your children": 26 television sessions*. Ed. by J. A. & Neysa M. Peterson. Burlington, Vt.: Univer. Vermont Educ. Television, 1969. Pp. xii + 198. \$4.00 mimeographed.—In Part I the editors outline study guides for each session with suggested readings, session summaries, and suggested activities. In Part II, the author presents condensations of each of the 26 sessions, based on their transcripts. They reflect the sessions quite faithfully. Several families are interviewed before a class of graduate students, by the author and later also by students. Throughout the sessions the goals of misbehavior, the life style, the family constellation, and the importance of directing the counselee's attention toward his own actions and opening doors toward the possibility of different action are stressed. An indispensable study aid for an extremely lifelike and highly effective pioneering venture in educational television.

- DUVALL, EVELYN M. *Today's teen-agers*. New York: Association Press, 1966. Pp. 256. \$4.95.—This popular author presents a well documented book covering all aspects of the teen scene. She includes a discussion of today's social and cultural pressures. While frequently advising parents to encourage their children, she fails to define what encourages or how this is to be done. Contrary to Individual-Psychology thinking which recognizes the peer group as the value-forming agent, Mrs. Duvall feels that correct atmosphere at home together with parental love will provide young people with proper attitudes. Since the book fails to acknowledge goal-directedness or group dynamics as motivating factors, it has little value for Individual Psychology study.—VICKI STATTON, *Wilmington, Del.*
- EISENBUD, J. *The world of Ted Serios: "thoughtographic" studies of an extraordinary mind*. New York: Pocket Books, 1968. Pp. 367. \$0.95 paper.—An account of a series of observations made by the author and others on Ted Serios who allegedly possesses the ability directly to project mental images on Polaroid film by paranormal processes. The observations have been witnessed by over thirty physicians, engineers, and scientists (names appended), most of whom are connected with the University of Colorado Medical School. The witnesses attest that they have been unable to observe any trickery and find the phenomena inexplicable by natural causes. 150 photographs made by the Ss are included. Several chapters are devoted to relating the observations to other parapsychological phenomena.—J. P. CHAPLIN, *Univer. Vermont.*
- EMMET, E. R. *Handbook of logic* (1960). New York: Phil. Lib., 1966. Pp. 236. \$4.75.—This is a very readable, up-to-date, compact volume. It covers the fundamental rules and methods of thinking, even including the limitations of logic, systematically, but not too formally. A good example is the presentation of efficient vs. final causes (p. 135). There are challenging problems at the end of each chapter (and their solutions at the end of the book).
- FABRY, J. B. *The pursuit of meaning: logotherapy applied to life*. Boston: Beacon Press, 1968. Pp. viii + 211. \$4.95.—This is an excellently and clearly written, authoritative and comprehensive presentation of Frankl's system—probably more complete than what is to be found in any one volume by Frankl himself. Fabry speaks as Frankl's alter ego, for which one admires him; but at times one is bothered by his crediting Frankl undeservedly with tried-and-true generalities or currently very common concepts. Many other thinkers, to be sure, are mentioned for views consonant with logotherapy, but Adler is entirely omitted, in spite of his outstanding similarity. In part just because of this shared relevance to our time and condition, in part because of Frankl's unique insights, every thoughtful person owes it to himself to become acquainted with logotherapy, for, whatever his position, he stands to gain understanding and encouragement.
- FLESCHER, J. *Dual therapy: triadic principle of genetic psychoanalysis*. New York: D.T.R.B. Editions, 1966. Pp. 560. \$14.00.—Since the author believes transference manifestations involve both parents, and reflect the many changes which occur during the crucial developing years—in this triadic con-

stellation of father, mother, and child—he advocates that the patient see a male therapist and a female therapist in regularly alternating interviews. The two therapists “consider themselves, as the patient soon learns to see them, participants in a single treatment process” (p. 13). The author presents an abundance of case material for this method, and a full discussion of its “conceptual matrix”—all, of course, from psychoanalytic premises, and supported by “the scientific proof with which Freud has provided us” (p. 56). For those who share this stand, this should be most interesting reading.

FRANKL, V. E. *Psychotherapy and existentialism: selected papers on logotherapy*. New York: Washington Sq. Press, 1967. Pp. xii + 242. \$4.95.—Among the psychotherapists writing today, Frankl is the most essential. He deals with ultimate concerns about life and death, simply and specifically. Furthermore, he does not capitulate to “absurdity” nor yield to open-ended “self-actualization,” but courageously commits himself to affirming that “every life, in every situation and to the last breath, has a meaning” (p. 129)—as expressed by the attitude the subject chooses to take toward his unique, concrete situation. For this reason it is always rewarding to read Frankl. And for this reason it seems a pity that he should weaken his publications by repetitious reprintings—and by still claiming that Adler sees in human existence only a will to power (p. 103). J. C. Crumbaugh & L. T. Maholick contribute an exploratory study in measuring noögenic neurosis; and H. O. Gerz, a report on the uses of paradoxical intention.

FREE, L. A., & CANTRIL, H. *The political beliefs of Americans: a study of public opinion*. New Brunswick, N. J.: Rutgers Univer. Press, 1968. Pp. xiv + 239. \$10.00.—Speculating about the American *zoon politicon*, always fascinating, can now be shifted, thanks to the polls, to scrutinizing data. Readers of this book are specially assured of its facts since Free and Cantrill are leaders in the field, known for their development of method as well as analyses and interpretations of findings. They present a wide variety of aspects, to suit individual interests. Their own are largely in viewing their data along a liberal-conservative dimension. “Operationally” this shows Americans congenial to the welfare state, but “ideologically” there is little consensus to back up this liberal trend. The authors see as today’s need a “restatement of American ideology in line with what the great majority want and approve.”

Frontiers of psychological research: readings from Scientific American. Selected and introduced by S. Coopersmith. San Francisco: W. H. Freeman, 1948-1966. Pp. xiii + 322. \$4.95 paper.—This 8½ x 11” volume of 44 articles is certainly a well selected, well produced, and readable collection of readings reflecting current interests in experimental psychology. Unfortunately clinical and personality psychology of the post-Freudian era is not covered. A collection of 5 multiple-choice items for each article, 220 in all, is available.

GIBBS, J. P. (Ed.) *Suicide*. New York: Harper & Row, 1968. Pp. x + 338. \$3.75.—The editor offers “disruptions of social relations” (p. 17) as the integrating thesis for the phenomenon of suicide. Of the 14 contributions 4 are new, representing Part 1, Overview. Parts 2 & 3 are, The Individual Case, and Other Aspects of Suicide. Adler is represented in Part 2 with his 1937 paper

on suicide. Yet, incredibly, the editor notes that Adler's treatment of suicide is divorced "from most of the major concepts in Adlerian psychology. . . . It may be that suicide is alien to Adler's doctrine that man's behavior is dictated more by his expectations of the future than by past experiences" (p. 126). The editor is professor of sociology, University of Texas.

GRANT, V. W. *This is mental illness: how it feels and what it means* (1963). Boston: Beacon Press, 1966. Pp. viii + 210. \$1.75 paper.—This is a splendid book by an experienced clinical psychologist written for the layman but without over-simplification or over-statement. It describes schizophrenia in terms of cases, the schizoid personality, treatment, and prevention, in views highly compatible with the Adlerian position. Grant sees abnormal behavior as serving a purpose, namely, removing and relieving humiliation (p. 55). The disorder is one of social behavior, largely the result of a lack of knowledge and skills, due to "failure to live close enough psychologically to others" (p. 34), thus missing the chance for validation of one's perceptions. Among other characteristics, the schizophrenic is immature, "a creature of his own past" (p. 17), and lacking empathy. This is highly recommended reading.

HALEY, J., & HOFFMAN, LYNN. *Techniques of family therapy*. New York: Basic Books, 1967. Pp. x + 480. \$12.50.—Five family-therapy interviews are presented verbatim. They had been conducted by F. R. Fulweiler; Virginia Satir; D. D. Jackson; C. A. Whitaker; and F. Pittman, K. Flowerhaft & Carol DeYoung; and were tape-recorded. While they listened to their respective tapes, the therapists were interviewed by the authors "to lure out of a therapist his ways of thinking about his operations" (p. viii), to make explicit about his technique what was previously only implicit. These conversations are interspersed in condensed form in the tape transcripts. The result is an extremely instructive document, well illustrating the basic rationale that "the unit of treatment is no longer the person . . . it is the set of relationship in which the person is imbedded" (p. v), as well as describing the details of the techniques.

HANSEL, C. E. M. *ESP: a scientific evaluation*. Introd. by E. G. Boring. New York: Charles Scribner's Sons, 1966. Pp. xxi + 263. \$6.95.—An excellent and readable analysis of research in ESP from its inception up to the early 1960's. The author, who is highly qualified in probability theory and in the literature of ESP, summarizes and criticizes the classical experiments of Rhine, Woodruff, Pratt, Pearce, Soal and others. In all cases he finds a verdict of not proven for ESP because the experimental designs failed to eliminate the possibility of sensory cues and deliberate trickery. Three chapters are devoted to strange experiences, mediums, and spiritualism, none of which evidence, in the author's opinion, supports the existence of ESP. Boring's provocative introduction sets the tone for the book. Recommended for both professional and lay readers.—J. P. CHAPLIN, *Univer. Vermont*.

HARMS, E. *Origins of modern psychiatry*. Springfield, Ill.: C. C. Thomas, 1967. Pp. xiv + 256. \$7.75.—A most commendable aspect of this book is the author's explicit purpose to offer an alternative to the longstanding controversy in traditional history texts between divergent psychologic-somatic

schools of psychiatry. Accordingly he postulates as a central unifying theme a "humanitarian" approach. He ably cites from Paracelsus, Reil, Heinroth and many others to bridge the gulf between each of these views. A most interesting chapter deals with the Freud-Jung feud regarding anti-Semitism. The necessity of reconciling these divergent strands is, however, not questioned, nor does the author comment on the alternative distinction between subjective and objective schools, the former being expressed in the works of Adler, and Vaihinger before him.—R. D. WALDMAN, M.D., *Rutgers State Univer.*

MEHRABIAN, A. *An analysis of personality theories*. Englewood Cliffs, N. J.: Prentice-Hall, 1968. Pp. xii + 217. \$7.95.—On the premise that "personality theories can be regarded as models for the description of . . . patterns of interpersonal behavior . . . based on . . . metaphors . . . from the physical or biological world" (p. 180) this book deals with Rogerian, psychoanalytic, need-habit, cognitive-developmental, and computer simulation theories. Replacing under psychoanalysis Freud with Erikson, the author can arrive at the conclusion that the various theories are "largely complementary rather than contradictory" (p. 183). He also believes that from empirical emphasis the field is moving from all-encompassing theories to a set of theories of limited areas of specialization. The future will rest with "precise measurement of personality dimensions" (p. 182).

MEILI, R., & ROHRACHER, H. (Eds.) *Lehrbuch der experimentellen Psychologie*. 2nd ed. Bern: Huber, 1968. Pp. xii + 501. Fr./DM 44.00.—This well produced volume, first published in 1963, renders a good overview of the field of experimental psychology in central Europe today. The 10 chapters are concerned with experimental method (Meili, Bern); psychophysics (G. Ekman, Stockholm); perception (Ivo Kohler, Innsbruck); memory and learning (Rohracher, Vienna); thinking (Meili); feeling and its expression (W. Traxel, Kiel); motivation (Anitra Karsten, Helsinki); personality (J. C. Brengelmann, Munich); social psychology (K. Eyferth, Darmstadt); and statistical methods (K. Pawlik, Hamburg). The influence of the Gestalt and Wuerzburg schools as well as the factor analysts appears noticeable. In the chapter on statistics the sections on inferential statistics and experimental design are noteworthy.

MORRISON, CLAUDIA C. *Freud and the critic: the early use of depth psychology in literary criticism*. Chapel Hill, N. C.: Univ. N. Carolina Press, 1968. Pp. ix + 248. \$7.50.—This scholarly, well-written, fair presentation covers its subject from the very first mention of Freud in an American journal, 1893, through about 1925. In addition to a general review, chapters deal specifically with Ernest Jones' Hamlet, VanWyck Brooks on Mark Twain, Joseph Wood Krutch on Poe, and the criticism of Conrad Aiken and D. H. Lawrence. From the beginning, American reaction to Freud was definitely respectful, though selective, acknowledging his greatness as an innovator. Early applications of his theory were dogmatically reductionistic—and hence, monotonous. Later studies, such as Jones', were more satisfactory, "provided one accepts the initial psychoanalytic postulates" (p. 163). The use of depth psychology in literary criticism continues to flourish—despite a Freudian decline in the field of psychology itself (p. 231).

MURPHY, G. *Personality: a biosocial approach to origins and structures* (1947). New York: Basic Books, 1966. Pp. xiv + 999. \$10.00.—No attempt has been made to bring the book up to date because that “would completely, fundamentally, and absolutely alter the book,” the author explains in a new preface. Instead we learn that he has two new books in preparation with co-authors. In examining the book, one is impressed with the way in which Murphy has succeeded in providing a place in his system for many aspects of personality that have become better appreciated and studied only during the last 20 years. It is in this sense that the book has remained up-to-date—without any revision. Some 750 references.

POLATIN P., & PHILTINE, ELLEN. *How to develop a well-adjusted personality: an abridgment of The Well-Adjusted Personality*. New York: Essandess Special Edition, 1968. Pp. ix + 150. \$1.50 paper.—The authors define mental health as “comfortable functioning” which does not run counter to society’s welfare, and is to be obtained through insight—into one’s limitations, resources, and emotional factors that cause our difficulties, such as primary self-love, insecurity, or “sadism that lurks within most of us.” Such insight when lacking, can be gained from a psychiatrist in “very often [just] a few sessions” (p. 129). Much of the authors’ advice is similar run-of-the-mill, but they do offer an original modification of the golden rule (p. 143), and some perceptive reasons for not getting married and not having children, which are not usually considered.

Prevention of suicide. Geneva: World Health Organization, 1968. Pp. 84. \$1.25 paper, available from Col. Univer. Press.—This is a summary of information obtained from discussions with international experts—T. Asuni, Nigeria; N. L. Farberow, USA; P. Kielholz, Switzerland; E. Ringel, Austria; P. Sainsbury, England; E. Stengel, England; P. M. Yap, Hong Kong—with annotations from the literature and tables on factors related to suicide. Steps in developing prevention services are outlined as well as educative programs. The most clear-cut preventive finding is that suicide threats and attempts are to be taken seriously. Dynamically most clear-cut is the finding that suicide is frequently committed or attempted “as a ‘cry for help’ rather than with a clear desire to die” (p. 10). This is, of course, in line with Adler’s understanding of suicide as problem solving, rather than Freud’s understanding as expression of a death instinct.

REDLICH, F. C., & FREEDMAN, D. X. *The theory and practice of psychiatry*. New York: Basic Books, 1966. Pp. xii + 880. \$12.50.—This work is unbelievably comprehensive, covering psychiatry through its history; principles; methods and techniques of interview, diagnosis, and treatment; neurotic and psychotic disorders; organic concomitants (including an excellent presentation on drugs); the variables of childhood, old age, and mental subnormality; the special cases of alcoholism and addictions; relations to law, medicine, and society; and more. It is thorough and scholarly, and understandably written. It is clearly based in the “biologically oriented behavioral science of psychoanalysis” (p. vii), but although a great many passages begin with Freud—ranging from his “astute hunches” to his having “shown conclusively”—the

authors do go beyond, quite extensively, to what has significantly changed and been added to psychiatry since Freud.

ROSENBERG, M. *Society and the adolescent self-image*. Princeton, N. J.: Princeton Univ. Press, 1965. Pp. xi + 326. \$6.50.—This is a survey research study by a sociologist on 5000 high school students "to specify the bearing of certain social factors on self-esteem" and the influence of self-esteem on certain attitudes and behavior (p. 15). Among the numerous findings we may mention: Jews are higher in self-esteem than Protestants or Catholics. As to birth order, only-boys are highest in self-esteem. The lower the self-esteem, the greater a person's loneliness (p. 163), the lower his faith in people (p. 181), and the greater his concern with personal problems (p. 221). Not only the results but also the scales used and reproduced in this book, should be of greatest interest to the researcher with an Adlerian orientation, although Adler is not mentioned.

ROSENBLITH, JUDY F., & ALLINSMITH, W. (Eds.) *The causes of behavior. II: Readings in child development and educational psychology*. 2nd ed. Boston: Allyn & Bacon, 1966. Pp. xv + 608. \$6.95.—The test of a good textbook, obviously, is its effectiveness for teaching. As a 2nd edition the present work has been pretested: the authors made revisions (40% replacements) based on their own experience and evaluations elicited from professors and students. The 82 chapters fall into these categories of determinants: biological, learning, interpersonal, settings and stimuli, groups, age, sex, and intelligence. They also cover motivation, educational implications, and four general introductions. Some contributions are familiar classics; some are general, reflective, others, specific, experimental. Many—perhaps most—of the authors are *Who's-Who* psychologists; a surprising number are psychoanalysts.

RUBIN, E. Z., SIMSON, C. B., BETWEE, M. C. *Emotionally handicapped children and the elementary school*. Detroit: Wayne State Univ. Press, 1966. Pp. 286. \$12.50.—This ambitious research study of chronically socially, emotionally, and academically maladjusted children in the Wyandotte, Mich., public schools adds very little new or different information to readers familiar with special education. Such frequently made charges as, "It is hoped that the school administrator will seek something more than the IQ to help him plan meaningfully for experiences of children" need not have been included. This reviewer would have been happier had the authors taken a firmer stand on special vs. regular class placement of chronically maladjusted children, a current controversial issue. The book would probably be most useful as a basic resource in undergraduate special education.—J. J. MURO, *Univer. Maine*.

SAHAKIAN, W. S. (Ed.) *Psychotherapy and counseling: studies in technique*. Chicago: Rand McNally, 1969. Pp. xx + 568. \$7.95.—In 21 chapters readings on therapy from the following are presented: Freud; Adler; Jung; Rank; Sullivan; Horney; Rogers; Albert Ellis; Frankl; Rollo May, Binswanger, and Ellenberger; Dollard and Miller; Wolpe; E. Lakin Phillips; George A. Kelly; Adolf Meyer; Lewis R. Wolberg; Whitaker and Malone; J. L. Moreno; S. R. Slavson; Maxwell Jones and Robert Rapoport; and Perls, Hefferline and Goodman. The chapters are introduced with brief biographies of the authors

and summaries of the various approaches. The selections themselves have been judiciously chosen, are presented in very readable arrangements, and thus lend themselves well to a general introduction, or comparative study.

- SCHIEFELBUSCH, R. L., COPELAND, R. H., & SMITH, J. O. (Eds.) *Language and mental retardation: empirical and conceptual considerations*. New York: Holt, Rinehart & Winston, 1967. Pp. x + 208. \$5.95.—The title and preface lead the reader to expect information on the interrelationship between language development and mental development (especially mental retardation), but for the most part these are treated as separate subjects. The little information that is presented on the relationship between them deals largely with the “one way” detrimental effect of mental retardation on language development. However, the editors have brought together some significant recent findings of value and interest to even the sophisticated reader in these fields, although he will probably disagree from time to time with some contributors and wish he could “talk” it out with them.—FLORENCE A. SHARP, *Los Angeles, Calif.*
- SCHWEBEL, M. *Who can be educated?* New York: Grove Press, 1968. Pp. ix + 277. \$6.50.—It is a pleasure to read an optimistic, yet realistic approach to the educational problems of our country. Schwebel’s answer to his own question is a beautiful one: Everyman. He develops this theme historically and looks at research in biology, psychology, sociology, and education to see how the environment can foster growth and learning in the child. His major theorist is Piaget, but he quotes from Adler that “the real reason for assuming that character is inherited . . . [is that it] enables anyone who has the task of education to escape his responsibilities . . . for the pupil’s failures” (p. 223). Herein lies the way to educate everyone: by accepting the responsibility for oneself and others to begin to alter the environment—the teacher, parents, and community in the community school. I recommend this book as a well-written, solid summary with some interesting proposals.—B. MACKLER, *Hunter Coll.*
- SPINOZA, B. *Letters to friend and foe*. Ed. with pref. by D. D. Runes. New York: Phil. Libr., 1966. Pp. 109. \$3.75.—These letters, being without explanatory commentary, will probably offer little understanding of Spinoza’s philosophy to today’s reader, but he will, even so, be able to detect and enjoy the qualities of clarity and thoroughness of Spinoza’s thinking, and the zest and sensitivity of his spirit.
- STEINZOR, B. *The healing partnership: the patient as colleague in psychotherapy*. New York: Harper & Row, 1967. Pp. xi + 264. \$5.95.—Dr. Steinzor has been inspired by Freud, Rogers, Szasz, and Jerome Frank. He effectively argues that the individual in therapy be considered a person with all the rights and responsibilities of that role rather than a patient. The doctor does not always know best. Steinzor is critical of traditional psychiatric theory and practice, e.g., transference and Oedipus complex, believing this undermines the validity of the client’s expressions. There are rewarding discussions ranging from the problems of fees to closeness and intimacy within the therapeutic relationship. Although there is much with which to disagree in

the book, it is nevertheless worthwhile for the therapist interested in a further scrutiny of his own conduct as well as that of his clients.—R. D. WALDMAN, M.D., *Rutgers State Univer.*

STOTT, L. H. *Child development: an individual longitudinal approach*. New York: Holt, Rinehart & Winston, 1967. Pp. xi + 513. \$8.50.—On the basis of recorded data from the files of families studied at the Merrill Palmer Institute, the phenomena of development are revealed by tracing the growth of a pair of twins from infancy to adolescence. The author's central context is that of the interaction of the unique organism and its unique environment. After an introductory chapter stressing developmental concepts, the remainder of the book emphasizes organismic and functional aspects of growth in a clear and logical presentation. An eight-factor rating scale designed to assess social behavior in children is included in an appendix, which should be appealing to those concerned with developmental research.—J. J. MURO, *Univer. Maine*.

WALKER, E. L., & MCKEACHIE, W. *Some thoughts about teaching the beginning course in psychology*. Belmont, Calif.: Brooks-Cole, 1967. Pp. viii + 84. \$2.35 paper.—The authors' thoughts are refreshing critical evaluations which each of us teaching introductory psychology would do well to think about. They believe the lecturer should firstly provide a suitable identification model for the student and introduce him to a full range of the subject, then secondarily communicate its intrinsic interest and newest developments. Texts, on the other hand, should provide facts, concepts, and an integration of the course material; discussions, a chance for examination of problems. If psychologists are experts on principles of behavior, should we not use these in composing our lectures? (p. 12) [or perhaps in constructing the whole course?] And would we not then be giving the most widely acclaimed courses on our campuses?—R. E. MUSTY, *Univer. Vermont*.

WALLACH, M. A., & KOGAN, N. *Modes of thinking in young children: a study of the creativity-intelligence distinction*. New York: Holt, Rinehart & Winston, 1965. Pp. xviii + 357. \$8.00.—Taking "the ability to generate unique and plentiful associates" in the presence of "a playful, permissive task attitude" (p. 289) as a dimension of creativity, the authors measured 151 5th-grade boys and girls on tasks along this dimension and that of intelligence, in their customary school environments. They also made brief clinical studies of 32 Ss found to be at or near extremes of these dimensions, thus enabling an impression of personality configurations within the several creativity and intelligence groupings. They relate their results to children's thinking in general and applications to education. This is a nicely done experimental study, excellently presented—rewarding at all levels.

WILLEMS, E. P., & RAUSH, J. L. *Naturalistic viewpoints in psychological research*. New York: Holt, Rinehart & Winston, 1969. Pp. x + 294. \$7.50.—This is a symposium of 10 mostly previously published papers. They are: S. B. Sells, Ecology and the science of psychology; R. G. Barker, Wanted: an eco-behavioral science; E. P. Willems, Planning a rationale for naturalistic research; E. W. Menzel, Jr., Naturalistic and experimental approaches to primate behavior; H. L. Raush, Naturalistic method and the clinical approach;

L. Sechrest, Nonreactive assessment of attitudes; D. Gutmann, Psychological naturalism in cross-cultural studies; J. G. Kelly, Naturalistic observations in contrasting social environments; P. V. Gump, Intra-setting analysis: the third grade classroom as a special but instructive case; and J. L. Kavanau, Behavior of captive white-footed mice. Introduction and concluding comments by the editors.

WILSHIRE, B. *William James and phenomenology: a study of The Principles of Psychology*. Bloomington, Ind.: Indiana Univer. Press, 1968. Pp. xi + 251. \$10.50.—Professor Wilshire had one goal in mind, namely to make a painstaking analysis of *Principles* and how it relates to European phenomenology, especially as represented by Husserl. He has achieved his goal and succeeded in making a major contribution to the growing literature on James, even though in doing so he deals with James only as a psychologist and not as a philosopher, and he takes not even a fleeting glance at Adler, Freud, or Jung. A secondary contribution, pertinent to today's linguistic preoccupation, is watching James' struggle with language when the vocabulary of the psychologist was still in the making. This is a readable book with the last chapter being perhaps the most readable.—K. WINETROUT, *American Int. Coll.*

NEWS AND NOTES

The 17th Annual Meeting of the American Society of Adlerian Psychology will take place Friday, May 30, to Sunday, June 1, 1969, at the Hotel DuPont, Wilmington, Delaware. Chairman of the program committee is Robert G. Bartholow, M.S.W., Minneapolis, Minnesota.

The Associates for Study and Action, Wilmington, Delaware, will present, preceding the above meeting, a public symposium on "The Generation Conflict: Some Answers for Today," Friday, May 30, 1969, 9 a.m. to 5 p.m. The moderator will be William Statton, Ph.D., and the meeting will be welcomed by William Flack, chairman, Associates for Study and Action. The opening address will be given by Harry G. Haskell, Jr., mayor, City of Wilmington. The participants will be W. L. Pew, M.D.; Rudolf Dreikurs, M.D.; Kurt A. Adler, M.D., Ph.D.; Manfred Sonstegard, Ph.D.; Vicki Soltz Statton, R.N.; Sergeant Angelo P. Citro; Bernard H. Shulman, M.D.; Owens Weaver, M.D.; and Harold H. Mosak, Ph.D.

The Alfred Adler Institute, New York, held its 1968 graduation exercises on November 24, at the Barbizon-Plaza Hotel. The graduation address was by Joseph Wilder, M.D., clinical professor of neurology, New York Medical College, on the topic, "The Role of Values in Psychotherapy." In the absence of Dr. Wilder due to illness, the address was read by Halfdan Gregersen, Ph.D., chairman of the board of trustees. Certificates in psychotherapy were awarded to Jeffrey Eisen, Ph.D.; Dorothy Flapan, Ph.D.; A. Lisa Friedman, Ph.D.; Robert Miller; Eli