

one finds alone." He encourages the reader "to come on in. The water's . . . deep and troubled, But it's warm . . . the primal stuff." It is difficult to single out one poem, yet we should like to give the reader one, as a sample of McClelland's work. We have chosen the one called "Fantasy," which happens to be the last one in the book.

The old man wraps his years  
Around him as a cloak  
Against a world grown cold  
And warms himself within  
By memories and dreams,  
As he sits  
To await  
His completion.

And he muses,

"When my elements  
Have been returned  
To the great primordial pool  
Of perpetual regeneration,  
Perhaps some part may go  
to make the forebrain  
Of a poet.  
Perhaps . . .  
Perhaps . . .  
Amen."

*Burlington, Vermont*

ROWENA R. ANSBACHER

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### BOOK NOTES

ARD, B. N., JR. (Ed.) *Counseling and psychotherapy: classics on theories and issues*. Palo Alto, Cal.: Sci. & Behav. Books, 1966. Pp. xiii + 310. \$5.95 vinyl.—An extremely valuable collection of basic approaches, most from 1955 to 1962. Ard has succeeded in his purpose of choosing provocative opposing views and bringing them into sharp contrast, to facilitate the reader's weighing them critically. Ellis (interestingly with the most pages), Rogers, Maslow, Thorne, Glasser, and Mowrer are among the authors. Even without a psychoanalytic representation there is enough difference to challenge old practitioners, let alone new students. A unique feature is the worthwhile inclusion of papers on philosophical and ethical implications—also highly controversial.

AUERBACH, ALINE B. *Parents learn through discussion: principles and practices of parent group education*. New York: Wiley, 1968. Pp. xii + 358. \$7.95.—The author, "in cooperation with Child Study Association of America" has written a most helpful book, comprehensive and detailed, authoritative on the basis of her wide experience and knowledge of the literature. Mrs. Auerbach's approach is academic, and she is writing for trained leaders; but her understanding is so valid and clearly expressed that this work would be an invaluable sourcebook for lay leaders as well. They will find suggested specific answers to just about any problem situation, in addition to excellently formulated general guide lines. Mrs. Auerbach herself defines "professional" as not "whether we are being paid . . . or have a professional background, . . . but in the sense that we take our job seriously, and approach it with high standards" (p. 164).

- BENZIGER, BARBARA F. *The prison of my mind*. Introd. by R. Coles. New York: Walker, 1969. Pp. 171. \$4.95.—We are given a beautifully written, subjective account of mental disorder, honestly biographical, by a highly gifted and cultivated woman. It enlarges our empathy and concern for similarly troubled people, and confirms our belief that their greatest conscious need is reassurance, from others, especially from those in therapeutic roles. The book does not, however, add to our understanding of the processes involved, for, as Mrs. Benziger summarizes: "A mental illness and its cure remain somewhat mysterious. There are no absolutes or positive answers . . . so many intangible, elusive, unknown factors [are] involved" (p. 168).
- BÜHLER, CHARLOTTE, & MASSARIK, F. (Eds.) *The course of human life: a study of goals in the humanistic perspective*. New York: Springer, 1968. Pp. ix + 422. \$10.00.—In 1933 Bühler pioneered with a book, in German, on the course of human life as a whole. The present volume may be intended as a sort of English counterpart. As author and co-author, Bühler has written nearly half of the content, presenting the interrelatedness of events and gives with the purposes that effect the continuity of individual development throughout the life span. The 17 additional authors (including the co-editor) deal with special topics—genetics, infancy, education, vocation groups, institutions, culture and class, etc.—for the most part as "instrumentalities through which individuals come to express idiosyncratic motives" (p. 302). Though some papers differ theoretically (being more psychoanalytic) from Bühler, almost all relate—in varying degrees—to her concept of the four basic tendencies: need satisfaction, adaptation, expansion, upholding of internal order.
- CARKHUFF, R. R., & BERENSON, B. G. *Beyond counseling and therapy*. New York: Holt, Rinehart & Winston, 1967. Pp. x + 310. \$6.95.—This is an informative and challenging work. On the basis of an intensively followed cycle of practice, research, training, practice, and research, etc., the authors offer their four dimensions of therapeutically facilitative processes: empathic understanding, positive regard, genuineness, concrete expression. Evidence is given that both professional and lay trainees can be trained along these dimensions in relatively short time, with trainee constructive self-change taking place, as well. The authors hold that only a therapist who is living effectively can help a client to do so. They review the currently dominant approaches to counseling and their potentially unique contributions, but they affirm "an open, eclectic model in which the therapist is shaped by what is effective for the client" (p. 233).
- COLEMAN, J. C. *Psychology and effective behavior*. Glenview, Ill.: Scott, Foresman, 1969. Pp. 568. \$9.50.—This is a revision of *Personality dynamics and effective behavior* (1960). The author notes that since the earlier volume "the concept of man as an 'open system' capable of a high degree of self-regulation and self-direction has received increasing emphasis and acceptance." Beginning with this basic realization, the book is altogether very acceptable to an Adlerian. Adler is credited for having developed the first cognitive-change approach to psychotherapy in his Individual Psychology which focuses on the indivi-

dual's life style (p. 370). Yet neither Adler, nor the two key terms mentioned are indexed, nor is there any reference for Adler—a strange quadruple oversight in a book that otherwise looks good, comprehensive and scholarly.

- DEMARTINO, M. F. *The new female sexuality: the sexual practices and experiences of social nudists, "potential" nudists, and lesbians*. Foreword by A. Ellis. New York: Julian Press, 1969. Pp. xv + 236. \$7.50.—A listing of verbatim responses of some 175 subjects to various interview questions, without much further treatment.
- DREIKURS, R. *Lineamenti della psicologia di Adler*. Florence: La Nuova Italia, 1968. Pp. 145. L. 1,000.—This is an Italian translation of the author's *Fundamentals of Adlerian psychology*, which appeared originally in German in 1933 and has been translated also into the Czech, Dutch and Greek languages, in addition to English.
- FARBEROW, N. L. *Bibliography on suicide and suicide prevention: 1897-1957; 1958-1967*. Chevy Chase, Md.: Nat. Inst. Ment. Health., 1969. Pp. ix + 203. \$1.75 paper, for sale by US Government Printing Office.—The earlier section has 2202 entries, the later section, 1267 entries. Each section has separate author and subject indexes.
- FRANKL, V. E. *Psychotherapy and existentialism: selected papers on logotherapy*. With contributions by J. C. Crumbaugh, H. O. Gerz, & L. T. Maholik. New York: Clarion Books, Simon & Schuster, 1968. Pp. xii + 242. \$2.45 paper.—The 1967 hardcover edition was noted in the *Journal*, 1969, 25, p. 124.
- FREEDMAN, S. J. (Ed.) *The neuropsychology of spatially oriented behavior*. Homewood, Ill.: Dorsey Press, 1968. Pp. xiii + 290. \$5.95.—This is a series of 15 papers on the problems of spatial orientation and navigation in a three-dimensional environment. The so-called spatial senses—vision, audition, and touch—are considered as operating in unison rather than as separate systems. The thrust of the book is that major defects (CNS traumata, sensory deprivation) in a sensory system have both motor and sensory consequences. The contributors are well known in the field, such as R. Held, I. Howard, R. L. Gregory, and H. Wallach. This is a nicely done theoretical and experimental approach to the problem of space perception.—R. B. Lawson, *Univer. Vermont*.
- GAZDA, G. M. (Ed.) *Basic approaches to group psychotherapy and group counseling*. Springfield, Ill.: Thomas, 1968. Pp. 303. \$11.00.—Among the contributors are Dreikurs, Moreno, Kipper, Wolf, Hora, Lazarus, Ginott, Sonstegard, Liften, and Gazda. Psychodrama, psychoanalysis, existential group psychotherapy, behavior therapy, and play group therapy are presented as basic *therapeutic* approaches; while Adlerian, client-centered, and eclectic views are offered as guidelines for *counseling*. Dreikurs and Sonstegard describe the phases of Adlerian counseling as establishing relationship, psychological investigation, interpretation, and reorientation; and they include a sample protocol. Adlerian thought is also represented in the papers by Gazda and Moreno. This is an excellent text of original contributions, well documented and scholarly, which should be included in any professional library.—J. J. MURO, *Univer. Maine*.

- GALE, R. F. *Developmental behavior: a humanistic approach*. New York: Macmillan, 1969. Pp. xvi + 600. \$8.95.—This textbook for courses in growth and development or educational psychology is from a phenomenological viewpoint after Coombs and Snygg, and beyond these, refers most often to Maslow, Fromm, and Rogers. It surveys “third force” assumptions, principles and issues, rather than “research,” and often clearly states and summarizes these. Adler and life style are mentioned several times, and among the extensive suggested readings Dinkmeyer and Dreikurs are included. Yet there is a tendency to reify, to be particularistic and causalistic, rather than holistic and functionalistic. E.g., “Emotions color the form that behavior will take . . . If powerful forces for *good* are to be generated . . . there must be *good* emotions” (p. 131).
- GHYSBRECHT, P. *Der Doppelsebstmord* (1959). Munich: Reinhardt, 1967. Pp. 111. DM 14.00.—Written from the existential viewpoint, originally in Flemish, this discussion of double suicide again demonstrates the great similarity with the Adlerian view. “Sexual, social, and existential frustrations have a common origin—personal inability for contact with one’s fellow-man” (p. 13). Suicide is the consequence of failure of “being in community” and originates from a conflict with the other human beings. “Double suicide is a refuge for those who . . . cannot arrive at existential communication. Bare of experiencing meaning they do not reach any ‘inter-est.’ Thus they seek refuge in the self-deception of a being-in-common which is only apparent and lying” (p. 107), whereas mature love could only lead to an affirmation of life (Frankl). The examples are from the professional and general literature.
- GINOTT, H. G. *Between parent and teenager*. New York: Macmillan, 1969. Pp. 256. \$5.95.—This continuation of Ginott’s contemporary, epigrammatic approach is as helpful as his first book (this *Journal*, 1968, 24, 202-204). It makes up for less content by even more common sense and a factual, brief and informative section on drugs. Ginott offers parents skills for expressing respect and concern for their teenagers: respect—by accepting his perceptions, ideas and feelings; by listening to him; by being nonjudgmental of him while praising or criticizing what he is doing; by encouraging independence; concern—by showing understanding; by standing by him; by setting limits; and by demonstrating values. To sample an excellent point: sex education consists of (*a*) information, best given by experts, and (*b*) values, best learned at home. And another, which sounds familiar: You can’t win a war with your children—you can only win the children (pp. 127-128).
- GUERNEY, B. G., JR. (Ed.) *Psychotherapeutic agents: new roles for nonprofessionals, parents, and teachers*. New York: Holt, Rinehart & Winston, 1969. Pp. xii + 595. \$9.95.—To Adler mental health and disorder have always been phenomena of interpersonal relations and as a logical further step Adler recognized the importance and feasibility of nonprofessionals in this area. “If all the teachers could be trained, psychologists would become unnecessary” (*What life should mean to you*, p. 180). The present book shows, to our satisfaction, what strides this idea of the nonprofessional therapeutic agent

has made in recent years. Separate parts are devoted to peers, teachers, and parents as therapeutic agents, as well as general problems such as training, the variety of programs, and research. Yet Adler is still not known to the editor or his contributors, nor is the work in this area of present-day Adlerians.

- HARROWER, MOLLY. *Appraising personality: an introduction to the projective techniques* (1952, 1964). New York: Simon & Schuster, 1968. Pp. xiv + 302. \$2.45 paper.—The tests dealt with are the Rorschach, Thematic Apperception Test, Wechsler-Bellevue, Drawings, the Szondi Test, and a sentence completion test. They are first discussed in form of a dialogue with a physician and then as they function in case histories. The goal of personality testing is modestly stated as “providing the same type of information which was previously assimilated unconsciously by the family physician.” Numerous illustrations.
- HEINICKE, C. M., & WESTHEIMER, ILSE, with WOLPERT, ELIZABETH. *Brief separations*. New York: Int. Univer. Press, 1965. Pp. xi + 355. \$8.50.—This is the report of well-trained observers on children’s actual responses to their separation in a residential nursery. Ten two-year-olds were separated from home 12 to 148 days. Compared to 10 controls, they showed lack of affection for the father, less friendliness to the observers, more greediness, more illness, more hostility in doll play, and used fewer words, among other characteristics. As Bowlby mentions in his foreword, theory is reduced to a minimum in the exposition of the data, and these are indeed a significant contribution. The authors do, however, find it “useful to think of their results in relation to psychoanalytic theory” in their last chapter, which affords an interesting glimpse into the process of theory-research-data-theory.
- HENLEY, A. *Demon in my view* (1966). New York: Pocket Books, 1969. Pp. 181. \$0.75 paper.—Noted in this *Journal*, 1967, 23, p. 254, as “The story of Adelio Montanari, a man who . . . through love and concern appears to salvage children others have given up.”
- HÖRL, R. (Ed.) *Kinder in ihrer Welt—Kinder in unserer Welt: kleines Praktikum für Eltern und Erzieher*. Hamburg: Furche Verlag, 1968. P. 168.—This booklet on child guidance differs from most American texts for parents in that it is physically more attractive—while it is harder to orient oneself in it; it includes a variety of authors (with some apparently unintended overlapping); and it has a chapter on God. Otherwise it does not seem markedly different. Its general theme is that parents are there to *help* their children, not to judge and punish them, and its tone is gentle and informal. Among the ten names those of Dreikurs, and Wolfgang and Juliane Metzger are probably the only ones familiar to English readers.
- HULL, C. L. *Hypnosis and suggestibility: an experimental approach* (1933). New York: Appleton-Century-Crofts, 1968. Pp. xv + 416. \$3.95 paper.—Hilgard notes in his preface to this new edition that “After more than 30 years Hull’s findings hold up very well indeed” (p. xiii).

- KLAUSNER, S. Z. (Ed.) *Why man takes chances: studies in stress-seeking*. Garden City, N. Y.: Doubleday Anchor Books, 1968. Pp. xii + 267. \$1.45 paper.—The 9 contributions to this book are based on a conference held in Washington, D. C., November, 1966. Five papers describe stress-seekers in real life and in fiction, and one deals with society as the stress-seeker. Three papers deal with motivation. That by the editor considers stress-seeking as part of arousal-seeking (p. 139), “precipitated by the active, purposive, self-initiated behavior of the stress-seeker” (p. 140). “The pain-pleasure distinction . . . begins to blur” (p. 147). Influenced by Freudian thought the author sees a problem of encouraging “sufficient stress-seeking to get the work of society done, while exerting control of the stress-seeker so that his drive does not eventuate in social destruction” (p. 168).
- LECKY, P. *Self-consistency: a theory of personality* (1945). Ed. by J. F. A. Taylor & F. C. Thorne. Garden City, N. Y.: Doubleday Anchor Books, 1969. Pp. xix + 140. \$1.25 paper.—Thorne’s biography informs us that Lecky studied with Adler and remained an admirer of his. He integrated many of Adler’s concepts into his self-consistency theory of personality. Lecky encouraged Adler to come to America and was instrumental in securing his appointment for a lecture series at Columbia University.
- LINDON, J. A. (Ed.) *The psychoanalytic forum*. Vol. 3. New York: Science House, 1969. Pp. 348. \$9.95.—The *Psychoanalytic Forum*, a very distinguished new quarterly, has now taken on the form of a yearly volume, by the same editor. The particular feature of the *Forum* is that each paper is followed by discussions from a number of people to whom the author then responds. As in previous years some of the participants are known to be quite critical of Freud. The editor finds “that the science of psychoanalysis is more alive and more exciting than ever; that it is broadening and deepening its research into the intrapsychic life of man, into his interpersonal relationships, and into the world around him—family, society and culture” (p. 5).
- MAY, P. R. A. *Treatment of schizophrenia: a comparative study of five treatment methods*. New York: Science House, 1968. Pp. xxiv + 351. \$12.50.—In this intensive study, extending over ten years, Dr. May and his coworkers examined ataraxic drugs, individual psychotherapy, a combination of the two, electroshock, and milieu therapy. He concluded that individual therapy and drugs seemed the most beneficial treatment method, while individual psychotherapy alone was less efficacious. This is a thought-provoking report of a carefully done study which has far-reaching implications for the future treatment of schizophrenics. Dr. May has given us a book that belongs in the library of every worker in the field of mental health.—L. RATTNER, *Flushing, N. Y.*
- MEERLOO, J. A. M. *Suicide and mass suicide* (1962). New York: Dutton, 1968. Pp. 194. \$1.65 paper.—Interesting and stimulating elucidations on the subject matter, in essay form. While the author pleads “for an infinite number of motivations” (p. 39), he also finds that “in nearly every form of suicide, a subtle form of mental blackmail is present” (p. 23), “to burden others” by

one's downfall (p. 31). In most adolescents who attempt or commit suicide "loss of self-esteem and revenge on the punishing parent or teacher prevail" (p. 42). "Every suicide contains a bit of . . . self-righteousness. Unwittingly it symbolizes an identification with the higher steering powers of life" (p. 37). It is "a last triumph" (p. 43) over a mournful world he leaves behind.

MILLER, A. J. *A selective bibliography of existentialism in education and related topics*. New York: Exposition Press, 1969. Pp. 39. \$5.00—A list of some 150 books and 65 journal articles at an extraordinarily high price.

MURO, J. J., & FREEMAN, S. L. (Eds.) *Readings in group counseling*. Scranton, Pa.: Int. Textbook, 1968. Pp. ix + 405. \$6.50.—The editors attempt to define group counseling as a social means to be used with "normal" young people (principally, but also with others) to facilitate inquiry, problem-solving, new perspectives and values, commonality of experience, opportunities for helping, acceptance of themselves and others through the concomitant of honest communication, etc. Of the 43 selections, a number (including one by Dinkmeyer and one by Sonstegard, representing Individual Psychology) are specific to this kind of group and its purpose. But more selections deal with different subjects and situations, offering particular findings or group-dynamic generalizations which the reader might apply or adapt for purposes of counseling.

MURPHY, G. *Psychological thought from Pythagoras to Freud: an informal introduction*. New York: Harcourt, Brace & World, 1968. Pp. ix + 211. \$2.95 paper.—This book affords a splendid experience for readers of varied sophistication. Between the first and last representatives, it deals with Democritus, Epicurus, and Lucretius; Plato and Aristotle; Hebrew, Greek, and Roman components of Catholic psychology; Hobbes and Descartes; Hartley and association psychology; Darwin; James; and Wertheimer. The whole is a history of ideas in the truest sense, an empathic understanding of each period presented in a context of present relevance and a longitudinal continuity. This is accomplished with a lightness of touch (as suggested by the subtitle) and at the same time the depth and breadth of knowledge, the originality, and the appreciative openness which have become associated with Gardner Murphy.

PETERSON, J. A. (Ed.) *Marriage and family counseling: perspective and prospect*. New York: Association Press, 1968. Pp. 188. \$7.95.—This book commemorates the 25th anniversary of the American Association of Marriage Counselors which has unified the development of pre-marital, marital, and family counseling from its origins in separate helping professions. Small but interesting, this volume consists of papers by the editor and three other sociologists; a delightful, informative paper by Jessie Bernard; and three papers by marital and family counselors, clarifying the meaning of their technique as preventive and therapeutic. Hope is expressed for the growth and impact of the Association, progress in research and training, greater responsibility by the government for family stability, and more family life education in public schools.—HELENE PAPANEK, M.D., *New York, N. Y.*

PLOG, S. C., & EDGERTON, R. B. (Eds.) *Changing perspectives in mental illness*. New York: Holt, Rinehart & Winston, 1969. Pp. xii + 752. \$15.00.—32 review papers in social psychiatry, all but two original, are arranged in 5 parts: the concept of mental illness; cultural factors; social complexity and change factors; social deviance; and hereditary factors. The editors note a widespread demand for "a more comprehensive view of man's mental health and illness than traditional psychiatry has offered" (p. 3). Yet psychotherapy in any form is omitted. On the other hand, the evidence against psychotherapy is summarized in the challenging concluding chapter by R. Rimland presenting the case for the organic basis of mental disorders.

POWERS, G. P., & BASKIN, W. (Eds.) *Sex education: issues and directives*. New York: Phil. Libr., 1969. Pp. ix + 532. \$15.00.—A collection of some 40 previously published recent papers, including extensive curriculum guides for family living programs, in addition to sex education itself and listings of resources.

*Recommended reading about children and family life, 1969*. New York: Child Study Ass. of America, 1969. Pp. 74. \$1.95 paper.—An annotated bibliography of over 270 titles for parents and professionals. It includes a wide range of topics: marriage and the family, child development, sex education, physical and emotional disability, schools and learning, mental health education, social problems and the family, and children's special situations (hospitalization, adoption, divorce, etc.). An obviously excellent reference tool, it may perhaps lean too heavily on psychoanalytically-oriented writers. Adlerians such as Dreikurs and others are noticeably omitted although their suggestions have been found highly effective in working with today's children. It is hoped that such writers will be included in future editions.—GENEVIEVE PAINTER, *Family Educ. Ass., Champaign, Ill.*

REIK, T. *The compulsion to confess: on the psychoanalysis of crime and punishment* (1945). New York: Wiley, 1966. Pp. xii + 493. \$2.45 paper.—We may not be willing to accept the assumption of a compulsive, unconscious tendency to confess, and may be repelled by reading that this appears "to be irrefutable as a scientific postulate because of the theoretical points of view of psychoanalysis" (p. 180). We are, however, quite familiar with the fact which Freud observed that we mortals cannot keep secrets and that "self-betrayal oozes out from all pores" (p. x); that neurotics do seem to be engaged in self-punishment (p. 281); that misbehaving children at times seem to be "asking for" punishment (p. 331); and many other descriptions of behavior given by Reik—but other explanations, differing in varying degrees from his, seem more plausible.

RESNIK, H. L. P. (Ed.) *Suicidal behaviors: diagnosis and management*. Boston: Little, Brown, 1968. Pp. xxvii + 536. \$15.00.—The editor, new chief of the Center for Studies of Suicide Prevention at NIMH, has here brought together 42 papers, practically all original, by 48 authors, mostly MDs. Under "Diagnostic Considerations" such topics as suicide in childhood, among students, the military and the aged are considered in separate chapters. "Clinical Management" includes hospital management, somatotherapy,

pharmacotherapy, group therapy, family therapy. 11 chapters of "Community Management" describe public suicide prevention efforts. The initial "General Considerations" include theory, but only psychoanalytic theory. Yet the death instinct is denied status of a testable scientific hypothesis (p. 81). Instead, the appeal, revenge, and spite functions of suicide are attested throughout.

ROBACK, A. A., & KIERNAN, T. *Pictorial history of psychology and psychiatry*. New York: Phil. Libr., 1969. Pp. 294. \$12.50.—This is a photo-offset reproduction of a book by the same title, except for "pictorial," by Roback, published in 1961. But this is nowhere mentioned, nor that Roback died in 1965, nor who the posthumous co-author is or what he did. The original text is engagingly written for the contemporary reader, without any intention to offer a complete history. The new edition, in large format, has ample illustrations most of which are good and helpful although none are actually integrated into the text. Some are quite irrelevant. E.g., there is a 16th century woodcut of the original sin on a page about Adler, and the four pages on St. Augustine (354-430) are adorned with six 15th-18th century masterpieces of prominent topless beauties or nudes with captions on exhibitionism. Insane art is equally inappropriately interspersed.

ROBERTS, L. M., HALLECK, S. L., & LOEB, M. B. (Eds.) *Community psychiatry* (1966). Garden City, N. Y.: Doubleday Anchor Books, 1969. Pp. x + 269. \$1.45 paper.—The proceedings of a conference on community psychiatry at the University of Wisconsin, 1964, with 15 contributors, are reported. As community psychiatry is concerned with treatment of "mental disorder and its sequelae in a given population" (p. 4); is "goal-oriented" (p. 246) with the objective of restoring "appropriate social . . . functioning" (p. 237); uses "social-system theory" in contrast to "psychoanalytic theory" (p. 84) it can most easily be integrated with Adlerian psychology. Yet the contributors are totally unaware of this, although there is one reference to a paper by Dreikurs, merely to the effect that in Germany after 1919 there was an interest in social psychiatry (p. 16).

SANFORD, N. *Self and society: social change and individual development*. New York: Atherton Press, 1966. Pp. xvii + 381. \$8.95.—The author's purpose is to encourage "the practice of social science" in attempts to solve practical human problems. Since he writes perceptively, out of unusually wide experience in research and practice with persons presenting personality disorders in various social settings, such as mental hospitals, prisons, and colleges (both student and faculty situations), this is a thoroughly rewarding work. From our viewpoint, however, we might point to two limitations in his approach. Although he argues for a holistic understanding, he sees the personality functioning as ego, id, and super-ego, and often refers to its "parts." And, although he sees the "person-in-a-social-system," his ultimate goal is for the maximum development of the individual's potential—apparently without any reference to this system.

SCHOENFELD, E. *Dear Doctor Hip Pocrates: advice your family doctor never gave you*. New York: Grove Press, 1968. Pp. xvi + 112. \$5.00.—Letters and

advice from the author's medical column in the Berkeley *Barb* and the Los Angeles *Free Press*.

- SENN, M. J. E., & HARTFORD, CLAIRE (Eds.). *The firstborn: experiences of eight American families*. Cambridge, Mass.: Harvard Univer. Press, 1968. Pp. ix + 533. \$10.00.—This book will disappoint an Adlerian who might expect to find some case histories of the firstborn, i.e. what the authors have found out about his life style developing in this family constellation. Instead, the book discusses the effect of the firstborn on the parents, which in itself is also interesting, but goes into the life styles of the individual marital partners in their merger into a new family life style. This is not the purpose conveyed by the title. — DANICA DEUTSCH, *Alfred Adler Ment. Hyg. Clin., New York*.
- STRUPP, H. H., & BERGIN, A. E. *Research in individual psychotherapy: a bibliography*. Chevy Chase, Md.: Nat. Inst. Ment. Health, no date. Pp. vii + 167. \$1.50 paper, for sale by US Government Printing Office.—The 2741 entries include publications up to December, 1967, of which nearly 2/3 are from the last 4 years. They are categorized by code letters according to major emphases such as prognosis, method, outcome, process, therapist behavior.
- TOMAN, W. *Family constellation: its effects on personality and social behavior*. 2nd ed. New York: Springer, 1969. Pp. viii + 280. \$5.75.—The first edition (noted in this *Journal*, 1962, 18, p. 98) was based on 400 persons; the present is based on over 3000 families. However, "the new . . . data have led to no major changes in the original propositions and descriptions . . . of the major types of sibling positions, . . . and all theorems about social interaction according to family constellations have held up well in all empirical tests" (p. iv). Results of investigations are included in one of the two new chapters. The bibliography is greatly expanded.
- VON BERTALANFFY, L. *General system theory: foundations, development, applications*. New York: George Braziller, 1968. Pp. xv + 289. \$8.95.—A series of studies of general systems theory written over a period of thirty years, four of which are translations from the original German. Chapter I, written especially for this volume, contains a history of systems theory and outlines some of the recent trends in extending systems theory into the fields of computerization, set and game theory, information theory, decision theory, and queuing theory. Of particular interest to psychologists is Chapter 9 which deals with general systems theory and psychiatry.—J. P. CHAPLIN, *Univ. Vermont*.
- WALLACH, M. A., & WING, C. W., JR. *The talented student: a validation of the creativity-intelligence distinction*. New York: Holt, Rinehart, & Winston, 1969. Pp. xi + 142. \$3.95 paper.—The authors challenge the conception that intelligence scores are beneficial in predicting talented accomplishment outside the classroom. Research is reported showing that ideational productivity and originality, however, reveal a mode of cognitive functioning which is related to talented nonacademic accomplishments. Adlerians will recognize

a similarity to the concept of life style in the authors' emphasis on the mode of past accomplishments as the best predictor of future worthiness.—M. O. NELSON, *Rockland Comm. Coll., Suffern, N. Y.*

WATZLAWICK, P., BEAVIN, JANET H., & JACKSON, D. D. *Pragmatics of human communication: a study of interactional patterns, pathologies, and paradoxes.* New York: Norton, 1967. Pp. 296. \$10.00.—The three, interdependent areas of communication are syntactics (transmission), semantics (meaning), and pragmatics, "the behavioral effects of communication" (p. 22). The data of the latter include "nonverbal concomitants" of language as well as "body language" (p. 22). The focus is on the sender-receiver relation. The symptom is conceived as a nonverbal message to the effect: "It is not I who does not (or does) want to do this, it is something outside my control, e. g., my nerves, my illness . . ." (p. 80). This is then an important meeting with Adler's original understanding that the neurotic makes "arrangements" that "if he fails, it should be through someone else's fault" or "by a fatal detail only," keeping him free from responsibility. A highly illuminating book.

WEINER, I. B. *Psychodiagnosis in schizophrenia.* New York: Wiley, 1966. Pp. xiv + 573. \$11.95.—The author, a professor at the University of Rochester, has written a textbook for the graduate student of clinical psychology that addresses itself to the problem of accurately diagnosing schizophrenia. With great care and precision, Dr. Weiner presents an exhaustive discussion of the various forms of schizophrenia. Projective tests, such as Rorschach and Draw-a-Person, are emphasized, while the Wechsler tests are also included as valuable tools for diagnosis and research. Though psychoanalytically oriented, the book is free of scholastic polemic. It can be highly recommended to the graduate student as well as the practicing psychotherapist who wants to be up-to-date in this field.—L. RATTNER, *Flushing, N. Y.*

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