

question. The fact that it has recently become popular in this country does not answer the objection to the method when applied indiscriminately to disturbed children.

The most appreciative evaluation of this method comes from Bruno Bettelheim who, himself, is head of a boarding school for severely disturbed children. Nathan W. Ackerman, who of the 15 contributors is the most experienced in family therapy, privately and in the community, sees in Neill's approach a "poetic vision," presenting the problem without providing the answer. He emphasizes that Neill "gives up on parents," and ignores the community. Erich Fromm, Ashley Montagu, and others try to harmonize their own philosophies of education with the Summerhill concept, but their evaluation arises from theorizing rather than from actual experience in similar institutions. Ernst Papanek's evaluation is the most rewarding for us in that he has applied with great success some of Summerhill's features together with Adlerian principles, emphasizing the importance of the children's acceptance of the consequences of their antisocial behavior.

The range of viewpoints from enthusiasm to complete rejection gives an overall picture of present-day thinking on education.

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DANICA DEUTSCH

## BOOK NOTES

ABELSON, R. P., ARONSON, E., MCGUIRE, W. J., NEWCOMB, T. M., ROSENBERG, M. J., & TANNENBAUM, P. H. (Eds.) *Theories of cognitive consistency: a sourcebook*. Chicago: Rand, McNally, 1968. Pp. xvii + 901. \$17.50.—The 835 pages by 54 distinguished contributors are a staggering production to have stemmed from a handful of theories, appearing over a decade ago. They had in common "the notion that a person behaves in a way that maximizes the internal consistency of his cognitive system; and by extension, that groups maximize the internal consistency of their interpersonal relations" (p. xv). One can well believe that dissonance theory, beginning in one sense with Heider in '46, and in another, with Festinger in '57, "generated more research . . . than any other theory" between '63 and '66. This fact alone would spur one's interest in this volume. To encourage one further, its material is carefully organized, with all its divisions "editorially sandwiched" between introductions and summary discussions.

ADLER, M. J. *The time of our lives: the ethics of common sense*. New York: Holt, Rinehart & Winston, 1970. Pp. xiii + 356. \$7.95.—Excursions of psychologists into philosophy are rewarding for nuggets of wisdom they can pick up, for the stimulation of a wholly different approach to problems, and the example of thoroughness in dealing with them. Mortimer Adler is well-

known for his wisdom. For Adlerians (no relation!) it is particularly interesting to learn what they can about common sense from him. He believes it is as objective as knowledge in the empirical sciences; "being objective rather than private or personal opinion," it applies to all men at all times and includes values as well as facts; and these values have a kind of truth of their own that can be tested by reference to appropriate criteria (p. 71).

ANDERSON, B. D. *Introduction to college*. New York: Holt, Rinehart & Winston, 1969. Pp. x + 243. \$3.95 paper.—Intended to provide a textbook for courses in freshman orientation and guidance, and a source of information for the individual student to guide him in his academic and psychological adaptation to college, the 13 chapters include the psychology of interpersonal relationships, vocational planning and self-understanding, proper use of the library, and effective study techniques. The book is well-documented and explicitly written, with exercises and reading lists for each chapter. Despite the obvious merits of this book, the author does omit such relevant topics as student activism and protest, and the drug scene on campus.—A. NIKELLY, *Univer. Illinois, Urbana*.

ARNHEIM, R. *Visual thinking*. Berkeley: Calif.: Univer. Calif. Press, 1969. Pp. xi + 345. \$11.50.—The premise on which this effort to "re-establish the unity of perception and thought" (p. 294) is based is that "the cognitive operations called thinking are not the privilege of mental processes above and beyond perception but the essential ingredients of perception itself" (p. 13). In this view art becomes a primary "means of orientation" (p. 294), rooted in our need to understand. It thus "approaches the means and ends of science very closely" (p. 294).—P. SWARTZ, *Univer. Alberta*.

AUERBACH, ALINE B. *The why and how of discipline*. Rev. ed. New York: Child Study Assoc. of Amer., 1969. Pp. 40. \$0.75 paper.—This booklet attempts to give some guideposts for parents to use in formulating their own brand of discipline. There is no lack of such guideposts, but a conflict among them—and the author does not tell how to get out of the conflict. Only at the end of the book is there mention of needs to obtain cooperation, for children to take part in making choices and decisions, and for developing mutual trust and respect. Vague statements about relaxing and enjoying one's children, or being considerate about each family member, have rendered little practical use over the past 50 years. The booklet adds to the confusion because it has no apparent theory or concrete applications.—GENEVIEVE PAINTER, *Fam. Ed. Assoc., Champaign, Ill.*

*Autobiography of a schizophrenic girl: reality lost and gained (1951)*. With analytic interpretation by Marguerite Sechehaye. (Transl. by Grace Rubin-Rabson.) New York: New Amer. Lib., 1970. Pp. 127. \$0.75 paper.—Part I is a vivid account of the sensations of the patient; Part II, the interpretation of this first-hand material by her therapist, Mme. Sechehaye, discussing the stages of disintegration and reconstruction of the schizophrenic, pointing out the similarity between "the process of personality reconstruction and the development of a small child." While one may differ with this interpretation, based mainly on Freudian psychosexual development, there are

few accounts of the treatment of schizophrenics that bear witness to so conscientious and thorough-going care as this one does, which alone makes the book a valuable contribution.—H. GREGERSEN, *New York, N. Y.*

BORDAN, SYLVIA D. *Plays as teaching tools in the elementary school.* West Nyack, N. Y.: Parker Publ. Co., 1970. Pp. 249. \$7.95.—The author of this extremely helpful and stimulating book is truly a *Heilpädagog*—a healing teacher—for she uses plays both for teaching academic knowledge and skills, and for the therapeutic effects of “collective creativity.” She explains clearly, by describing the making of seven plays, how creativity, imagination, vocabulary, reading ability, curiosity, enthusiasm for learning, “research” initiative, articulating and expressing feelings, and understanding characters and people grow; as well as how loners enter the group, successes are brought to “failures”; and responsibility and a broader involvement with the world and life are achieved. She describes all this in a way which explicitly encourages other teachers to go and do likewise. Wholeheartedly recommended for all who are working with groups of children.

CALDWELL, W. V. *LSD psychotherapy: an exploration of psychedelic and psycholytic therapy.* New York: Grove Press, 1968. Pp. 329. \$7.50.—The author pleads for the controlled use of psychedelic drugs. The term *psycholytic* refers to the European technique of giving low doses of LSD, while the American psychotherapists seem to prefer higher doses to achieve dramatic results more quickly (p. 119 ff.). Caldwell is aware of the risks involved, such as possible genetic damage, social and personal disorganization—but believes increased sensitivity and more sharply focused insights outweigh these risks. He fails to discuss adequately the social aspects of a more permissive attitude toward psychedelic drugs. He seems biased against traditional psychotherapy, and uncritically acceptant of drug-induced experiences as being of superior therapeutic value.—L. RATTNER, *Forest Hills, N. Y.*

CANNING, J. W. (Ed.) *Values in an age of confrontation.* Symposium sponsored by The Religion in Education Foundation. Columbus, Ohio: C. E. Merrill, 1970. Pp. x + 206. \$7.95.—An excellent job of editing, integrating, and introducing a collection of papers which examine the role of values and value conflicts in philosophy (Robb), science (Bonner, Strunk), psychotherapy (Frankl, Banks), education (Winthrop, Canning), religion (Douglas, Foster). The growth-fostering potential of value crises is explored by Knight and Switzer, following Erikson. There is a major focus on the extraordinary vitality of today's youth in their search for creative resolutions to value conflicts, with compassion, rather than endorsement or rejection, dominant. Canning concludes with an excellent collection of quotable excerpts pertinent to contemporary value-belief dilemmas.—R. E. MOGAR, *San Francisco State Coll.*

CHES, STELLA. *An introduction to child psychiatry.* 2nd. ed. New York: Grune & Stratton, 1969. Pp. viii + 262. \$6.75.—When the first edition of this book appeared in 1959, this *Journal's* reviewer noted: “Its material is well organized, simply expressed, and selected in all fairness” (1960, 16, p. 109).

The new edition, extensively rewritten, contains the same virtues. There is perhaps a little more emphasis on case material, and the role of temperament in understanding the child's development is more strongly stressed. Dr. Chess's style is refreshingly clear of technical jargon. While primarily addressed to the beginning student, the book also provides useful information for the experienced practitioner.—L. RATTNER, *Forest Hills, N. Y.*

CLARK, T. N. (Ed.) *Gabriel Tarde: on communication and social influence*. Chicago: Univer. Chicago Press, 1969. Pp. viii + 324. \$11.00; \$3.45 paper.—In these 17 papers, 1894-1904, the ideas of the French social psychologist appear original even today, and his observations perceptive though sometimes incomplete and limited. His thinking exemplifies the difficulties in describing and explaining the interlocking influence of individual psychological processes and social phenomena. Tarde's differentiation between *The Public and the Crowd*, based on detailed observation, is more scientific than Freud's *Group Psychology and the Analysis of the Ego*, and anticipates recent studies on the effects of leadership and mass communication on public opinion. Introduction of 69 pages by the editor.—HELENE PAPANEK, M.D., *New York, N. Y.*

COHEN, J. (Ed.) *Psychology: an outline for the intending student*. London: Routledge & Kegan Paul, 1968. Pp. xi + 203. \$3.75; \$2.00 paper.—The editor, professor at the University of Manchester, tells us in his introduction that "psychology can now be studied at most British universities." In spite of the difference with the USA which one might infer from this, all the chapters draw on suprisingly familiar sources. The chapters are: psychology as a science, by the editor; physiological psychology, N. Moray; experimental, A. H. Gregory; developmental, R. R. Skemp; language and communication, R. C. Oldfield; and social behavior, G. Jahoda. These are all extremely readable, informative, fair presentations, and make an excellent survey of what psychology is about, for the serious student.

DANIELS, ADA & HOOVER, MARY. *When children ask about sex*. Rev. ed. New York: Child Study Assoc. of Amer., 1969. Pp. 40. \$0.75 paper.—This revision seems to approach the broader idea of "sexuality" rather than the earlier "facts of life"—a very worthwhile goal. Unfortunately, the brief new material is contained mostly in the Introduction, which conveys the need for sex education to reflect our culture. The rest still deals more with "penis envy" than with the dominant role of the male. The facts of procreation are excellent, but education for fellowship and equality, the only kinds of sex education which will not miss the mark, are not mentioned.—GENEVIEVE PAINTER, *Fam. Ed. Assoc., Champaign, Ill.*

DENNY, M. R., & RATNER, S. C. *Comparative psychology: research in animal behavior*. Rev. ed. Homewood, Ill.: Dorsey, 1970. Pp. xiv + 869. \$12.50.—Over half the book consists of previous publications by other authors, but this is not apparent from the title page. Neither is any information given as to when and where the first edition appeared. The book itself gives encyclopedic coverage of the literature but is not very readable. Abstracts are interspersed even with the author's own sections. Yet the book should

- be on every psychologist's shelf to help expand his perspective on behavior and to remind him of how little is yet known. Adlerians may find the frequent reference to instincts not satisfactory. Yet to reach a fuller understanding of the impact of learning and goals on human behavior, we may need to explore the extent to which man is unique in this, and to which extent he shares these processes with the animals.—EVA D. FERGUSON, *So. Ill. Univer.*
- DEUTSCH, M., KATZ, I., & JENSEN, A. R. (Eds.) *Social class, race, and psychological development*. New York: Holt, Rinehart & Winston, 1968. Pp. viii + 423. \$7.95.—An invaluable source of up-to-the-minute facts gathered by original, perceptive, skilled researchers, comparing performances under varying environmental stimulation, particularly in child-rearing and schooling, including results of enriching the environment. Data go far beyond perception, verbal proficiency, and the like, to self-fulfilling expectations, personal involvement, and self-confidence, among others. Transactional dynamics are discussed, e.g., in terms of utilizing, accommodating to, and "matching" the environment. All of this approaches but does not name the factor of the individual's unique and creative responsiveness, leaving it to the humanistic and Adlerian reader to supply it for himself.
- DEVEREUX, G. *From anxiety to method, in the behavioral sciences*. New York: Humanities Press, 1967, Pp. xx + 376. \$13.00.—A noted psychoanalyst attempts to clarify the interferences with research, such as anxiety of the researcher. His approach is based on the concept of countertransference, supplemented by Heisenberg's complementarity principle, as applied by Neils Bohr and Pascal Jordan to all life sciences. In a lively personal style Devereux illustrates his points with examples from the literature and the behavioral sciences. This work will appeal primarily to the researcher concerned with methodology.—L. RATTNER, *Forest Hills, N. Y.*
- DREIKURS, R., & GREY, L. *A parents' guide to child discipline*. New York: Hawthorn Books, 1970. Pp. 101. \$3.95 paper.—This is to all ordinary appearances a second book by the authors of *Logical consequences: a handbook of discipline* (see this *Journal*, 1969, 25, 112-113). But after the copy-right information, and also in fine print, one finds this is "a new and revised edition" of the 1968 book. The actual expository writing is virtually the same in both, except for some chapter headings and rearrangements of material. The interspersed case material, however, and the authors' comments are new, and present good and very instructive additional examples. Ordinarily an introduction would discuss such changes in a new edition, but there is no introduction. The 8 1/2" x 11" format is also new.
- FABER, M. D. (Ed.) *The design within: psychoanalytic approaches to Shakespeare*. New York: Science House, 1970. Pp. xi + 551. \$13.50.—This is in itself an interesting and valuable book on the impact of Freud on literature, specifically, Shakespeare—both for those who will be enlightened and those who will be given further grounds for rejecting his theory. It is an anthology of 33 previously published interpretations of various plays and characters, by 27 authors ranging from Freud to Jones to Wertham and Mannheim,

with a 14-page introduction and commentaries for each paper by Faber. The book is an unusually beautiful production, but we should like to criticize that there is no mention of the fact that Faber is the editor, rather than the author, except among the list of contributors on page 535. Furthermore, in the body of the book, the names of the authors are not to be found except in footnotes which include the permission acknowledgments.

FISHER, ESTHER O. *Help for today's troubled marriages*. New York: Hawthorn Books, 1968. Pp. xvi + 288. \$6.95.—This is a sound and helpful account of common marriage disturbances, and description of a good marriage. All of marriage counseling, including pre-marital situations, divorce, and widowhood, is covered. Despite some psychoanalytic explanatory concepts, the author tends to devalue feelings: in disagreements, issues, not feelings, should be dealt with (p. 96); "do the right thing" and the right feeling may follow (p. 124). Mrs. Fisher combines understanding with the ability to express it in vivid phrases. Her optimism as a counselor derives perhaps from the insight: "The wonderful thing about being human is that it offers the opportunity of choice" (p. 130).

FITZGERALD, H. E., & MCKINNEY, J. P. (Eds.) *Developmental psychology: studies in human development*. Homewood, Ill.: Dorsey, 1970. Pp. xi + 591. \$8.95.—This book is very up-to-date. Of the 39 readings, 20 are dated 1965 or later and only 6 earlier than 1960. Although Adler is mentioned but once, the selections show how far in this area also, the development of our science has moved in the direction of Adler. The function of the mother is indeed to give the infant a proper cognitive introduction to the world (pp. 212-230). Anticipations and expectancies are more important than the past; the individual is always active—Adler's "life is movement"; the task is "to maximize accurate anticipation of reality" (pp. 332-346). In support of organ inferiority as an overburdening childhood situation, there is the finding that late-maturing boys "are more likely to have negative self-conceptions, and feelings of inadequacy" (pp. 460-473).

FORER, LUCILLE K. *Birth order and life roles*. Springfield, Ill.: C. C. Thomas, 1969. Pp. xiii + 168. \$8.95.—A practicing psychologist attempts to integrate her observations with research findings on birth order and personality development, taking into account family patterns, such as marital interactions, and environmental influences, such as occupational and social relations. Although the author differentiates the first, middle, youngest, and only child, and further distinguishes by sex, her style degenerates at the end into "suggestions" à la Ann Landers. There are several references to Adler, but he is not presented as a pioneer in the birth-order concept. The book is a "self-help" guidebook for the sophisticated layman, professional worker, teachers, and parents, and can serve as a supplement for Adlerians in training.—A. G. NIKELLY, *Univer. Illinois, Urbana*.

FRANK, JOSETTE. *Television: how to use it wisely with children*. Rev. ed. New York: Child Study Assoc. of Amer., 1969. Pp. 24. \$0.75 paper.—Crime, violence, and commercials are sensibly treated. Regarding positive influences, the author suggests that the family should view a program together,

sharing responsibilities as well as interests, and that parents should set limits on viewing. However, there is no concrete advice on how to help the child accept responsibilities or limits. This, in the reviewer's opinion, is best done by including the child in the family decision-making.—GENEVIEVE PAINTER, *Fam. Ed. Assoc., Champaign, Ill.*

FREEMAN, W. *The psychiatrist: personalities and patterns.* New York: Grune & Stratton, 1968. Pp. x + 203. \$6.75.—This book affords absorbing browsing, much as the author himself has browsed through his remarkable store of brightly remembered acquaintances, studies, cases, and organizational work in psychiatry. Without attempting to be scholarly, he sketches over 50 leading figures, past and present (many with portraits), in a lifelike and essential way. They are grouped under the categories: critics of psychiatry, great discoverers, great theorists, the dynasties, and others. Freeman's presentation of Adler is warmly favorable and perceptive. His attitude toward psychoanalysis seems skeptical, throughout, to say the least. One picks up all sorts of information, such as: Gertrude Stein went through medical school; only nine women are among the 206 psychiatrists in *Who's Who*; Sullivan was our only native-born great thinker in psychiatry.

FRIEDMAN, N. *The social nature of psychological research: the psychological experiment as a social interaction.* New York: Basic Books, 1967. Pp. xiv + 204. \$6.95.—A delightfully readable book which is at the same time rich in scholarship, especially with regard to the history of psychology and its relation to the philosophy of science. The author's own contribution to the problem, which is tersely conveyed in his title, is based on films taken of experimenters at work: a study of the variability of their behavior toward their subjects, and the ways in which these variations mediated experimenter effects and biases. On the basis of these and similar findings, the author suggests how seriously many psychological findings should be questioned. The book should be particularly stimulating for those who follow Adler's refusal "to recognize and examine an isolated human being," and yet would seek operational validation for points in his theory.

GEIOWITZ, P. J. *Non-Freudian personality theories.* Belmont, Calif.: Brooks-Cole, 1969. Pp. xi + 145. \$2.35 paper.—The author summarizes in one chapter each, the theories of G. W. Allport, Gardner Murphy, H. A. Murray, W. H. Sheldon, R. B. Cattell, Miller & Dollard, Bandura & Walters, Carl Rogers, Kurt Lewin, George Kelly, J. W. Atkinson, and Leon Festinger. Not the practicality or usefulness of a theory in counseling or psychotherapy was the author's criterion for the inclusion of a theory, but that it be "prominently represented in personality research journals" (p. 3).

HALEY, J. *The power tactics of Jesus Christ: and other essays.* New York: Grossman, 1969. Pp. 146. \$4.95.—This is the perfect gift for a sick friend who also happens to be psychologically interested or active. On second thought, why wait till he is sick? And be sure to read it first yourself, for you will laugh out loud over "The Art of Psychoanalysis," ". . . of Being a Failure as a Therapist," ". . . of Being Schizophrenic"; and you will like young people better after reading "The Amiable Hippie." "Whither Family

Therapy?" is terribly funny as well as serious in tersely explaining the nature of paradoxical communication and control—as practiced by disturbed families and their therapists. The essay bearing the book's title is published here for the first time, in distinction from the others. It is a convincing and original analysis, highly informative. The messages of Haley's unique and keen perceptivity come through strong and clear, whether through the serious or humorous medium.

HARVEY, O. J. (Ed.) *Experience, structure and adaptability*. New York: Springer, 1966. Pp. viii + 406. \$9.00.—The common cause of these papers is their relevance in one way or another to the following: the individual's cognitive structures such as schemas, controls, or styles which lend some consistency to his responses; his variability, flexibility, and creativity; the influence of the stimulus, situation, and other factors in an ecological approach; the course of developmental stages; or the workings of spontaneous, "auto-telic" (p. 170) or "intrinsic motivation" (p. 268). Although the thread of internal relatedness is very tenuous, many individual papers are highly rewarding to the advanced student—especially those on child-rearing systems by Harvey & Harvey, Adams, and Heslin; preschool enrichment by J. McV. Hunt; educational applications by D. E. Hunt; and maternal deprivation by Mary Ainsworth.

HESTON, J. C., & FRICK, W. B. *Counseling for the liberal arts campus: the Albion symposium*. Yellow Springs, Ohio: Antioch Press, 1968. Pp. v + 198. \$4.50.—These contributions by experts in counseling and administration cover topics ranging from occupational information and educational counseling to goals of psychotherapy with college students, premarital counseling, alienation and morality. Emotional maturity as well as intellectual achievement are considered the goal of education. The upgrading of counseling services of small colleges is emphasized. The thorough and sophisticated coverage of this timely subject, which effectively presents not only the issues but also discusses innovative solutions and preventive programs, should be of interest to every educator and counselor.—A. G. NIKELLY, *Univer. Illinois, Urbana*.

JACOBSON, E. *Modern treatment of tense patients: including the neurotic and depressed, with case illustrations, follow-ups, and EMG measurements*. Springfield, Ill.: C. C. Thomas, 1970. Pp. xxviii + 452. \$16.50.—This volume is written for practicing physicians and research scientists. It contains convincing data from extensive case histories in which anxiety played a major role, and testimonials from former patients. Dr. Jacobson discusses the nature of anxiety and describes techniques for measuring emotional reactions and relaxation exercises for the control of tensions in patients with neurotic symptoms. While not refuting the dynamic explanation of anxiety and "ideological" therapy, he feels that treatment becomes more effective when it proceeds also on the physiological level.—A. G. NIKELLY, *Univer. Illinois, Urbana*.

JERVIS, G. A. (Ed.) *Mental retardation: a symposium*. Springfield, Ill.: C. C. Thomas, 1967. Pp. 248. \$9.75.—Nine of these 14 papers, taken from two

symposia held by the Joseph P. Kennedy Foundation, are on topics of genetics and biochemistry, "a reflection of the extraordinary contributions of the study of chromosomal aberrations and inborn errors of metabolism" (p. vi). The paper most interesting to us is by S. A. Kirk, and deals with psycholinguistic training based on a model of the communication process. We endorse the author's view: "The rationale for remediation of disabilities does not assume that training will alter biological function (even though such a rationale could reasonably be hypothesized) . . . [but] is based on the assumption that only a part of the disability is biologically based" (p. 218). A child tends to avoid uncomfortable activities, and a deficiency thus becomes exaggerated.

KAHN, S. *The psychology of love*. New York: Phil. Libr., 1968. Pp. 101. \$4.00.—The author limits himself to love in marriage, and before and after. He does not touch upon the theoretical. Although he hints at the "chemistry" involved, and prescribes psychoanalysis as a "must" for serious problems, he gives good, common-sense, concrete advice, which should be helpful to many. And what married person is above profiting from examining the everyday expression of his love, every so often?

KATZ, M. C. (Ed.) *Sciences of man and social ethics: variations on the theme of human dignity*. Boston: Branden Press, 1969. Pp. 250. \$7.50.—This anthology of previously published material presents a conception of ethics as a research discipline plus diverse articles by Maslow, Rogers, Skinner, Allport, Dorothy Lee, Hattis, Weisskopf, and Perk. In spite of its highlights, the book as a unified work does not quite succeed. The chapters on ethics by the editor and R. G. Hartman leave the reader unclear about the "science of ethics" they discuss. The editor gives no rationale for the selections he has chosen nor mention of the points they are to illustrate. As a result, only individual chapters stand out, such as the intriguing one by Dorothy Lee, in which she describes the Dakota Indians as a society devoid of conflict between the individual and community.—S. G. BLONS, *Minneapolis, Minn.*

KAUFMANN, H. *Aggression and altruism: a psychological analysis*. New York: Holt, Rinehart & Winston, 1970. Pp. x + 165. \$2.95 paper.—While trying "to make no a priori assumptions as to the basic nature of destructive—or, for that matter—beneficial tendencies" (p. vii), the author's purpose is to examine social interactions involving such tendencies with respect to others. Among his conclusions we find: "The large bulk of man's antagonism to man is the outcome of situational pressures," although there is a propensity for this. But "man can be moved toward good as readily as toward evil" (p. 141). "It is . . . in all probability, incorrect to assign our present desperate dilemmas to 'human nature'" (p. 142).

KIMMEL, S. *The mad Booths of Maryland*. 2nd rev. ed., enlarged with 83 illustrations. New York: Dover, 1969. Pp. 418. \$3.75 paper.—The title of this tragic story of the famous family of actors comes from a common saying in Maryland during the mid 1800's. However, aside from several overtly psychotic episodes in Junius Brutus Booth, Sr., the father of the clan, it

would be more proper to characterize them as eccentric. Of special interest to the Adlerian is the contrast between John Wilkes the pampered youngest member of the family who became Lincoln's assassin, and his brother, Edwin, who had a high degree of social interest, was deeply devoted to his family and became the most famous tragedian of his time. For a further study of John Wilkes Booth from an Adlerian point of view, see paper by the present writer in this issue.—J. P. CHAPLIN, *St. Michael's Coll., Winooski, Vt.*

KOPPITZ, ELIZABETH M. *Psychological evaluation of children's human figure drawings*. New York: Grune & Stratton, 1968. Pp. x + 341. \$9.75.—This is a must for every clinical psychologist dealing with children. The author presents her own well-controlled findings on human figure drawings (HFDs), the child's response to "draw a whole person," her own way of scoring the drawings for general maturity level, and her interpretations of various characteristics of the drawings. She assumes that HFDs are "self-portraits" reflecting the child's mental development, attitudes, and concerns of the moment. Dr. Koppitz's rich perceptivity is matched by her soundness. She warns against one-to-one relationships between signs and traits, looking, instead, for the whole drawing and the child's whole situation with all its social aspects, beginning with the fact that the HFD is itself the product of an interpersonal situation, a graphic form of communication.

LEVINSON, B. M. *Pet-oriented child psychotherapy*. Springfield, Ill.: C. C. Thomas, 1969. Pp. xxiii + 202. \$9.75.—The author, a professor at Yeshiva University and child psychologist, shows in a lively well-written book how cats and dogs are used as diagnostic aids, as an added dimension to play therapy, and as help in establishing contact. This is indicated for children who are young and nonverbal, inhibited, autistic, withdrawn, obsessive-compulsive, or culturally disadvantaged (p. 72). A useful book, highly recommended to everyone who works with children.—L. RATTNER, *Forest Hills, N. Y.*

MACDONALD, J. M. *Homicidal threats*. With a chapter by Margaret Mead. Springfield, Ill.: C. C. Thomas, 1968. Pp. vii + 123. \$6.50.—Of 100 homicidal-threat patients, studied five to six years after admission, four committed suicide and three, homicide—a rate much greater than that for the general public. The only factor found to be significantly greater in threat-homicidal Ss than matched convicted homicidals and hospital patients with no homicidal behavior was attempted suicide. Treatment is described, and it is suggested that suicide prevention centers might also include homicide prevention.

MANN, J. *Encounter: a weekend with intimate strangers*. New York: Grossman, 1970. Pp. xv + 235. \$6.95.—The highly edited transcript of a weekend personal encounter group is embellished first by the private thoughts of an attractive female participant with a vivid imagination, and gradually then by increasingly longer soliloquies by the leader-author. His experience as a social psychologist leading groups for a decade is reflected in adept use of most currently popular techniques: acting-out, fantasy, psychodrama, among others. His emphasis is on group participation as well as individual

growth. The book should well serve its intended purpose as a popular introduction to weekend "encounters."—J. D. PERRY, *Univer. Vermont*.

RUITENBEEK, H. M. (Ed.) *Homosexuality and creative genius*. New York: Astor-Honor, 1967. Pp. xviii + 330. \$12.50.—The editor points out that though we may not know the nature of the relationship between the two factors, "there remains the fact of the recurrence of great literary figures whose homosexuality played a significant role in their lives" (p. xviii). The contributions to this volume deal with the work and personal data of Radclyffe Hall, Proust, Rimbaud, Whitman, Wilde, Zola, and others—all interesting characters. Eleven of the 16 papers are reprinted, five of them from psychoanalytic journals. The authors are not identified beyond their names.

RUNES, D. D. *Treasury of thought: observations over half a century*. New York: Phil. Libr., 1967. Pp. 395. \$6.00.—Dr. Runes, an independent scholar, philosopher, writer, and publisher, has truly been a keen observer and creative thinker over the past 50 years. The average mortal who has but a few thoughts in his lifetime (and forgets to write them down) must marvel at these approximately 1600 polished aphorisms, so many of which strike one instantly as true and memorable. It is a fascinating, but quite impossible task to single out a few, in order to suggest their scope and quality. But here are two: "It is folly to expect of youth the making of a better tomorrow; there will be no better tomorrow unless we make it today" (p. 18). "The paramount issue is not to know more but to do better" (p. 205). The reader will make good use of the built-in bookmark!

SHNEIDMAN, E. S. (Ed.) *On the nature of suicide*. San Francisco: Jossey-Bass, 1969. Pp. xii + 146. \$6.00.—This collection of 11 papers represents the proceedings of the first annual conference of the American Association of Suicidology, Chicago, March 20, 1968. Seven of the papers are by the "elder statesmen of the suicide world," J. Choron, L. I. Dublin, Paul Friedman, R. J. Havighurst, K. Menninger, E. Stengel and L. Kubie, and are broadly concerned with advances since the first suicide meetings in 1910 in Vienna when Adler was chairman and Oppenheim and Furtmüller were the main participants in addition to Stekel and Freud. The remaining four papers deal with the broad topic of suicide and will or intention, and are by F. H. Farber, J. D. Douglas, David Bakan, and S. M. Jourard. Havighurst stresses that by way of prevention, the schools should develop self-esteem and "social fidelity" among the young people.

SLOCHOWER, H. *Mythopoesis: mythic patterns in the literary classics*. Detroit: Wayne State Univer. Press, 1970. Pp. 362. \$13.95.—This scholarly yet highly readable, searching analysis includes *The Book of Job*, Greek myths, *The Divine Comedy*, *Faust*, *Hamlet*, as well as writings of Dostoevski, Melville, Gide, Kafka, Camus, and Thomas Mann. Unlike mythology which presents stories as if they actually took place, mythopoesis transposes them to a symbolic meaning, and, indeed, arises when the literal account of the legend can no longer be accepted, in periods of crisis or transition. The influence of circumstance on basic themes such as creation, the utopian vision, death and resurrection, etc. is thoroughly examined. Despite his-

torical variations, "mythopoeic prototypes move in a synergic rhythm between the dark pits and the sun-lit heights." An engaging book, successfully blending insights of psychology and literature.—R. E. MOGAR, *San Francisco State Coll.*

STAATS, A. W. *Learning, language, and cognition: theory, research, and method for the study of human behavior.* New York: Holt, Rinehart, & Winston, 1968. Pp. xvii + 614. \$9.50.—Staats dedicates this, his latest work, to Pavlov and Thorndike and draws heavily on Hull and Skinner. In accounting for cognitive learning and its relationship to the analysis of language, Staats demonstrates both the strength and weakness of an S-R learning approach. Although comprehensive and closely tied to empirical data, the theoretical development and its applications seem somewhat strained and arid. They lack the uniquely human relevance provided by constructs such as self and volition, and generally underplay individual differences. This volume is to be commended for theoretical consistency and thoroughness. As a milestone extending S-R learning theory to complex human processes it is a must for the behavioristically oriented.—R. E. MOGAR, *San Francisco State Coll.*

*Training police as specialists in family crisis intervention.* PR 70-1, May, 1970. Washington, D.C.: U.S. Govt. Printing Off., 1970. Pp. viii + 65. \$0.70 paper.—A project is reported in which 9 black and 9 white police officers were formed into a Family Crisis Intervention Unit through intense 4-week training in principles of mental health, family interaction, violence, alcoholism and suicide, with laboratory demonstrations. The project is believed to have demonstrated that skillful police action may reduce family assaults and homicides, improve police-community relations, increase officers' personal safety in highly charged human conflict situations; and to leave the officer's professional identity intact despite acquisition of skills of the helping professions. Morton Bard was project director, Bernard Berkowitz, project supervisor.

WATSON, R. I. *The great psychologists from Aristotle to Freud.* 2nd ed. Philadelphia: Lippincott, 1968. Pp. ix + 613. \$10.00.—A thorough revision of the 1963 edition, this history of psychology is organized around the great men—pre-experimental and experimental—who made possible the development of modern psychology. Beginning with the ancient Greeks it moves through Descartes, the British empirical school, and the classical systems of the early part of the 20th century—functionalism, structuralism, Gestalt, and psychoanalytic and related systems. In each case the book provides a detailed biographical sketch and a discussion of the great psychologists' systematic position. For the educated general reader and for college courses in the history of psychology.—J. P. CHAPLIN, *St. Michael's Coll., Winooski, Vt.*