

BOOK NOTES

- ADLER, A. *Sex, personality and the establishment*. Ed. by G. H. LaPorte. [New York: editor, 41 Fifth Ave., 10003,] 1970. Pp. xi + 69. \$2.00 paper.—Under this somewhat sensational title 5 papers by Adler from American journals, 1927-1937, his paper at the Wittenberg symposium on *Feelings and Emotions*, and two brief pieces from the English *Indiv. Psychol. Pamphl.* are reprinted in 5 chapters. It is to the editor's credit to have made these relatively inaccessible writings available. Included here is Adler's important theoretical statement of 1937 that the inferiority complex "has never been in the consciousness or unconsciousness of the patient, but only in my own consciousness, and I have used it rather for illumination so that the patient could see his attitude in the right coherence" (p. 72). This small volume is in honor of the centennial of Adler's birth.
- BARBER, T. X. *Hypnosis: a scientific approach*. New York: Van Nostrand Reinhold, 1969. Pp. v + 282. \$2.95 paper.—In this unusually interesting book, Barber challenges the traditional explanations of hypnosis in terms of "hypnotic state" or "trance," as special states of consciousness. Analyzing critically 50 recent scientific investigations, he suggests that the hypnotic phenomena actually result from the subjects' positive attitudes to the test situation, and their high motivation to perform well. Barber therefore concludes that all the phenomena associated with hypnosis can be performed equally well by normally awake subjects, provided they have these positive attitudes, motivations, and expectations.—L. RATTNER, *Forest Hills, N. Y.*
- BURNS, R. C., & KAUFMAN, S. H. *Kinetic family drawings (K-F-D): an introduction to understanding children through kinetic drawings*. New York: Brunner Mazel, 1970. Pp. 166. \$8.95.—The innovative distinction of the authors is to ask the child to "draw a picture of everyone in your family, including you, *doing* something." In 60 such drawings, by disturbed children, the authors show how lines, spacing, shading, and the like, indicate the dynamics of the family system, and this is a significant contribution to this approach to understanding the child. But they go beyond the manifest, and thereby largely destroy the authenticity of the meaning of the drawings by introducing latent content, supplied with extreme invariance by the Freudian stereotypes. At times they supply their own, as e.g., adolescent girls often identify with horses—"the safe comfortable sexual symbolic identification seems universal in western culture" (p. 66)!
- EDGAR, I. I. *Shakespeare, medicine and psychiatry: an historical study in criticism and interpretation*. New York: Phil. Libr., 1970. Pp. xiii + 382. \$9.95.—A fascinating work of scholarship (nearly one third the pages are notes and references) which shows the strong influence of idolatry ("bardolatry") in crediting Shakespeare with scientific knowledge beyond his great gifts of poetry and drama, beyond being the most significant child of his age, Elizabethan England. Edgar also shows how each age has colored Shakespearean criticism. Here Edgar becomes his own witness. Believing that today psycho-

analytic criticism has "come of age" (p. 313) and that "in Freud we get a complete and satisfactory basis for the causation and meaning of creative expression" (p. 284), he also considers Hamlet "the greatest Oedipal drama ever written" (p. 288).

GARDNER, R. A. *The boys and girls book about divorce: with an introduction for parents*. Illustr. A. Lowenheim. New York: Science House, 1970. Pp. 159. \$7.95.—Most books for children deal with things which turn out right in the end. This book does not, but shows that if the situation is handled properly, it may promise a new beginning. Most children are astute observers of what is going on around them without the inculcated social mores that put such occurrences in perspective. This book may well provide such a reference point. While designed for older children, parents may use it for explaining to younger ones what is happening to parent and child as the dissolution of the marriage takes place. The book is well worth reading and using. I can only hope that it is the precursor of a more meaningful way of helping children and parents to learn to live with each other so as to facilitate mutual growth.—S. S. GOLDSTEIN, *Univer. Vermont*.

HAYS, W. L. *Basic statistics*. Belmont, Calif.: Brooks/Cole, 1967. Pp. viii + 118. —This is part of a series of brief volumes which together presumably constitute a beginning text in psychology. But the author attempts to include as many aspects of statistics as are often dealt with in an entire semester devoted to this subject alone. Thus, in this reviewer's opinion, the volume sacrifices clarity for brevity, and is too difficult an assignment for the purpose it is supposed to serve. The book can be recommended, instead, as a review volume or a summary of information for easy reference.—VILMA FALCK, *Univer. St. Thomas, Houston, Texas*.

LOWE, C. M. *Value orientations in counseling and psychotherapy: the meanings of mental health*. San Francisco: Chandler Publ., 1969. Pp. xii + 305. \$6.95.—A comprehensive, explicit book on the nature of morality and its role in psychotherapy, indicating the therapist's inescapability from moral issues with the patient. The author's purpose is to examine the "unresolved issue of describing the basic goals or values of human existence," and he achieves his purpose well. He maintains that "therapeutic morality is integrally related to broader human concerns." There is a moral dilemma for the therapist, who is viewed as the "secular priest"; and there are dangers in the "new morality" in therapy where the client is free to choose his ethical values. The social, humanistic, naturalistic, and existential meanings of mental health are presented in historical detail. A book for laymen as well as the professional therapist.—A. G. NIKELLY, *Univer. Illinois, Urbana*.

LYSTAD, MARY H. *Social aspects of alienation: an annotated bibliography*. Washington, D. C.: U. S. Government. Print. Off., 1969. Pp. viii + 92. \$1.00.—225 items, mostly "empirical works of the years 1959-1968." This is a publication of the National Institute of Mental Health.

MESSER, M. *Sex and the single mother: a do-it-yourself guide to illegitimacy prevention*. Chicago: Illegit. Prevention, Inc., 1969. Pp. 15. \$0.75 paper.—An

excellent, plain-speaking pamphlet, pointing out that it is not bad luck, but goal-directed behavior, although unconscious, that keeps the unmarried girl who becomes pregnant from making the sensible choices of other girls. Illegitimacy prevention is seen as a joint effort between adult and child to prevent feelings of inadequacy from forming.—GENEVIEVE PAINTER, *Fam. Ed. Assoc., Champaign, Ill.*

- MISCHEL, W. *Personality and assessment*. New York: John Wiley, 1968. Pp. xii + 365. \$8.50.—Different theoretical viewpoints on personality are examined with regard to their potential for assessment, therapy, and research. Mischel demonstrates that empirical evidence from experimental research is more valid for predicting personality change and understanding abnormal behavior than are clinical methods. He tries to construct a theory of personality by integrating cognitive processes and social learning with behavior assessment, prediction, and change. With the emphasis on experimental findings and learning theory, the material is occasionally difficult to follow, and the language becomes technical and theoretical.—A. G. NIKELLY, *Univ. Ill., Urbana*.
- MORRIS, N. *Couches for rent: the business of Freud-analyzing*. Los Angeles: Regent House, 1970. Pp. 22. \$0.50 paper.—For those who still need it, this booklet presents strong arguments against Freud, in a somewhat heated tone.
- OSIPOW, S. H. *Theories of career development*. New York: Appleton-Century-Crofts, 1968. Pp. xi + 259. \$5.75.—A well organized book, easy to follow, which introduces the reader to the theories of career development and considers them with respect to career counseling. Seven approaches are lucidly presented, each with empirical evidence, critical evaluation, and discussion of applicability. A synthesis of theories is attempted by describing common features. Implications for research and practice are given. This is valuable information, not otherwise to be found in a single source.—A. G. NIKELLY, *Univer. Ill., Urbana*.
- PAINTER, GENEVIEVE. *Infant education*. San Rafael, Cal.: Dimensions Publ. Co., 1968. Pp. 156. \$3.50.—A pilot study, planned and executed with originality and care, richly suggestive for everyone interested in the new field of infant education. A program of individual tutoring for disadvantaged infants was developed, based on their developmental deficits at the time of entering the program, in the present case at ages of 8 months to 2 years. Five tutors visited 10 experimental *Ss* at their homes one hour a day, five days a week, for a year, to work with them on language, conceptual, and sensory-motor skills. At the end, *Ss* surpassed 10 control *Ss* at the *p*.05 level on measures of these skills as well as of "general intelligence." These encouraging results are part of a larger study extending over a longer period of time.
- PURKEY, W. W. *Self concept and school achievement*. Englewood Cliffs, N. J.: Prentice-Hall, 1970. Pp. vii + 81. \$1.95 paper.—The author's purpose is to "make what we know about the self concept an important part of what goes on in schools" (p. vi), by presenting theory, experimental findings, and techniques. Simplified theory easily becomes oversimplified: "the ways in which

a student views himself and his world are products of how others see him" (p. 2); "the maintenance and enhancement of the perceived self is the motive behind all behavior" (p. 10). Experimental findings come out more clearly, such as the factors found by Coopersmith in the enhancing home environments. The questions suggested for teachers to ask themselves are very helpful (and, interestingly, many of these have no reference to the self concept as such).

RICOEUR, P. *Freud and philosophy: an essay on interpretation*. Trans. by D. Savage. New Haven: Yale Univer. Press, 1970. Pp. 551. \$15.—The author, a highly cultivated French Jesuit with a broad knowledge of Western European philosophy, finds Freud to be a natural scientist, a dogmatic psychologist, and a romantic philosopher. Inexhaustible talent is found together with such limitations as Freud's "disastrous hypothesis concerning language" (p. 501). Confusion is found between "force" as metaphor and "force" as observable phenomenon. This is compounded by the dogmatic reification of inner agencies. The author argues for teleology: Social consciousness and value are not reducible to the economics of drive. There must be "an aptitude for progression which analytic practice puts in operation but which the theory does not thematize" (p. 492). — Adopted from P. H. Knapp, M.D., *Amer. J. Psychiat.*, 1971, 127, 978-979.

ROGERS, C. R., & STEVENS, BARRY, with GENDLIN, E. T., SHLIEN, J. M., & VAN DUSEN, W. *Person to person: the problem of being human: a new trend in psychology*. Walnut Creek, Calif.: Real People Press, 1967. Pp. 276. \$3.00 paper.—This unusual book consists of 14 autobiographical sketches by Miss Stevens and 7 papers by the other authors—all on psychotherapy with schizophrenics. "Mutuality of experience" is defined again and again: the meaning of a personal experience may become clearer through interaction with another person. Also expressed is that being "in touch with oneself" leads to openness with others, and that a feeling of self-worth and acceptance must precede trusting others. The book reflects the best of experiential psychotherapy: it reminds us that empathy alone is not always sufficient for therapeutic change, yet that human relations—professional or personal—without empathy are worthless.—HELENE PAPANEK, M.D., *New York, N. Y.*

SCHIFF, JACQUI, & DAY, BETH. *All my children*. Philadelphia: Lippincott, 1970. Pp. 236. \$5.95.—Mr. and Mrs. Schiff, psychiatric social workers, have, within three years, taken 37 schizophrenic children (some paranoid or suicidal) into their home, together with their own children. They accepted these children as their own, and went beyond the usual role of therapist, engaging in techniques which they call *re-parenting*. This involves meeting each child at the regressed period critical for the onset of his difficulties, and filling his needs of that time (such as nursing, diapering, etc.). Whether or not the reader agrees with the Freudian approach of this study, he will find it interesting and worthwhile.—N. E. SHOOPS, *Brooklyn, N. Y.*

SHOSTROM, E. L. *Man, the manipulator: the inner journey from manipulation to actualization* (1967). New York: Bantam Books, 1968. Pp. xvi + 189. \$0.95.

—The author pleads for full humanness—in each individual's uniqueness. In the first half of the book he deals with the rationale of his approach, but he does not allow himself enough explication to clarify his concepts. Thus, to this reader, manipulators and actualizers come across simply as the bad guys and the good guys; rather than as examples of self-consistent personality dynamics. The second half, dealing with specific human relationships, is rich in helpful insights and suggestions for bringing about change. Honesty and concern for the "Thou" of the other person become clearly illustrated as the primary means to "actualizing."

SUTTON-SMITH, B., & ROSENBERG, B. G. *The sibling*. New York: Holt, Rinehart & Winston, 1970. Pp. ix + 198. \$7.50.—The authors, "both later borns," report their own extensive research studies on sibling and sibling-parent interactions, and review others. Results are in general agreement with major Adlerian premises on family constellations. Research-oriented readers will appreciate the methodology, but the non-research-oriented may question the validity and value of such a work because of the many and complex variables leading up to cautiously made conclusions. The evidence on the importance of the sex roles of siblings is a helpful contribution. One could anticipate greater insight if future studies are designed to investigate the *purposes* of first-borns' strivings rather than causal aspects.—J. L. HART, *St. Michael's College, Winooski, Vt.*

SZENT-GYÖRGYI, A. *The crazy ape: written by a biologist for the young*. New York: Phil. Lib., 1970. Pp. 93.—Szent-Györgyi is one of the greatest living scientists, and he is also a humanist. It is an invaluable privilege to read his message on the world's present crisis, told with remarkable simplicity, directness, and modesty. He knows the crucial facts well, and he states them in original, striking ways that grip and chill the reader. But though the author convinces us of our desperate plight, he cannot show us a way out. Szent-Györgyi sees our only hope for change as coming from the youth of today, and he wonders if we can delay that long. In one of six beautiful prayers, in the Appendix, he writes: "God! Save my children . . . That the weapons I forge against others may not destroy them, That they may be better than their elders . . ." (p. 93).

VARIOUS. *Articles of supplementary reading for parents*. Chicago: Alfred Adler Institute, 1970. Pp. 100. \$2.00 paper.—There is a subtitle, "As Listed in *Study Group Leader's Manual* by Dreikurs and Soltz." It is not clear what is meant by "listed," two-thirds of the material being *reprinted* from the former. Moreover, the *Manual* is by Vicki Soltz as sole author. The material is excellent for its purpose, as stated in the review of the *Manual* in this Journal, 1968, 24, 109.

VARIOUS. *Articles of supplementary reading for teachers and counselors*. Chicago: Alfred Adler Institute, 1970. Pp. 85. \$2.00 paper.—The subtitle misinforms, "As Listed in *Study Group Leader's Manual* by Dreikurs and Soltz!"—since the *Manual* is by Vicki Soltz, sole author, and nothing of the present material is listed in it. Furthermore, as to "various authors," two-thirds of the material is by Bernice Grunwald, on classroom, and parent-

teacher conferences, all very informative. The same can be said of T. E. Grubbe's article on the kindergarten; D. Dinkmeyer's on Adlerian counseling; and M. L. Bullard's on the use of stories for self-understanding.

WIENPAHL, P. *Zen diary*. New York: Harper & Row, 1970. Pp. xi + 244. \$6.95.—An autobiography of a noted philosophy professor who, dissatisfied with indirect knowledge from traditional academic channels, pursued direct knowledge through intensive study and practice of Rinzai Zen. He demonstrated that Western logic structured his journey "deep into nothingness"; that the practice of meditation was accompanied by positive alteration of experiences in daily living. Adlerians will find his goal of getting beyond goals a challenge. Maybe Zen practices seem goal-directed because this account is written by a western philosopher; maybe because it was read by an unenlightened Westerner. Questions are there. Because the author described method and reaction in detail, scientist and clinician alike will find the report invaluable and very exciting.—DOROTHY DISHER, *Sylvania, Ohio*.

WOLMAN, B. B. *The unconscious mind: the meaning of Freudian psychology*. Englewood Cliffs, N. J.: Prentice-Hall, 1968. Pp. x + 244. \$2.95 paper.—To quote from the author's preface: this book is a *guide* to psychoanalysis, which "opens the gates of the house Freud built to the visitor, inviting him to see this intellectual masterpiece . . . Knowledge of psychoanalysis will broaden the horizons of educated readers and deepen their understanding of human nature. They will find in psychoanalysis an indispensable intellectual tool, a prerequisite for appreciation of certain aspects of contemporary culture, something to read and think about" (p. viii). This statement reveals Wolman's spirit as well as his clear, straightforward style, neither of which features detract from his fine scholarship. This book should be an excellent text on the work of Freud *and* his disciples.

ZURCHER, L. A., & GREEN, A. E. with JOHNSON, E., & PATTON, S. *From dependency to dignity: individual and social consequences of a neighborhood house*. New York: Behavioral Publ., 1969. Pp. 100. \$6.50.—Can principles of equality, democratic action, and social interest be used in an OEO project? This little book proves that they can. It describes the development of a neighborhood house in Topeka, Kansas, in the early days of the Office of Economic Opportunity. How "the maximum feasible participation of the poor" and the "roles of the not-poor helpers and the helped poor" developed in the planning and growth of the program is described in detail. Sometimes social work jargon, such as "innovating social intervener" makes the text cumbersome, but the meaning is clear. Persons concerned with the culture of poverty will find this report helpful and encouraging.—MAE BELLE DOTY, *Minneapolis, Minn.*