

BOOK NOTES

- ADLER, A. *Les névroses: commentaires, observations et présentation de cas*. Intro. by P. Sivadon. Trans. Odette Chabas. Paris: Aubier Montaigne, 1969. Pp. 238. paper.—This is the first French translation of *Problems of Neurosis* after 40 years. Paul Sivadon, a leader in mental hygiene in the French-speaking countries, comments in his introduction: "The work of Adler . . . is reflected in a few simple and effective ideas which are more and more often confirmed by the most modern conceptions. . . . intentionality, dynamics of desire, actualization of the future . . . interpersonal relations . . . The Adlerian approach is, without a doubt, more frequently indicated than those of deeper psychotherapies."
- ADLER, A. *Al-Hayah al-nafsiyah: tahlil ilmi*. (Psychological life: a scientific analysis.) Transl. by Muhammed Badran & Ahmed Muhammed 'Abd Al-Khaliq. Cairo: Lajnat al-Ta'lif wa al-Tarjamah wa al-Nashr, 1944. Pp. 179.—This is a translation from the 1929 (Greenberg Pub.) edition of *Science of Living*, including the Introduction by Philippe Mairet. In addition, there is a 6-page preface to the Arabic edition by Dr. Yusuf Murad. No index.—JANET TERNER, *Garrett Park, Md.*
- ADLER, A. *Superiority and social interest: a collection of later writings, with a biographical essay by Carl Furtmüller and Adler bibliography* (1964). 3rd rev. ed. Ed. by H. L. & Rowena R. Ansbacher. New York: Viking Compass, 1973. Pp. xxi + 434. \$3.95.—In this new paperback edition a few translations have been improved and footnotes added, a few items have been added to the Adler bibliography, and the introduction was somewhat updated.
- ANDERSON, DOROTHY B., & McCLEAN, LENORA J. (Eds.) *Identifying suicide potential: Conf. Proceed., Teachers Coll., Columbia Univer., New York, Dec. 1969*. New York: Behav. Publ., 1971. Pp. xii + 112. \$7.45.—Despite the 120 prevention centers established in the past 15 years suicide rates have not decreased. This "was the springboard for all 11 papers" (p. 85). Ari Kiev, keynote speaker, explains that only 7 of 158 suicide attempts called a center before the attempt, the lowest risks are most likely to call, and as low as only 15% of calls received relate to suicide (pp. 4-6). In general he recommends a "medical model which relies heavily on pharmacological reduction of symptoms" in combination with social and interpersonal approaches (pp. 11-12). The conference was apparently sponsored by the Psychiatric Nursing Graduate Program, Teachers College.
- ARNHEIM, R. *Toward a psychology of art: collected essays* (1966). Berkeley, Calif.; Univer. California Press, 1972. Pp. 369. \$3.95 paper.—A review of the first edition of this book by Paul Swartz appeared in this *Journal*, 1966, 22, 247-248, and a quotation from it appears on the jacket of the present edition.
- ARNHEIM, R. *Visual thinking* (1969). Berkeley, Calif.: Univer. California Press, 1971. Pp. 345. \$4.25 paper.—The first edition was reviewed in this *Journal*, 1970, 26, 237.

- BERKOWITZ, I. H. (Ed.) *Adolescents grow in groups: experiences in adolescent group psychotherapy*. New York: Brunner/Mazel, 1972. Pp. xiii + 250. \$10.00.—This book is a gem. It is a series of articles aimed at professional therapists, but could be exciting for anyone interested in adolescents. I found it to be chock-full of information on the nature of adolescence, group therapy, and residential treatment. Although the point of view is largely Freudian, many of the intensive personal relations described between therapists and patients transcend theoretical orientation. Particularly interesting from an Adlerian perspective is the study by M. Sugar, M.D., where the therapy group is made up of the defined patient and a network of his significant acquaintances, friends, and relatives—H. J. KLAPMAN, M.D., *Highland Park, Ill.*
- BIJOU, S. W., & BAER, D. M. *Child development: readings in experimental analysis*. New York: Appleton-Century-Crofts, 1967. Pp. ix + 408. \$3.95 paper.—This book, representative of the efforts to train children through behavior modification, is quite difficult in parts, particularly in those dealing with research and experimental data. However, several articles were of interest to me as an Adlerian clinician. I was fascinated by Azrin and Lindsley's work on teaching cooperation to children. I was also interested in the work of Wahler et al. in using mothers as behavior therapists. I would have been happier if there were more explanation of technique and less of validation of the findings, even though it appeared that they were teaching mothers not to pamper children and to avoid power conflicts.—H. J. KLAPMAN, M.D., *Highland Park, Ill.*
- BRIGGS, JEAN L. *Never in anger: portrait of an Eskimo family* (1970). Cambridge, Mass.: Harvard Univer. Press, 1971. Pp. xxi + 379. \$2.95 paper.—This is a vital contribution to method and content of the interpersonal sciences, by an anthropologist. The author spent 17 months as an adoptive daughter in an Utku family, observing the completely indulged infant, the physically distanced child in transition, the protective adolescent, interfamily and extra-family relationships, and the security afforded by a tradition of ecological behavior patterns. The author is aware of her limitations through language, and distortions through her own cultural patterns. Her caution and sensitivity will surely generalize to all situations where the reader must ask, "Did you say what I heard you say?" Invaluable for psychologists at professional and academic levels.—DOROTHY R. DISHER, *Adelphi Univer.*
- BURNS, R. C., & KAUFMAN, S. H. *Actions, styles and symbols in Kinetic Family Drawings (K-F-D)*. New York: Brunner/Mazel, 1972. Pp. 304. \$12.50.—This is really the interpretative manual and extension of the authors' previous *Kinetic Family Drawings (K-F-D)*, reviewed in this *Journal*, 1971, 27, 113, where the innovative distinction was, to ask the child to "Draw a picture of everyone in your family, including you, doing something." The authors, who rely mainly on a Freudian framework, assume that terms such as "castrating parent figure" are correctly understood by the reader. They also ignore significant nonpsychoanalytic meanings. It is difficult to produce pat formulas and scoring sheets which yield valid interpretations in an "easy way," at

tractive as these are. Professionals who interpret drawings will find this book very interesting. However, its valuable discussions are recommended for understanding the dynamics in the drawings rather than its dictionary-like interpretations.—E. I. GONDOR, *New York, N. Y.*

- CARSON, R. C. *Interaction concepts of personality*. Chicago: Aldine, 1969. Pp. xiv + 306. \$8.50.—Carson has undertaken a difficult task: to demonstrate empirically how and why we behave. Taking his orientation initially from Sullivan, and then from other interactional approaches, he uses material which refreshingly includes research as well as cases. He describes interpersonal behavior in terms of negotiations, interactions, contracts, and transactions, and attempts to present this graphically with charts, plotting how two persons connect positively or negatively depending on their various options and how these are employed. The result is intricate and detailed. The last two chapters, indicating how disorders develop and how therapy operates, were the most profitable for me.—B. MACKLER, *Hunter College, N. Y.*
- CHAPIN, W. *Wasted: the story of my son's drug addiction*. New York: McGraw-Hill, 1972. Pp. 216. \$6.95.—This tragic account is utterly absorbing, written by a skilled journalist, heroically honest and self-disclosing. For this he deserves our respect and gratitude. The writing is as detailed and inclusive as possible, but obviously, since he and his wife were completely baffled by their son's behavior, readers are not apt to find leads to understanding it. Sadly, the innumerable professional sources called upon failed shockingly to be helpful. One cringes at the described psychiatrists and psychologists! Mistakes made by the parents may occur to the reader, but one has no way of knowing whether things would have been different had the parents been different in their styles of living and of parenting.
- CHESS, STELLA, & THOMAS, A. (Eds.) *Annual progress in child psychiatry and child development: A selection of the year's outstanding contributions to the understanding and treatment of the normal and disturbed child*. New York: Brunner/Mazel, 1971. Pp. x + 614. \$15.00.—This book, addressed primarily to professionals, includes something for everyone from clinician to student of normal child development. It is important as an indication of the general directions in the field, which leaves me disappointed at the lack of Adlerian representation. One article of particular interest, on "Childhood Depression" by Poznanski and Zrull, showed that a child's depression can be manifested not only by sadness but also by aggressive behavior, school difficulties, fecal soiling, etc. It would be challenging to integrate these observations with Adlerian concepts of discouragement and power.—H. J. KLAPMAN, M.D., *Highland Park, Ill.*
- CHESS, STELLA, THOMAS, A., & BIRCH, H. *Your child is a person: a psychological approach to parenthood without guilt* (1965). New York: Viking Press, 1972. Pp. x + 213. \$1.95 paper.—This book is based largely on a careful ten-year longitudinal study on 231 children from the earliest months onward. This has enabled the authors to observe the child in his "essential individuality," his "temperament," the way in which he responds to all the factors of his life. They assure parents they need not worry if their child does not develop precisely according to a normal time-table, for he has his own ways of "screen-

ing" the environment and also influencing it. The authors are outspoken about attributing parents' worry over toilet training and weaning to Freudian thinking, and they depart explicitly from Freud's biological approach to sex in their excellent treatment of "sex and modesty."

CLARK, D. H., & KADIS, ASYA L. *Humanistic teaching*. Columbus, Ohio: C. E. Merrill, 1971. Pp. viii + 175. \$2.95 paper. —Interpreting "humanistic" as *personal*, the authors begin with their own fascinating life stories (the more to be appreciated in view of Ms. Kadis' death prior to publication). This is followed by chapters on the people in schools, group aspects of the classroom, common pupil problems, and the place of the school in the community. Adlerian influence is seen in the emphasis on the group, both in learning and the help one child can give another, and on understanding goals. There are fine hints on group-leadership, reinforcement, combatting drugs, fighting, teasing, dealing with parents, and teachers' problems with themselves, among others, making this book recommended reading for those interested in "re-making schools into social units that promote human survival and seek the dignity of each person" (p. 164).

DREIKURS, R., & CASSEL, PEARL. *Discipline without tears*. Toronto: Alfred Adler Inst., Ontario, 1972. Pp. 92. \$2.00 paper.—This first publication of the Alfred Adler Institute of Ontario offers a nutshell account for teachers of democratic ways of handling child and classroom, of the purposive approach through identifying the four goals of misbehavior, and of the nature of encouragement and its uses to promote achievement and cooperation instead of competition—familiar Dreikurs material. Some of it is taken from his other books without quotation marks, and there are considerable quotations from other authors as well, which are good and relevant, but without adequate references. We found the discussion of freedom and discipline, and the socio-metric material new and very worthwhile.

DUNLAP, K. *Habits: their making and unmaking* (1932). New York: Liveright, 1972. Pp. xvi + 274. \$3.95 paper.—Irwin Lublin reminds the reader in his new introduction that Dunlap, who died in 1949, was one of the most eminent psychologists of his time. The renewed interest in him is largely based on his treatment method of "negative practice," the deliberate practice of a symptom in order to overcome it. By this Dunlap anticipated present-day behavior therapy. At the same time his "criticisms of psychoanalytic treatment . . . are as telling as when they were written" (p. viii).

FRAMO, J. L. (Ed.) *Family interaction: dialogue between family researchers and family therapists*. New York: Springer, 1972. Pp. xxiii + 248. \$9.50.—This is a book of proceedings of a 1967 conference, including the position papers, panel responses, and humorous side remarks. In addition to demonstrating our collective ignorance of family theory the book has a paper by a Dr. Anonymous who presents his own theory of family triangulation, its application to his own family, and his method of extricating oneself from the family system for better interrelations. The theoretically naive and the practicing researcher will find in this volume intriguing evaluations of methodology and appeals for new orientations in research and its practical applications.—T. W. NORWOOD, *Florida State Univer.*

- GLASS, J. F., & STAUDE, J. R. (Eds.) *Humanistic society: today's challenge to sociology*. Pacific Palisades, Cal.: Goodyear Publ., 1972. Pp. xx + 411. \$4.95 paper.—The editors respond to "a growing dissatisfaction with 'value-free,' detached, mechanistic, and deterministic theories" with this collection which includes readings from Warren Bennis, Erich Fromm, Sidney Jourard, Helen Lynd, Abraham Maslow, Floyd Matson, Robert Nisbet, and Carl Rogers, among others. Of special interest is a selection from Alvin Gouldner on "reflexive sociology," a strong argument against detached, value-free positivism. Another noteworthy contribution is John R. Staude's "Theoretical Foundations of Humanistic Sociology."
- HARRIS, T. A. *I'm OK—you're OK: a practical guide to transactional analysis*. New York: Harper & Row, 1969. Pp. 278. \$5.95.—Transactional analysis originated with the late Eric Berne, author of *Games People Play*, games aimed at winning over the partner. Harris offers 4 possible evaluative "central emotional positions" (Kubie)—OK positions: I'm not, you are; I'm not, you're not; I am, you're not; I am, you are. 1 and 2 are seen as playing the game (role) of a helpless child; 3, of an over-dominating parent; 4, of a reasonable adult. The larger part of the book consists of exercises for solving, with the help of these positions, problems between married partners, parents and children, and among adolescents. We are particularly impressed by Harris' deriving from the axiom "persons are important" an approximation of an "objective moral order" in which "all are bound together in a universal relatedness" (p. 220).—R. S. STITES, *Garrett Park, Maryland*.
- KEEN, S. *To a dancing god*. New York: Harper & Row, 1970. Pp. 160. \$1.95 paper.—Keen, an English philosopher-theologian, recalls his personal growth and insight, and relates his innermost thoughts about religion, sensitivity, and awareness. For this he deserves utmost credit. But the content is vague and often disorganized. Questions are asked, but one is not sure, why. In view of the wide acclaim for the author's previous work, this effort is a bit disappointing.—JUDY SPOONER, *Alfred Adler Inst. Minn., Minneapolis*.
- KRAWIEC, T. S. (Ed.) *The psychologists*. Vol. 1. New York: Oxford, 1972. Pp. 376. \$3.95 paper.—This is a richly personal account of 12 scientists' lives and commitments to psychology: Anne Anastasi, Irwin A. Berg, Wendell R. Garner, Harry Helson, William A. Hunt, Jerome Kagan, W. J. McKeachie, M. Brewster Smith, Frederick C. Thorne, Robert I. Watson, Wilse B. Webb, and Paul Thomas Young. One principle revealed in these essays is the unity of the life style: the continuity in each psychologist's growth is obvious. These accounts, could be enriched, however, by a content analysis to find commonalities between successful psychologists. Of interest to the Adlerian is that of the twelve psychologists seven mention personal school difficulties.—R. J. HUBER, *Skidmore College*.
- LUKACS, G. *Writer and critic, and other essays (1965)*. Ed. & transl. by A. D. Kahn. New York: Grosset & Dunlap, 1971. Pp. 256. \$2.95 paper.—The highly gifted and very productive Hungarian philosopher, Marxist, and critic, Lukács, 1885-1971, throughout this book wages his rational war against the one-sided, static, isolated view of all art, where it is "a mere caricature"

of real life (p. 197). The genuine artist depicts "the unity of the individual and the typical"; brings to life the "richness of the objective conditions of life"; and "makes his 'own world' emerge as 'the reflection' of life in its total motion" (p. 39). Adlerians will note immediately the similarity of Lukács' concerns with those of Adler.—F. D. BURT, *Texas A & M Univer.*

LANGER, J. *Theories of development*. New York: Holt, Rinehart & Winston, 1969. Pp. xi + 191. \$5.95.—The author attempts to organize contemporary approaches to developmental psychology into psychoanalytic, mechanical mirror, and organic lamp theories. Extremely well organized, well documented, and fair in presenting theoretical and empirical evidence supporting the three perspectives, the book provides an excellent overview of the field. The beginning reader in psychology, however, with little knowledge of leading theorists and of the vocabulary, might feel the author never uses a simple word if he can find an obscure or technical one.—Adler is not mentioned, although the organic lamp theory, to which the author devotes by far the most space and detail, relates closely to Adlerian psychology.—GERTRUDE F. MEAD, *Aurora, Ill.*

MALTZ, M. *Power psycho-cybernetics for youth: a new dimension in personal freedom*. New York: Grossett & Dunlap, 1971. Pp. 217. \$5.95.—Maltz, a plastic surgeon, has given much of his attention to the causes and cures of inferiority feelings. In fact, Adler wrote in 1936 a preface to a book by Maltz. The present book gives some creative ways to overcome the effects of inferiority feelings and to discover personal freedom, by directing one's life toward productive goals. "Living is goals . . . Enthusiasm for your goals moves you" (p. 11). This is the first point of psycho-cybernetics. The second is practicing these positive mental habits until they become automatized. This is a popularly written book, richly illustrated with examples demonstrating the effectiveness of Maltz' goal-directed ego psychology, especially to the problems of youth and their identity struggles.—T. R. WRIGHT, *Minneapolis, Minn.*

MARTIN, D. G. *Learning-based client-centered therapy*. Monterey, Calif.: Brooks/Cole, 1972. Pp. x + 160. \$5.25.—A simple integration of Rogerian therapy with learning concepts is offered for students and practitioners, which translates the therapeutic conditions of the former into the language of the latter and of behavior modification. After delineating briefly the principles of these therapies and of psychoanalysis, the author proposes a conflict basis of neurosis. In therapy, the empathic therapist reduces internalized conflict by a positive approach to the client's initial exposure of the elements of his conflict.—T. W. NORWOOD, *Florida State Univer.*

MILLER, P. (Ed.) *The transcendentalists: an anthology* (1950). Cambridge, Mass.: Harvard Univer., 1971. Pp. xvii + 521. \$2.95 paper.—This is a welcome reminder of early American opposition to Lockean orthodoxy; connections with Kant, Carlyle, and Cousin; concern with women's rights and abolition of slavery, etc. There are many points of contact with Adler's thought: rejection of psychological and social passivity; awareness that society's conventions and institutions do not reflect an ideal arrangement; and that sufficient courage on the part of individuals in the service of high ideals will

bring about an ever greater approximation to an ideal society. A distrust of fixed formulas coupled with belief in the individual's ability to solve problems, and in the absolute value of each individual, enable the transcendentalists to be forerunners of social democracy.—G. C. FARLEY, *Brooklyn, N. Y.*

NEILL, A. S. "*Neill! Neill! orange peel!*": *an autobiography*. New York: Hart, 1972. Pp. 538. \$10.00.—Reading the three primary sections of this book, *My Life*, *Thoughts on Summerhill*, and *Thoughts at the End of Life*, leaves one with a clear sense of having shared Neill's strivings for over 80 years, a significant experience, regardless of one's age or generation. Whether attracted, repelled, or occasionally frustrated by seeming contradictions, one is always held captive.—MARSANNE C. EYRE, *Kailua, Hawaii*.

OSBORN, A. *Your creative power: how to use imagination*. New York: Charles Scribner's Sons, 1972. Pp. xiv + 375. \$2.95 paper.—A sparkling popular book written by an eminently successful advertising executive who has a genuine commitment to bring about solutions to "*people-problems for which as yet there is no conscious creative effort comparable to what industrialists are doing to better the things they make*" (p. 6). Osborn has innumerable examples of creative effort, thinking, ideas, concentrating, brainstorming, etc. There is encouragement for everyone in terms everyone can understand. One brief example struck a responsive chord: most parents exert themselves to figure out the causes of their child's misconduct, but seldom what can be done about it (p. 8). An excellent source for examples of overcoming through the creative approach.

PETRONI, F. A., & HIRSCH, E. A., with PETRONI, C. LILLIAN. *Two, four, six, eight, when you gonna integrate?* New York: Behav. Publications, 1970. Pp. ix + 258. \$9.95.—The authors' purpose is to convey first-hand through interviews how students in an integrated high school with Whites, Blacks, and Mexican-Americans feel about each other. The anonymity of the school, probably in the Mid-West, helps the reader to see how these youngsters speak to us and for us, in discussing discriminating teachers, areas in which the minority groups are most and least accepted, intergroup conflicts, and a generation gap in attitudes toward racial mixing, among other topics. The book reads well. It shows not only how prejudice erodes the fabric of America as races fight one another, but also the ugly way in which many of us look at ourselves and members of our own ethnic group.—B. MACKLER, *Hunter College*.

PIAGET, J. *Science of education and the psychology of the child* (1969). Transl. by D. Colman. New York: Grossman, 1970. Pp. 186. \$7.50.—It is impossible to summarize briefly this provocative treatise, an argument for a strong science of pedagogy. Piaget uncovers little such development to date. An epistemologist steeped in science, he describes educators as lacking motivation for research and techniques for evaluation upon which such science must rest. He finds guidelines for basic research and definitions of issues in his own theory of cognitive development (sometimes seemingly synonymous with child psychology). He would have interested, self-motivated, socially oriented children and adolescents capable of the formal operations technological society requires. Familiar with practices in many nations, he never considers

the virtues of the current variegated pedagogical pattern. As always, readers will be richly rewarded by critical study of Piaget.—DOROTHY R. DISHER, *Adelphi Univer.*

RABINOWITZ, DOROTHY, & NIELSON, YEDIDA. *Would you like to come and live here?* New York: Macmillan, 1971. Pp. 192. \$5.95.—This exciting documentary in the form of a novel, about life in homes for the aged, is based on the professional experience of two skillful writers. Slowly the elderly "cast-aways" discover themselves trapped, having surrendered all their possessions, their freedom, values, dignity. From fathers, mothers, breadwinners, they have become non-persons with the loss of everything that makes life meaningful. With humor and a passionate cry for justice the authors depict social workers, therapists, doctors, etc., all regarding old age itself as pathology rather than a normal phase where man's involvement in life is still essential. The authors defend the cause of the "geriatric delinquents" who reject the role of passive spectators.—ESTHER SPITZER, *New York*; condensed from *Jewish Currents*.

ROSS, DOROTHY. *G. Stanley Hall: the psychologist as prophet.* Chicago: Univer. Chicago Press, 1972. Pp. xix + 482. \$12.75.—The author did an enormous amount of research on the biography of this most active and prominent psychologist. On a personal level, she finds that he "failed to achieve any satisfactory balance. His relationships . . . were . . . characterized, like his ideas, by duplicity" (p. xv). This, one may say, certainly applied to his relationships to Adler (pp. 406-411) and to Freud.

RUNES, D. D. *Handbook of reason.* New York: Phil. Libr., 1972. Pp. 200. \$6.00.—Dr. Runes has followed the example of the 18th century *encyclopédistes*, in presenting short discussions of philosophical concepts and expressions of human behavior, arranged alphabetically, covering subject matter from "abstract" through "bullfighting," "celibacy," etc., to "Zionism." The discussions are forthright, honest, and written from a personal view and conviction, indicated from the outset in the author's "Instead of a Preface." This quotes Pope John XXIII's Prayer of Repentance, begging "God's forgiveness for the untold suffering brought upon the Jewish Nation by members of the Catholic Church."—H. GREGERSEN, *New York*.

SARASON, I. G., GLASER, E. M., & FARGO, G. A. *Reinforcing productive classroom behavior: a teacher's guide to behavior modification.* New York: Behav. Publications, 1972. Pp. viii + 43. \$3.50 paper.—This is not only an excellent introduction to behavior modification, but also strikes a sympathetic humanistic chord. "Teachers . . . have begun a revolution of their own, one that combines . . . emphasis on individual worth—and . . . objective appraisal" (p. 1.) "Certainly the goal is to develop persons able to direct and control themselves . . . Self-responsibility grows gradually. A key step is the transfer of behavior modification techniques from the teacher to the learner himself . . . Children identify some behavior they would like to reinforce themselves (p. 36). It is interesting, too, to note that individually suited reinforcers can come very close to "logical consequences."

- SCHOENHEIMER, H. P. *Good schools*. New York: Behav. Publications, 1972. Pp. 128. \$1.00 paper.—The author evaluates the pros and cons of the process, and the response of student and parent, in 17 schools in England, Australia, U. S. A., Scandinavia, Japan, India, and U. S. S. R. All stimulated their clientele to dynamic involvement with learning through non-traditional channels. Written primarily for parents, the book is valuable to all concerned with education for a full life. It holds the thesis expressed by Tagore, "The image of the Western school is a cage. My school shall be a nest." Even for the handicapped, schools need not be solely concerned with preparing the learner for a "dull niche in the super state," but should provide the mind with its "natural food of truth and freedom of growth."—JULIE LEPESCHKIN, *Burlington, Vt.*
- SMITH, G. M. *A simplified guide to statistics for psychology and education* (1938). 4th ed. New York: Holt, Rinehart & Winston, 1970. Pp. x + 244. \$3.95 paper.—This is truly a most helpful introduction.
- STEIN, J. *Effective personality: a humanistic approach*. Belmont, Calif.: Brooks/Cole, 1972. Pp. viii + 306. \$8.50.—This is an eclectic, easy-to-read discussion oriented toward the healthy personality, for college students who wish to deepen their understanding of self and interpersonal relations, and to improve the effectiveness of their coping mechanisms. Personality theory, motivation, perception, emotion, interpersonal relationships, social conflict, sex, love, marriage, and self-actualization are among the topics included. Illustrative cases, chart summaries, and a glossary are provided. Although humanistic-existential theory is covered adequately, Frankl is not mentioned. Adler, however, is well presented, and it is gratifying to note: "Adler was very much ahead of his time, and much current personality theory bears the imprint of his concepts—even if he is not always given credit for them" (p. 105).—A. NIKELLY, *Univer. Illinois, Urbana*.
- STOTLAND, E., SHERMAN, S. E., & SHAVER, K. G. *Empathy and birth order*. Lincoln: Univer. Nebraska, 1971. Pp. 197. \$8.50.—A report on research, dealing with "simple" empathy and "contrast" empathy, which occurs when the emotional reaction is different or even opposite to that observed in another. Specific hypotheses relating empathy to "schemas" characteristic for birth-order positions are tested with positive results, but the authors themselves realize that these results should be considered "exploratory." Among other weaknesses, the authors claim that birth order has been shown to be a "powerful predictor of adult behavior," but actually there has been little agreement in this. They also fail to relate their findings to family size and socio-economic status, variables which have been found related to those of birth order.—E. L. VOCKELL & D. W. FELKER, *Purdue Univer.*
- STRAUS, E. W., & GRIFFITH, R. M. (Eds.) *Phenomenology of will and action: the second Lexington conference on pure and applied phenomenology*. Pittsburgh: Duquesne Univer. Press, 1967. Pp. xi + 266. \$4.95.—Paul Ricoeur, in a lucid introduction, prepares the ground for the three subdivisions of the book: body and body image, morbidity, and man as actor. Phenomenology attempts to approximate and reconstitute our grasp of reality as it perpetually

originates in our pre-logical, pre-conceptual understanding. Straus writes on experiencing the live body; E. Jokl, on the phenomenology of sport; A. Van Kaam, on the addict; R. R. Monroe, on the compulsive; J. Lyons, on the fanatic; R. M. Griffith, on simulation and dissimulation; and M. Natanson, on man as actor. All is important ground-breaking in the phenomenology of psychology and psychopathology.—R. SUGARMAN, *Univer. Vermont*.

WESLEY, F. *Childrearing psychology*. New York: Behav. Publications, 1971. Pp. viii + 243. \$8.95; \$4.95 paper.—Intended as a textbook for students who will have professional contact with children as teachers, counselors, nurses (or as parents), the book (a) presents from the behaviorist viewpoint some theories and experimental data concerning learning, reward, punishment, IQ; (b) attempts to apply these to such child rearing problems as thumb sucking, cuddling, bed wetting, and feeding. The book seems more appropriate for beginning than advanced students; and since application is to problems of very young children, for parents rather than teachers or counselors. Although presented in a clear-cut style and supported by an extensive bibliography, for an Adlerian the book is of course limited by emphasis on behavior modification and disregard of purposes of behavior.—GERTRUDE T. MEAD, *Aurora, Ill.*

ZUK, G. H. *Family therapy: a triadic-based approach*. New York: Behav. Publications, 1971. Pp. viii + 239. \$12.95.—This approach consists of counseling the entire family together in an attempt to define, manipulate, redirect, and alleviate their pathogenic interrelating. Zuk applies "side taking" and "mediation," introducing terms such as "broker," "go-between," etc. Actually, his method is communications analysis as much as any other (neanalytical?). The book contains two counseling interviews with discussion; two-thirds of the pages are previously published papers; and there is one new paper. To readers not of Zuk's theoretical bent, his analysis of family dynamics and the description of his therapeutic skills are an interesting, but not very helpful, ride through fantasy land in cars of new terminology.—J. W. CROAKE, *Florida State Univer.*