

A PRIMER ON DISCIPLINE

LOREN GREY. *Discipline Without Tyranny: Child Training During the First Five Years*. New York: Hawthorn, 1972. Pp. xv + 192. \$4.95.

In this book the author is essentially redeveloping a theme set forth in the earlier works of which he was coauthor with Rudolf Dreikurs. What distinguishes the present effort is its greater concentration on the problems of early childhood. Starting with the premise that parents can raise responsible children if they understand their behavior, and guide their energies in a positive direction, the author discusses the personality development of the child from earliest infancy, and interprets the various behaviors displayed by children this age. Along the way, he advises parents of the steps they can take to foster cooperation, and offers practical techniques for coping with a variety of behavior problems. Great emphasis is placed on giving the child a choice and using "logical consequences" in teaching responsibility.

By way of criticism, I find his discussion of the development of the child less satisfactory. While digressing among marginal topics such as the value of mother's milk versus cow's milk, and ESP in young children, the author merely mentions in passing such matters as the importance of intellectual stimulation, affection, and good nutrition. In judging the merits of this book, however, it seems fair to say the author has succeeded in presenting a consistent and rational approach to child-training, and has done so in a simple manner which should find favor with the average reader.

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BOOK NOTES

ABBEY, M. R. *Communication in pulpit and parish*. Philadelphia: Westminster Press, 1973. P. 237. \$7.50.—Observing that research in communications has made rapid advances, e.g., "The medium is the message," the author felt vital preaching needed new grounding in communication as a process, and set out to do so. "Meanings are functions of persons, not properties of messages" (p. 115). Here the Adlerian concept of behavior expressive of the life style is being documented again. This book applies to preaching many of the things Adler emphasized.—H. KIRACOFFE, *Family & Children's Serv., Fort Wayne, Indiana*.

ABRAHAMSON, D. *The murdering mind*. New York: Harper & Row, 1973. Pp. 245. \$6.95.—A Freudian psychoanalyst well-known for his books and courtroom testimony on the psychology of murderers deals with their predominant characteristics—loneliness, distrustfulness, blurred self-image, and suicidal tendencies—as resulting from traumatic childhood experiences and the failure of constructive compensatory behavior. Special attention is given to presidential assassins. Regarding murder victims in general, the author believes they tend to expose themselves to danger and violence through their

unconscious death wishes. The theory is graphically illustrated in the second part of the book, a lengthy case history of a man called Tiger who was accused of strangling his career-girl mistress, and who, following his trial, committed suicide.—J. P. CHAPLIN, *St. Michael's College, Winooski, Vt.*

ADAMS, J. K. *Secrets of the trade: notes on madness, creativity, and ideology* (1963). New York: Viking, 1971. Pp. xiv + 238. \$12.50.—The theme of this Eastern book is that Western culture is sick with hypocrisy, a form of matricide; particularly so, the mental health disciplines, modern equivalents of the infamous Inquisition. The author wishes to arouse feelings which will move the reader to recognize the pervasive hypocrisy about him and to live his own private life without pretense, the avenue to sane society. Psychotic states are a consequence of breakdown of mental "water-tight" compartments maintaining required incompatible perceptions; the psychotic is thus more sane than professionals who try to maintain the sick status quo.—DOROTHY R. DISHER, *Adelphi Univer.*

ADELSON, D. (Ed.) *Man as the measure: the crossroads*. New York: Behav. Publ., 1972. Pp. 146. \$7.95; \$3.95 paper.—This first volume in a series on research in community psychology contains 38 papers primarily on research at Berkeley to determine how social action can be initiated within the academic setting, and to explore the difficulties under conditions of rapid community change. School desegregation, student activism, the reactions of Berkeley youth and blacks to social problems and political events, and the response of the university to the community are among the topics covered. The research is evaluated and new directions are proposed. This stimulating volume provides excellent reading for students and teachers alike on basic underlying issues and informed constructive change.—A. NIKELLY, *Univer. Illinois, Urbana*.

ADLER, A. *El carácter neurótico* (1912). Transl. by A. von Ritter-Zahony & P. F. Valdes. Notes, intro. & appendix by J. Bernstein. Buenos Aires: Paidós, 1971. Pp. 365 paper.—This translation of *Über den nervösen Charakter* (1959g in the Adler bibliography in *Superiority and Social Interest*) has recently been reprinted several times. In his introduction of 27 pages Prof. Bernstein gives an historical and biographical account, followed by a presentation of the book's contents which amounts to a very good systematic introduction to Individual Psychology. In a 33-page appendix Bernstein presents birth-order positions, the over-burdening childhood situations, and other distinctions made by Adler, as typologies. We would hope that in future editions a good index may be added to make this important small book even more valuable.

ANDERSEN, MARIANNE S., & SAVARY, L. *Passages: a guide for pilgrims of the mind*. New York: Harper & Row, 1972. Pp. 221. \$4.95 paper.—The authors have endeavored to present exercises to help individuals to "turn inward" and expand the dimensions of their experience in order to withstand the external pressures of an extremely complex civilization. Extensive pertinent quotations and beautiful photographs, but somewhat distracting layout.—JULIE LEPESCHKIN, *Burlington, Vt.*

- BEECHER, W., & BEECHER, MARGUERITE. *Beyond success and failure: ways to self-reliance and maturity* (1966). New York: Pocket Books, 1971. Pp. 159. \$0.95 paper.—In his review of the original edition Ira Progoff wrote: "The Beechers proceed in the spirit of Adler and take a significant step of their own. . . . This is a good book, a serious book, a simple book, and potentially a very helpful one. . . . In the category of self-help books, this one must be placed close to the top of the list" (This Journal, 1967, 23, 120-121).—Through P. J. KAHN, *Palo Alto, Calif.*
- BEITTEL, K. R. *Mind and context in the art of drawing: an empirical and speculative account of the drawing process*. New York: Holt, Rinehart & Winston, 1972. Pp. xiii + 274.—A report on an inquiry using basically time-lapse photography from which two drawing strategies were extracted. The artist is conceived as "a problem-controlling, response-directed agent, operating through symbolic transformation of sensory feedback" (p. 65). "The human use of art . . . requires a normative frame in which the 'prescription' is self-chosen and self-monitored" (p. 206). There can be a scientific psychology of artistic conduct only if we enlarge the concept of science to include non-objectified, nonformalized knowing and interpreting.—P. SWARTZ, *Univer. Alberta.*
- BERKEY, B. R. *Halfway through the tunnel*. New York: Phil. Lib., 1972. Pp. xxv + 215. \$7.50.—This book is a monologue of one woman's therapy sessions, written by her psychiatrist. As the author anticipates: "People . . . who find profanity offensive . . . may throw this book down in exasperation" (p. xiii). Prologue by C. A. Whitaker.—JUDY SPOONER, *Alfred Adler Inst., Minneapolis, Minn.*
- BERKOWITZ, L. *Social psychology*. Glenview, Ill.: Scott, Foresman, 1972. Pp. 146.—In this readable primer the author emphasizes reinforcement theory but with sufficient reference to cognitive consistency and modeling. Field theory and phenomenological approaches are not cited, which is strange in a text of social psychology where even psychoanalytic theory is given two pages. The author's skilled writing style and ability to summarize many pertinent research reports in nontechnical language will make this an interesting book even for more advanced students of psychology.—J. W. CROAKE, *Virginia Polytech. Inst. & State Univer.*
- BREMER, A. H. *An assassin's diary* (1972). Intro. by H. Lemay. New York: Harper's Mag. Press, 1973. Pp. 142. \$6.50.—Bremer's diary covers the period from April 4 to May 13, 1972, two days before the writer's attack on Governor George Wallace. Several previous attempts to get close enough to President Nixon to shoot him failed. The document clearly brings out Bremer's sense of inadequacy, isolation, repeated failure in life; and strong fantasies of grandiosity such as likening himself in importance to World War I. Together with background information, the diary reveals the same poverty, derelict father, sexual inadequacy, poor work record, and social isolation characteristic of would-be and actual presidential assassins. All show failures in Adler's three life tasks—vocational, love, and social.—J. P. CHAPLIN, *St. Michael's College, Winooski, Vt.*

- BRILL, L., & HARMS, E. (Eds.) *Yearbook of drug abuse*. New York: Behav. Publ., 1973. Pp. xii + 386. \$19.95.—This third book in a series seems the most misnamed and least needed at this time. It does not fit the editors' claim of "an inventory of the status of the major attempts presently made to cope with the drug abuse situation" (p. x), and it follows too closely the previous two yearbooks which sampled present successes and failures adequately. In fact, the present yearbook contains probably more history than information on the early 1970s. Also, legislation and program logistics far outweigh theoretical road maps for treatment, even more than in the earlier volumes.—W. E. O'CONNELL, *V A Hospital, Houston, Texas*.
- BRILL, L., & LIEBERMAN, L. (Eds.) *Major modalities in the treatment of drug abuse*. New York: Behav. Publ., 1972. Pp. xiv + 313. \$12.95.—The editors offer a cross-sectional view of selected problems and treatments of opiate and non-opiate drug abuse, and a representative view of success-failure on the frenetic American treatment scene. This open-minded data-seeking, multi-modality approach is inherently optimistic: Each modality will work for certain combinations of life styles and abusing agents. But more knowledge of the addiction process and ameliorating physical, psychological, and social forces is needed. Uniformity of presentation was ensured by requiring each contributing agency to report on history, staff, philosophy and goals, treatment methods, case illustrations, findings, strengths and weakness, and implications for other social problems.—W. E. O'CONNELL, *V A Hospital, Houston, Texas*.
- BRODY, N. *Personality: research and theory*. New York: Academic Press, 1972. Pp. xii + 364. \$11.75.—This substantial advanced textbook developed from empirical research includes among many notable features: careful, detailed presentation of research; comparison of clinical and statistical methods; emphasis on importance of genotypes and constitutional characteristics. The author favors Eysenck and others advocating social learning theory. An excellent book—comprehensive, detailed, authentic, interesting, usable, well-indexed for easy reference.—GERTRUDE F. MEAD, *Aurora, Ill.*
- BURTON, A., & ASSOCIATES. *Twelve therapists: how they live and actualize themselves*. San Francisco: Jossey Bass, 1972. Pp. vi + 326. \$12.50.—Objective science presents but a partial view of human nature; psychotherapy, as a humanistic model, can present an additional view. So, the reader or interested student has in this volume the opportunity of eavesdropping on twelve therapists, learning their reactions against parents, the importance of ideas of others, the influences which shape individuals. Among them are Rudolf Ekstein, Albert Ellis, O. Spurgeon English, Reuben Fine, Carl Rogers, Bernard Steinzor. This volume transmits the flavor of the discipline: the struggle, the uncertainties encountered and inherent, the feelings and attitudes. There is a unity of humanness in the diversity of these presentations. They would make a beneficial supplement to any clinical course.—T. S. KRAWIEC, *Skidmore College*.
- CAIN, A. C. (Ed.) *Survivors of suicide*. Springfield, Ill.: Thomas, 1972. Pp. 303.—This book offers ample evidence for the extent to which the suicide indeed

- CHAMBERS, C., & BRILL, L. (Eds.) *Methadone: experiences and issues*. New York: Behav. Publ., 1973. Pp. 411. \$19.95.—This text reflects in content and format the disorganized battle to divert the addict from his search for a chemical euphoria to the goal of a socially productive person. 27 chapters include mainly reprints of admittedly noncrucial research and even superseded federal regulations. The best chapter is the editors' summary, contrasting the original Dole-Nyswander model (1965), not based on a psychosocial theory of addiction, with the Adlerian-like assumptions of today. Today Methadone has less force as part of "a total rehabilitation program including counseling, occupational training and . . . psychotherapy" (p. 2). Unanswered questions of research and treatment are succinctly summarized. Despite the criticisms mentioned, the book should be studied by all workers in addiction.—W. E. O'CONNELL, *VA Hospital, Houston, Texas*.
- CLAIBORN, M. L., & COHEN, R. (Eds.) *School intervention*. Vol. I. *Community clinical psychology*. New York: Behav. Publ., 1973. Pp. 265. \$7.95.—Distinguished authorities deal with the application of psychological knowledge and methodology to school-system problems. Of practical value to those desiring to develop a team approach to improving the efficiency and effectiveness of mental health workers in a school, the book is timely and presents many facets of a complex problem—the philosophical background, special training needs, a sampling of successful (and unsuccessful) approaches. While not all chapters are of major significance, the book as a whole deals in specifics, and with its extensive bibliography provides the reader with a handbook to aid him in inaugurating an intervention program. For the most part not incompatible with the Adlerian viewpoint.—GERTRUDE F. MEAD, *Aurora, Illinois*.
- CROW, L. D., & GRAHAM, T. F. *Human development and adjustment*. Totowa, N. J.: Littlefield, Adams, 1973. Pp. xiii + 321. \$2.50 paper.—Intended to further the self-understanding of teachers, students, and other adults, and to help them to help others understand themselves, the book reads easily and adopts a positive approach. Areas covered are: biological factors underlying pre- and postnatal growth; sensory-motor and perceptual growth; cultural factors; language, intellectual, and emotional development; self-control and moral values; as well as the adjustment problems of childhood, adolescence, adulthood and the retirement years. A concluding self-test is offered. Some material appears to be a reworking of material from the authors' previous books.—A. G. NIKELLY, *Univer. Illinois, Urbana*.
- DEBRAY-RITZEN, P. *La scolastique Freudienne*. (Freudian scholasticism). Paris: Fayard, 1972. Pp. ix + 272.—About the author, professor of medical child psychology, writer, and biographer, Arthur Koestler says in his preface: "His way of debunking the Freudian and neo-Freudian doctrines . . . is of the first importance" (p. i). The author's main criticisms of Freud are conveniently summarized as over-interpretation, over-reduction, and over-symbolization among some others (p. 136). Nearly all of Freud's major concepts come under attack as being essentially matters of belief, "revealed truths." As far as Adler is concerned neither Koestler nor the author seem to understand him, the latter quoting from the former, "Jung and Adler are to Freud what Lasalle and Bakunin are to Marx" (p. 140).

FRANKS, C. M., & WILSON, G. T. (Eds.) *Annual review of behavior therapy theory and practice*. Vol. 1, 1973. New York: Brunner/Mazel, 1973. Pp. xxiv + 817. \$25.00.—Behavior therapy research continues at a frenetic pace. As one indication, 4 professional journals are now devoted solely to this topic. The editors of the present book plan to provide a continuing annual service of sifting, selecting, and integrating the most significant publications. Judging by the first volume, this should be a valuable series. In the current book, 47 articles are meaningfully arranged into ten sections, each representing a different approach or technique. Quality papers have been selected and the commentary preceding each section is excellent. To professionals relatively unfamiliar with major new research findings and developments, this book is definitely recommended.—H. LEITENBERG, *Univer. of Vermont*.

FRICK, W. G. *Humanistic psychology: interviews with Maslow, Murphy, and Rogers*. Columbus, Ohio: Bell & Howell, 1971. Pp. xii + 186. \$2.50 paper.—Frick places humanistic psychology within holistic personality theory and in subsequent chapters discusses its development under three basic themes: organization, motivation, and process. A fourth theme, potentiality, he uses to develop the notion of the healthy personality as it is presented through the interviews. The chapters on theory balance the preceding interviews which constitute, however, the major focus of the book. These interviews are fascinating on the narrative as well as the theoretical level, and the supplementary discussion of concepts is easy to follow. This unique combination makes the volume suitable for a wide range of readers.—A. G. NIKELLY, *Univer. Illinois, Urbana*.

GORNEY, R. *The human agenda* (1968). New York: Simon & Schuster, 1972. Pp. 698. \$12.95.—This is a comprehensive review of human evolution and problems of the universe, in consideration of the question, How can man adapt to the future? The author, a physician, psychiatrist, and psychoanalyst, discusses seven main conflicting life-styles (a term he uses often, but without mention of Adler) in the present culture: ever more materialistic production and consumption; fun fervor; creative frenzy to compensate for monotony; mystic withdrawal, or misuse of drugs; mechanical technology; big brother games for government, union, education, etc.; and expectations leading to heightening of awareness in love, work, and play. Goethe, Freud, Shaw, Einstein, Picasso, and Russell are quoted as modeling examples. Gorney emphasizes cooperation and tolerance of uncertainty, rather than competition and dogmatism for a future value system.—S. TSAI, *VA Hospital, Houston, Texas*

GRUMMON, D. L., & BARCLAY, A. M., with HAMMOND, NANCY, K. (Eds.) *Sexuality: a search for perspective*. New York: Van Nostrand Reinhold, 1971. Pp. xiii + 356. \$5.95 paper.—A very readable collection gathered in view of the fact that "most collegians are searching for a *life style* which will give meaning to their actions, and concern with sexuality is necessarily an integral part of this search" (p. xi). Topics covered are sex education, the nature of sex, sex and equality (including racial and class), the law codes and personal choices, and growth and personal development.

- HART, H. (Ed.) *Marriage: for and against*. New York: Hart Publ., 1972. Pp. 285. \$7.50 paper.—15 original essays by experts (only 4 women) in psychology, sociology, theology, anthropology, psychiatry, and journalism. The meaning of divorce, alternatives to traditional marriage, and the future of the American family are some of the topics covered from a variety of viewpoints. None defend traditional marriage as an ideal, but all argue that *some* forms of marriage will continue, while no single form will dominate as in the past. Little attention is given to the needs of society beyond the personal need of its members. N. Ackerman, G. Bartell, R. Bell, Caroline Bird, C. Brodrick, Judith Crist, J. Eichenlaub, Esther Fisher, J. Fletcher, W. Lederer, M. Lerner, Marya Mannes, D. Morris, I. Reiss, and R. R. Roy are the contributors.—T. WRIGHT, *Minneapolis, Minn.*
- HART, H. (Ed.) *Punishment: for and against*. New York: Hart Publ., 1972. Pp. 240. \$7.50 paper.—This book of essays by criminologists, philosophers, religious leaders, penologists, lawyers, educators, and social workers, attempts to stimulate the reader hopefully to do something to reduce crime, protect the innocent, and rehabilitate the offender. While each essayist promotes his own viewpoint, common threads run through the essays: consideration of prison conditions, victim vs. criminal, alternatives to incarceration, contributing causes of crime and their eradication. The book deals mostly with punishment of criminals not that of children in home and school. Some innovative programs described, such as Summerhill school, illustrate self-government in a democratic society.—GERTRUDE F. MEAD, *Aurora, Illinois*.
- HOLT, R. R. (Ed.) *New horizon for psychotherapy: autonomy as a profession*. New York: Int. Univer. Press, 1971. Pp. 418. \$15.00.—The authors, from the fields of medicine, psychoanalysis, psychology, and social work, generally believe that the traditional doctorate in medicine or psychology is too heavily weighted in general medicine or too research-oriented for the individual desiring clinical practice in psychotherapy. They therefore mostly favor the establishment of a separate professional school in a university, personal treatment for its students, emphasis on training competent clinicians, at least four years of graduate study and supervised experience for a doctorate in psychotherapy, and the establishment of several such trial programs immediately. Most papers date from 1963, but Holt's good summary brings information up to 1970.—J. W. CROAKE, *Virginia Polytech. Inst., Blacksburg*.
- JACOBS, J. *Adolescent suicide*. New York: Wiley-Interscience, 1971. Pp. xi + 147. \$9.50.—Jacobs is to be commended for a solid and thoughtful book about suicide, specifically on the question of what experiences lead an individual to believe that suicide is "the only way out." From psychiatric interviews conducted within two days of a serious attempt, the author compares adolescent would-be suicides with a control group. Characteristically the potential suicide views the problem in the final stage as not of his own making; has tried to cope with his problems but could not; did all he could; faced the problem for a long time; views death as necessary; is sorry, and begs indulgence—by note or not so directly; knows what he is doing; has found the solution.—B. MACKLER, *Hunter College*.

- KANWAR, M. A. (Ed.) *The sociology of family: an interdisciplinary approach*. Hamden, Conn.: Linnet Books, 1971. Pp. x + 326. \$12.50.—Articles written from sociological, anthropological, and psychological points of view, organized in 4 sections: family and early socialization, general family relations, family and social change, and cross-cultural family systems. The last constitutes over one-third of the book—unfortunately, because it primarily describes institutional forms and functions rather than dynamics of interaction. Of particular Adlerian interest are Toman's contribution on family constellation reprinted from this *Journal*, 1959, and Burgess' attribution of many difficulties to the shift from autocratic to democratic familial roles.—NANCY CATLIN, *Virginia Polytech. Inst., Blacksburg*.
- KATZELL, MILDRED E., & BYHAM, W. C. (Eds.) *Women in the work force*. New York: Behav. Publ., 1972. Pp. vi + 76. \$7.95.—A concise yet comprehensive summary, published by the Division of Personnel Psychology of the N. Y. State Psychological Association, concentrating on providing higher-level managerial and professional opportunities for women already employed. Representatives of labor, management, government, and women's liberation discuss their efforts for equal employment. There is a complete review of the psychological literature on sex differences. One of the primary problems interfering with equality of opportunity is considered to be the basic attitude of women toward themselves. More democratic child rearing and educational methods are necessary for changing this attitude.—PATTYE W. KENNEDY, *Houston, Texas*.
- KENNEDY, D. B., & KERBER, A. *Resocialization: an American experiment*. New York: Behav. Publ., 1973. Pp. x + 191. \$9.95 (\$4.95 paper).—A provocative and fascinating book that examines and challenges present methods of resocialization in the areas of compensatory education, criminal rehabilitation, and training of the hard-core unemployed—all of which have failed dramatically. The authors explain the nature of socialization and resocialization, and discuss factors which contribute to the failure of the latter. There are excellent discussions on semantics, the etiology of deviant behavior, and on contradictions of rationale within treatment methods. Traditional psychotherapy is seen as ineffective, behavior modification, as promising. Very good reading for both the beginner and the advanced student.—A. NIKELLY, *Univer. Illinois, Urbana*.
- KIRSCHENBAUM, H., NAPIER, R., & SIMON, S. B. *Wad-ja-get? The grading game in American education*. New York: Hart, 1971. Pp. 315. \$7.50.—This compact, easy-to-read book describes the competitive academic sport of grading and its historical background as well as contemporary rationales. It lets the students in a high school describe the problems, pitfalls, and solutions. A student committee reports their findings: Grades varied from 23 to 95 for the same paper, some instructors grading solely on content, others for neatness, handwriting, and other "subjective" reasons. The students also found that even 50 years ago instructors disagreed on how to grade essays, poems, and even mathematics. Nevertheless, and although the students are extremely critical of the present competitiveness, they are fearful of trying a non-grading system.—B. MACKLER, *Hunter College*.

- KÖHLER, W. *Dynamics in psychology* (1940). New York: Liveright, 1973. Pp. 158. \$2.95 paper.—In this welcome re-issue, Köhler discusses his philosophy of science by presenting such topics as (a) "facts as given" and "facts of functional dependence"; (b) the role of theory in scientific inquiry; and (c) the need for holistic interdisciplinary study. Köhler also clearly presents the concept of isomorphism in the context of field theory by discussing perception and recall. Of particular interest is his explanation of the interference theory of memory in terms of Gestalt concepts.—R. J. HUBER, *Skidmore College*.
- LANDFIELD, A. W. *Personal construct systems in psychotherapy*. Chicago: Rand McNally, 1971. Pp. ix + 220. \$7.95.—The main thesis of the book is that client-therapist congruence is an important factor for successful therapy, and the author's detailed studies with the Rep Test in this area are described. He clearly subscribes to Kelly's psychology of personal constructs, and offers the Rep Test as a useful, relevant tool in the clinical setting to help client and therapist coordinate their construct systems. Though Landfield presents the test and its functions very clearly and completely, he stays within this range and does not elaborate on how the test can be integrated into a system of psychotherapy.—SHARON KELLY, *New Rochelle, N. Y.*
- LEITES, N. *The new ego: pitfalls in current thinking about patients in psychoanalysis*. Introd. by R. Stoller. New York: Science House, 1971. Pp. ix + 301. \$15.00.—Leites reveals the muddiness of the thinking of a number of major analysts, and criticizes Hartmann, Kris, and Loewenstein in specific discussions of identification, identity, and the ego. Many will find nothing new in statements that analytic arguments are circular, buttressed by unproven hypotheses, and vague. But the work would seem extremely useful for psychoanalysts with little awareness of scientific method (such as how to operationalize a concept) and those who wish to develop revisions of the concepts dealt with—for Leites separates the wheat of psychoanalytic thinking from its chaff.—VIRGINIA REVERE, *Mansfield State College, Mansfield, Pa.*
- LYDDIATT, E. M. *Spontaneous painting and modelling: a practical approach in therapy*. New York: St. Martin's Press, 1971. Pp. xv + 148. \$5.95.—In this book with 46 pages of illustrations, the author, art-therapy director in English mental hospitals, of Jungian orientation, reports on work of some 40 patients. She considers spontaneous painting not a substitute for psychotherapy, but a discharge of emotions. She gives no interpretations, her fundamental aim being that the patient "make contact with what is unknown." Hardly anything in the descriptions reveals the patient's dynamics or personality, nor do communications reveal latent content as expressed by the art product. Only a little is thus offered to those who use art work as a tool for diagnosis and therapy.—E. I. GONDOR, *New York, N. Y.*
- MATSON, F. W. (Ed.) *Without/within: behaviorism and humanism*. Monterey, Cal.: Brooks/Cole, 1973. Pp. vii + 104. \$2.50 paper.—A selection of 12 papers (8 from *The Humanist*) to illuminate the dispute between proponents of behaviorism and of humanistic psychology. Among the authors are: the editor, MacCorquodale, Skinner, Chomsky, Sigmund Koch, Kenneth B. Clark, and von Bertalanffy. The latter finds that Skinnerian behaviorists and

the human-potential movement's encounter groups, antithetical though they are, both tend to discard "what is specifically 'human'—reason, culture and tradition— . . . either by making the human individual into a replaceable machine, or by immersing him in the group as a sort of social nirvana" (p. 101).

McREYNOLDS, P. (Ed.) *Advances in psychological assessment*. Vol. 1. Palo Alto, Cal.: Sci. & Behav. Books, 1968. Pp. 336. \$9.50.—This book presents in synoptic form a wealth of material relating to an unusually broad spectrum of assessment, so that, e.g., family assessment, operant conditioning, and psychophysiological techniques are included. The contributors are generally well known in their fields (H. G. Gough, W. G. Klopfer, P. McReynolds, etc.) and do an admirable job of succinctly covering the trends in their respective domains. Although the book is not specifically relevant to Adlerian psychology, anyone contemplating work in the assessment field would be well-advised to consult this valuable compendium to become familiar with contemporary trends.—G. J. MOZDZIERZ, *VA Hospital, Hines, Illinois*.

MOUSTAKAS, E. *Loneliness and love*. Englewood Cliffs, N. J.: Prentice-Hall, 1972. Pp. ix + 146. \$1.95 paper.—The author, an admittedly lonely personality, relying on self-analysis and personal observation, describes the pain and promise of loneliness; on isolation; on the encounter group; on conflicts between honesty and truth, and between honesty and compassion; and arrives at the proposition that loneliness begets love, love begets loneliness. The author writes persuasively for the reader, and also, I believe, for the helping professions. Other professionals and people of different personalities must match the author's honest observations with their own, before this book can be evaluated. This should be a challenge to psychologists from scientist to therapist.—DOROTHY R. DISHER, *Adelphi Univer.*

NARANJO, C. *The one quest*. New York: Viking, 1972. Pp. x + 244. \$8.59.—The traditional religions, arts, morals, political institutions are dead and "left behind . . . unchanged, beautiful, but too tight and therefore not functional." Now, Maslow's "third force" steps into the breach, being concerned with the less measurable dimensions of sensory and feeling levels which influence the behavior of mankind. This book is an excellent exploration of the existential, multi-sensory approach as found in ancient religions as well as in modern times. Those concerned with expanding human existence into more humanely balanced lives will find this provocative.—JULIE LEPESCHKIN, *Burlington, Vermont*.

ORGLER, HERTHA. *Alfred Adler: the man and his work: triumph over the inferiority complex* (1939). New York: New Amer. Lib. Mentor, 1972. Pp. 254. \$1.75.—This is the latest of the many editions in which Mrs. Orgler's Adler biography has appeared in the United States and abroad, an attestation to its viability.—Through P. J. KAHN, *Palo Alto, Cal.*

OTTO, H. A. (Ed.) *Love today: a new exploration*. New York: Association Press, 1972. Pp. 287. \$9.95.—These essays, except for one by Sorokin, evolved from a 1968 APA symposium. Chapters contributed by S. Jones, Rosalind Loring, C. Levett, S. Jourard, A. Lowen, D. Orlinski, E. Shostrom, and others range

from openly subjective and philosophical discourses to scientific treatises on the facilitation of future "love" research. Although these articles are generally interesting, the paucity of creative ideas for action in making our world a more loving place is disappointing. Adlerians could contribute much here. They will be dismayed to find Theodore Blau misrepresenting Adler as seeing love as "pretty well limited to sexual interaction."—NANCY CATLIN, *Virginia Polytech. Inst., Blacksburg.*

PHILBRICK, J. L. (Ed.) *Contemporary studies in group psychotherapy.* New York: Ass. Educ. Serv. Corp., 1967. Pp. 222. \$4.95.—This is an early example of a current fad in the psychology textbook field: the do-it-yourself collection of reprints. The usual market for a particular edition is the "editing" professor's classes. He it is who selects the reprints and becomes a tailor-made editor. The present collection has no preface giving its purpose. In fact most of the selections are concerned more with values in psychotherapy than group psychotherapy itself. Two of the papers are by Adlerians: Dreikurs (1957) and Corsini and Rosenberg (1955). Pages are not numbered consecutively but are symbolically coded which is confusing.—W. E. O'CONNELL, *VA Hospital, Houston, Texas.*

RAU, N., & RAU, MARGARET. *My dear ones.* Englewood Cliffs, N. J.: Prentice-Hall, 1971. Pp. xviii + 331. \$7.95.—This is a biography of Abraham L. Low, warm human being, physician, psychiatrist, neurologist, and innovator who developed a method of self-help available to everyone, an innovator who gave his innovation away. There are graphic accounts of his patients who both benefitted from and contributed to the development of a living idea, the method of Recovery, Inc. There are cryptic descriptions of the development of psychiatric attitude from early contemptuous neglect of Will Training to current weighed acceptance. This book, by two professional writers steeped in Low's personality and method, is an introduction to a great man and a great idea, and a reaffirmation of an old friendship.—DOROTHY R. DISHER, *Adelphi Univer.*

REISMAN, J. B. *Toward the integration of psychotherapy.* New York: Wiley-Interscience, 1971. Pp. xii + 155. \$9.50.—A comparison of various psychotherapists in terms of goals and procedures with special attention to verbal communication. Reisman focuses on the qualities of the practitioner and his relationship to the client, with an illuminating section on the effectiveness of the appropriate therapist for a specific type of client. Practical aspects, such as frequency, duration, and the "setting" of psychotherapy are dealt with, but so, too, are the roles of free will and determinism in the outcome. The volume is explicit, interesting, and easy to read, with documentation at the end of each chapter. Psychotherapists, including those of Adlerian orientation, are apt to find this volume challenging and enjoyable.—A. NIKELLY, *Univer. Ill., Urbana.*

ROTHGEB, CARRIE L. (Ed.) *Abstracts of the standard edition of the complete psychological works of Sigmund Freud.* Washington, D. C.: U. S. Government Printing Office, 1971. Pp. ix + 180 + 47. \$1.75 paper.—Not only is each paper from the *Standard Edition* abstracted, but the larger contributions are

abstracted chapter by chapter. E.g., "On the History of the Psychoanalytic Movement" is represented through 4 abstracts of an estimated total of 900 words. The last 47 pages are the subject index. The work is sponsored by the National Institute of Mental Health. Tightly printed in large format, it is the equivalent of an ordinary book of some 800 pages. A marvelous introduction to and survey of *all* the writings of Freud, this work is without a doubt the greatest bargain in the field. A regular hardcover edition of essentially the same book is available at \$20.00 (see below).

ROTHGEB, CARRIE L. (Ed.) *Abstracts of the standard edition of the complete psychological works of Sigmund Freud*. New York: Int. Univer. Press, 1973. Pp. 770. \$20.00.—This is essentially the same work as available in paper from the U. S. Government Printing Office (see above).

SHNEIDMAN, E. S. (Ed.) *Death and the college student: a collection of brief essays on death and suicide by Harvard youth*. New York: Behav. Publ., 1972. Pp. xix + 207. \$9.95; \$4.95 paper.—These 18 essays selected from an already highly selected group, show a high quality of composition and intensity in philosophical and emotional insights. They range from reflections on one's own suicide attempt to a research-oriented essay on "Hope and Suicide in the Concentration Camp." They were written for a course by the editor given while visiting Harvard. The writers tell us about youth's attitudes and values toward contemporary life's problems as they write about death, themselves, and their world. Although this book is not about counseling, any counselor will be rewarded by reading it for these insights of the writers.—J. L. HART, *St. Michael's College, Winooski, Vermont*.

WAY, L. *Comprendre Alfred Adler (1956)*. Transl. by Odette Chabas. Toulouse, France: Edouard Private, 1973. Pp. 222.—The original English edition was entitled, *Alfred Adler: an introduction to his psychology*, a Penguin Book. It was reviewed in this Journal, 1957, 13, 201-202, and was considered at that time "the most convenient and best introduction to Adler and his work available to the general reader." The present book is one of a series which includes volumes on Freud (by Paul Rom), Antonio Gramsci, Heidegger, Levi-Strauss, George Lukács, and Mao Tse-tung.

NEWS AND NOTES

The 22nd Annual Meeting of the American Society of Adlerian Psychology will be held in Chicago at the Ambassador East and West Hotels, Saturday, May 25, and Sunday, May 26, 1974, with workshops on Monday, May 27, 1974.

The 13th Congress of the International Association of Individual Psychology, upon invitation from the Deutsche Gesellschaft für Individualpsychologie will be held in Munich, in August, 1976.

The Alfred Adler Institute, New York, held graduation exercises on June 10, 1973, for the following students: Tanya Adler, Lorna Arthur-Barrett, Rachel