

the conditions of waking and dreaming are both motivated by the same striving, and as such are expressions of the same style of life, they can be differentiated in so far as in his dreams the subject is in search of a solution for his problems in which he disregards social interest. The dream is directed by a striving for *personal* superiority, which is concealed. Thus dreams are essentially self-deceptive, in the same sense as neurotic symptoms. This makes it clear that a dream not only is incomprehensible for the dreamer, but must be so, to accomplish its purpose. This is done through the use of metaphors and images. These bring the dreamer in a state of affect or emotion, create a mood, that is oriented towards problem solving in accordance with the dreamer's life style and not likely with common sense.

No new insights are brought out in this thesis; its value lies in the attempt to systematize what Adler published here and there on this important subject. A bibliography of 94 titles completes the study.

Louvain, Belgium

GODELIEVE VERCRUYSSE

BOOKS RECEIVED AND BOOKS NOTED

- ACKERKNECHT, LUCY K. *"Life-meanings" of future teachers: a value study*. New York: Phil. Libr., 1964. Pp. xi + 160. \$4.00.—420 men and women students in a San Francisco teachers' college wrote unsigned essays, under 500 words, on "The Meaning of Life" and "What Life Means to You." The essays were given an "impressionistic analysis" and then quantitatively arranged in categories and in relation to data obtained from questionnaires. "Among these future teachers competitiveness and pursuit of material and personal success is lower than customarily thought of . . . They are eager to live . . . a rich full life with others and not at the expense of others" (p. 152).
- BAB, W. *The uses of psychology in geriatric ophthalmology*. Springfield, Ill.: C. C. Thomas, 1964. Pp. x + 94. \$5.00.—The book is written by an ophthalmologist with psychiatric training as a guide to his co-specialists and to general practitioners. A positive approach of suggestions and education is recommended for treatment.
- BARUCH, DOROTHY W. *One little boy (1952)*. New York: Dell, 1964. Pp. ix + 242. \$1.65 paper.—This is a case history which reads like a TV script: every bit of evidence fits into the final resolution; every quirk of the present is explained by flashbacks to scenes since repressed; the unconscious demons are all routed by recognition and acceptance; and there is a happy ending. It is a story of a "little Hans" set in today's suburbia, enhanced by the addition of the cases of both his parents, each with his own "classical" Oedipal syndrome. The Freudian example is followed also in generalizing to the universal: "All children's intimate thoughts about life and sex and love and hate are basically similar" (p. viii). Even while rejecting the author's approach and interpretations, however, one must appreciate her marked therapeutic, personal skills, which, apparently, are independent of her theory.

- BERNE, E. *Games people play: the psychology of human relationships*. New York: Grove Press, 1964. Pp. 192. \$5.00.—The author, a psychiatrist, describes games as a specific aspect of “transactional analysis,” a transaction being the unit of social intercourse. Games are characterized by a concealed motivation and a pay-off. Bad games, which most of these are, thus seem very like all neurotic strategies in that they bolster self-esteem by avoiding responsibility and evading reality. They are well described and impress one with their validity. But the theoretical underpinning of a division of the individual into three ego states segregated from each other—that of parent, adult, and child—seems neither necessary nor convincing. The author’s comparison of neuroses to bad games reminds us of their comparison by Adler to bad jokes.
- BROWN, J. A. C. *Freud and the post-Freudians*. Baltimore: Penguin Books, 1961. Pp. viii + 225. \$0.95 paper.—This book—with chapters on Freud, the early schismatics, the British schools, the psychosomatic approach, psychoanalysis and society, Karen Horney, Erich Fromm, H. S. Sullivan and others, and assessments and applications—incisive and challenging though it is, is limited in its usefulness by the author’s apparent basic assumption that “repression and the irrational lie at the very foundations of society” (p. 208). Also, the author misunderstands Adler to the extent of stating “he appears to have regarded competitive capitalist society as the normal state of affairs” (p. 41).
- DE ROPP, R. S. *Drugs and the mind* (1957). Foreword N. S. Kline. New York: Grove Press, 1964. Pp. x + 310. \$0.95 paper.—An earlier edition was briefly commented on in this Journal, 1960, 16, 109.
- DREIKURS, R. *Psychodynamics, psychotherapy, and counseling: collected papers*. Eugene, Ore.: Univer. Oregon Press, 1963. Pp. 160. \$2.50 mimeographed.—These 16 papers, published between 1935 and 1963, are rich in case material; the theoretical background they present is readily understandable; and their explanations of psychotherapeutic approaches are clear and full. The literature on psychotherapy in general is not plentiful, nor is it graced often by these three important positive features. To have them in the field of Individual Psychology multiplies their scarcity and their value many times. A well-edited printed volume of Dreikurs’ contributions in this field is surely called for, as a worthwhile and needed publication.
- DREIKURS, R. *The ABC’s of guiding the child*. Chicago 45, Ill.: North Side Unit, Comm. Child Guid. Centers, 6221 N. Oakley, 1964. Pp. 11 paper.—More comprehensive than the pamphlet noted below the present pamphlet briefly states 39 postulates of Individual Psychology child guidance as developed by Dreikurs.
- DREIKURS, R., & SOLTZ, VICKI. *Your child and discipline: a briefing for parents*. Washington, D. C.: Natl. Ed. Ass., 1201 Sixteenth St., N. W. Package of 35 for \$1.00.—This pamphlet of 16 pages was originally included in the *NEA Journal*, January 1965, as a special feature. The points discussed are: understanding your child; punishment and reward are a poor approach; the use

of natural and logical consequences; be firm but not dictatorial; action, not words; dealing with "bad" habits; put them all in the same boat; our teenagers; and have fun together. This is a convenient summary of basic principles by the authors of *Children: the challenge*, reviewed in this Journal, 1964, 20, 111-112.

EBBINGHAUS, H. *Memory: a contribution to experimental psychology* (1885). Transl. by H. A. Ruger & Clara E. Bussenius. New introd. by E. R. Hilgard. New York: Dover, 1964. Pp. xvi + 123. \$1.50 paper.—This is an attractive edition of the famous classic. In the new introduction Hilgard points out the essential contemporaneity of Ebbinghaus' work in its reliance on quantitative methods and models, and its objective, experimental design. Ebbinghaus was inventive in creating new materials and in formulating new principles of association.—J. P. CHAPLIN, *Univer. Vermont*.

The expanding theoretical base of casework: ten papers reprinted from Social Casework. New York: Family Serv. Ass. Amer. Pp. 71. \$1.25 paper.—These authors represent the eagerness of their field to search the findings of other disciplines and to apply them to their own practice. They turn to psychoanalysis (ego psychology, identity), sociology (culture, roles, social types), and to a lesser extent to psychology and anthropology. Most often when they speak of "science" they are referring to elements of psychoanalytic theory—which would seem not the best means to the end of "treating the total person in the total situation." At least one author, however, Shirley C. Hellenbrand suggests "analysis of the typical ways a group operates in relation to life problems" on the basis of their crucial conceptions of human nature, nature, and the supernatural.

FARBEROW, N. L., & SHNEIDMAN, E. S. (Eds.) *The cry for help* (1961). New York: McGraw-Hill, 1965. Pp. xvi + 398. \$3.45 paper.—Originally reviewed in this Journal, 1961, 17, 240. It is hoped that through this cheaper edition one of the potential uses of this book will be more often realized, namely as supplementary reading in courses in personality and psychotherapy theory. What makes the book so well suited for this purpose is its unique feature of one case of attempted suicide being discussed by clinicians of eight different theoretical orientations. This part takes up 170 pages, over half of the book, aside from the bibliography.

FREUD, S. *Leonardo da Vinci and a memory of his childhood* (1910). Transl. by A. Tyson; gen. Ed. J. Strachey. New York: Norton, 1964. Pp. 101. \$3.50.—Freud interprets Leonardo's early recollection of having been visited in his cradle by a vulture. For quite specific reasons vulture becomes a symbol for mother and thus points to a very close relationship of Leonardo to his mother, which would explain his later sublimated homosexuality (p. 48) and narcissism (p. 50). But Freud had been the victim of a translation error. The bird was actually a kite which could not be used as a mother symbol. In view of this mistake the whole study would seem worthless, as the editor appreciates. Yet he contends that the main part remains unaffected. Apparently enough people share this view to make this new translation

appear warranted, which incidentally is a great improvement over the earlier translation.

- GRUNWALD, BRONIA. *Minutes of a school class council*. Corvallis, Ore.: Ore. Soc. Indiv. Psychol., 333 N. 6th St. Pp. 13 mimeographed.—Reported are 3rd grade class discussions, with a pupil chairman newly elected every two weeks, dealing with issues brought up by the children. The teacher, except when asked for assistance, participated like any class member. The problems included fighting, copying, breaking rules, not finishing work in time, planning for a party and a play, why some people don't speak at meetings, clowning, etc. The straightforward approach to the problems, the sensible solutions suggested, the understanding engendered and the help given by the pupils to one another are impressive. The *Minutes* should be most stimulating and encouraging to all persons working with groups of young children.
- HELSON, H. *Adaptation-level theory: an experimental and systematic approach to behavior*. New York: Harper & Row, 1964. Pp. xvii + 732. \$10.75.—The author enviably hit upon an inspiring insight in his earliest empirical procedure—namely, the level of adaptation as a fulcrum with respect to which behavior is organized—and continued his experimenting, alone and with a host of collaborators, for 40 years, to test this principle in ever widening areas. This work and the author's thorough scholarship combine to make the present summation an approach to all of behavior, from the psychophysical to the interpersonal. The concept of adaptation level as a weighted mean of external and internal stimuli is the theoretical framework into which a great mass of data is smoothly fitted. A most rewarding book for the serious student.
- HOFFMAN, M. L., & HOFFMAN, LOIS W. (Eds.) *Review of child development research*. Vol. 1. New York: Russell Sage Found., 1964. Pp. ix + 547. \$8.00.—This is the much-to-be-welcomed first volume of a new series (whether it is to go on beyond a second volume is not clear) that will collate and interpret research in child development. All twelve contributions to the present volume are specially prepared original works that have been put through the critical mill of two series of readers. The result is a first-rate survey of contemporary research in child development which is to be highly recommended.—A. MONTAGU, *Princeton, N. J.*
- KADIS, ASYA, & WINICK, C. *Group psychotherapy today: selected papers presented at the scientific meetings of the Eastern Group Psychotherapy Society, 1960-1963*. In Memoriam Wilfred C. Hulse, M.D. Basel (Switzerland): Karger, 1965. Pp. 258. \$10.36 paper.—These interesting and stimulating papers are influenced by the ideas of Dr. Hulse who had been president of this society and contributed greatly to the development of group psychotherapy here and all over the world. About half the papers deal with theory and training; the others with clinical reports, special approaches, and case histories. The papers are mostly "neo-Freudian," two are "existential," and those by Kadis, Winick, and some others show a broader approach, integrating psychotherapeutic thinking with social psychology views. Available through A. J.

- Phiebig, Box 352, White Plains, N. Y. 10602.—HELENE PAPANEK, M.D.,
New York, N. Y.
- KANT, I. *The classification of mental disorders*. Transl. & ed. by C. T. Sullivan.
 Doylestown, Pa.: Doylestown Found., 1964. Pp. xii + 24 paper.—The
 first translation since 1882 of the section on "The weaknesses and illnesses
 of the soul in regard to its cognitive ability" from Kant's *Anthropology from
 the pragmatic viewpoint*. It shows some of Kant's germinal ideas but also
 makes one realize that progress has been made since his time. One might
 disagree with the translation in several places. See also, Ansbacher, H. L.
 "Sensus privatus versus sensus communis" in this issue.
- KAWIN, ETHEL. *Parenthood in a free nation*. Vol. 1. *Basic concepts for parents*.
 New York: Macmillan, 1963. Pp. xv + 205. \$2.00 paper.—Despite our
 recognition of the importance of parenthood, there are no generally available
 educational programs for parents. The purpose of this series is to fill this
 gap, by providing knowledge and understanding which will enable parents
 to decide for themselves how to meet their everyday problems. Six character-
 istics essential for mature, responsible citizens in a democratic, free society
 are the basic concepts of this course: feelings of security and adequacy;
 understanding of self and others; democratic values and goals; problem-
 solving attitudes and methods; self-discipline, responsibility, and freedom;
 constructive attitudes toward change. These are clarified in Vol. 1 as a
 foundation for Vols. 2 and 3 which deal with them in specific age periods.
 The author is director of the Parent Education Project, American Foundation
 for Continuing Education, sponsor of the series.
- KAWIN, ETHEL. *Parenthood in a free nation*. Vol. 2. *Early and middle childhood*.
 Vol. 3. *Later childhood and adolescence*. New York: Macmillan, 1963. Pp.
 xiv + 302; xiii + 338. \$2.75 and \$3.00 paper.—It would be hard to find a
 better non-technical work. Miss Kawin's skill and wisdom are remarkable.
 Her material is full and clearly presented, selected from excellent sources,
 organized in an appealingly didactic manner (including the illustrations).
 Each of the four sections deals (*a*) with what children are like at a particular
 age range, and (*b*) applies to their guidance the basic concepts of Vol. 1.
 The somewhat chauvinistic connotation of the title is more than compen-
 sated for by the goal-directedness which it lends to the program's approach
 and to the conceptualizing of child development and guidance. These
 volumes should also be useful in high school and college courses in family
 life and child development, in addition to parent education.
- KAWIN, ETHEL. *Parenthood in a free nation series: manual for group leaders and
 participants*. Chicago: Amer. Found. Continuing Ed., 1963. Pp. xv + 198.
 \$1.95.—An extremely clear, detailed, and comprehensive "how-to-do-it"
 book planned for use with the three-volume course of this series. It is the
 outcome of an eight-year experimental program conducted by the University
 of Chicago with more than 1,300 groups in 36 states and four Canadian
 provinces, and 90 leadership training courses. The usefulness of this manual
 would surely extend to all leaders of educational groups which are based on

the belief that many problems are more effectively solved in a cooperative manner, and that their solution depends primarily on a factual basis, demanding of those who participate the willingness to read and study.

KOGAN, N., & WALLACH, M. A. *Risk taking: a study in cognition and personality*. New York: Holt, Rinehart & Winston, 1964. Pp. x + 278. \$8.00.—Since much "thinking" eventuates in some kind of decision making, and this in turn involves weighing desirabilities and likelihoods, risk taking is likely to be an aspect of cognitive processes. Intended for the very sophisticated psychologist, this is a carefully explicated report of laboratory-induced processes involving the interrelationships involved here. The method features the consideration of two moderator variables, namely, test anxiety and defensiveness. Results yield implications for motivational (success-failure and self-image) and cognitive sources, and wide applications are suggested. The data are fully presented.

KRONHAUSEN, PHYLLIS & E. *The sexually responsive woman*. Preface by Simone de Beauvoir. New York: Grove Press, 1964. Pp. 255. \$5.95.—The sexual behavior of woman is presented in all its variations by resorting extensively to material from interviews with four "principal protagonists," the oversexed housewife, the married Lesbian, the doctor's wife with animal appetites, and the sexual sophisticate. Miss de Beauvoir in her brief preface hopes that the book will help to free women but admits that she is "not qualified to pass definite judgment on all the findings and conclusions" of the authors.

LANDIS, C. *Varieties of psychopathological experience*. Ed. by F. A. Mettler. New York: Holt, Rinehart & Winston, 1964. Pp. xviii + 484. \$8.75.—Shortly before his death Landis completed this collection of excerpts set in a running commentary, after reading over 200 books and as many articles, all firsthand accounts of deranged experiences. He believed that to find out what is wrong with a patient one must "first determine what he has to say about his subjective experience" (p. xvi). This is especially welcome in view of psychoanalytic emphases on reinterpreting what people say "to mean something other than what the words convey" (p. xvi). The material is presented topically, deliberately, in order to avoid casting it into a theoretical frame of reference. It constitutes a fascinating phenomenology of psychopathology.

LORAND, S., & SCHNEER, H. I. (Eds.) *Adolescents: psychoanalytic approach to problems and therapy* (1961). Foreword by D. M. Engelhardt. New York: Dell, 1965. Pp. xiv + 378. \$2.25 paper.—The 19 authors approach their cases from the pre-fixed schemas of the "classical" psychosexual stages. The non-psychoanalytic reader will not be convinced by the evidence (not always given) for diagnoses, as e.g., "conjecturing further . . . this boy's basic conflict concerns his sexual identity" (p. 5); in a drawing of a female, "one can detect a preoccupation with fertility" (p. 302); "a history of choking sensations . . . might easily have constituted a conversion of fellatio fantasies" (p. 325)—where neither sexual identity, fertility, nor fellatio occur in the histories. And one looks in vain for therapy which emerges specifically from such theory.

- LUCHINS, A. S. *Group therapy: a guide*. New York: Random House, 1964. Pp. x + 170. \$1.95 paper.—The main parts are concerned with a survey of the various forms of group therapy, some theoretical issues, and the functioning of the group. Quoting Dreikurs, the author states, "One of the aims of group therapy should be to help the patient realize the positive aspects of group goals, norms, and values and help him realize his own needs in line with social reality" (p. 84). Dreikurs' multiple therapy is also described. Theoretical issues are treated with a great deal of discernment and the whole discussion is tied in with social psychology of which group therapy is after all an applied part. A meaningful, stimulating and comprehensive course can easily be based on this little book.
- LYONS, J. *Psychology and the measure of man: a phenomenological approach*. New York: Free Press of Glencoe, 1963. Pp. xiv + 306. \$5.50.—The reader who espouses phenomenology, and who approaches the author's work already in agreement with many of his basic assumptions about the methods and proper subject matter of psychology may be all the more disappointed that Lyons seems to achieve no progression in clarifying his own as against differing positions, and never seems to get beyond considerations of method to the real business of documenting its application and usefulness.
- MASLOW, A. H. *Religions, values and peak-experiences*. Columbus, Ohio: Ohio State Univer. Press, 1964. Pp. xx + 123. \$2.50.—Maslow examines religious experiences "descriptively, empirically, objectively, humanistically," and for this analysis he has defined peak-experiences as "secularized religious or mystical or transcendent." There is a "lecture" of 8 chapters, followed by 9 appendixes with no apparent relationship between them or the two parts. The reader who is familiar with Maslow will find it difficult to sort the new from the old, and the uninitiated might get quite lost. Twenty-five religious aspects of peak-experiences are given, and 14 attributes of reality are perceived in these experiences. Some flashes of Maslow's insight strike one, such as his thoughts on the ability to see oneself and others under the aspect of eternity, but even these seem unnecessarily beclouded by his idiosyncratic B-terms and D-terms.
- MAIER, R. F., & SCHNEIRLA, T. C. *Principles of animal psychology*. New York: Dover, 1964. Pp. xvi + 683. \$3.00 paper.—The republication of this classic text of animal behavior increases the availability of a significant contribution to the literature of comparative psychology. The authors have supplemented this corrected edition by presenting contemporary discussions of such issues as the biphasic processes underlying approach and withdrawal, instinctive behavior, mechanisms in conditioning, frustration theory, and selector-integrator mechanisms in behavior. As with the 1935 edition, this book remains a valuable source of information both for those engaged in teaching and in research.—W. C. PATTERSON, *Univer. Vermont*.
- MEITZGER, JULIANE. *Spielzeug damals, heute, anderswo*. [Toys—then, today, elsewhere.] Frankfurt/M: Ullstein, 1964. Pp. 171 paper.—A delicate little potpourri, delightfully illustrated (by Renate Renzel), of quoted prose and

verse, together with wise and warm observations of the author, a true *Kinderfreund*.

- MONTAGU, A. *The humanization of man* (1962). New York: Grove Press, 1964. Pp. 319. \$1.75 paper.—Another book by Montagu, attesting to his facile style, wide and accurate knowledge, and indefatigable labor in the service of his humanistic commitment. These 28 papers present his view of human nature and the many grave errors and omissions in its development in our culture. Humans are meant, both organismically and ethically, to love, not to compete with, one another. Unlike many who speak of love, Montagu defines it: to love is “to communicate to others that one is profoundly involved in their welfare . . . that one will do all in one’s power to contribute toward the . . . development of their potentialities . . .” (p. 38). To love and to work is to be mentally healthy. Montagu relates these themes to religion (perhaps the best paper), education, family, women, race, the bomb, and many other issues.
- MURRAY, E. J. *Motivation and emotion*. Englewood Cliffs, N. J.: Prentice-Hall, 1964. Pp. ix + 118. \$3.95 cloth; \$1.50 paper.—Murray has compressed a tremendous amount of material from all approaches into this short book which is readily understandable to the student. However, partialing off fields of specialization from the basic psychology texts, as this “Modern Psychology Series” aims to do, works better for some topics than for this one which is so inseparable from the whole area of personality. Murray includes many related personality aspects, but while this points out the complexity of things, it tends to proliferate categories even more—with the effect of inclining one toward the alternative of studying the organism as a whole in its dealing with molar problems.
- MUUS, R. E. *Theories of adolescence* (1962). New York: Random House, 1964. Pp. 184. \$1.95 paper.—Eight groups of theories are presented, those of Stanley Hall; Freud, Anna Freud, Rank and E. Erikson; Spranger; Margaret Mead and Leta Stetter Hollingworth; Lewin and Barker; Allison Davis and Havighurst; Gesell; and Jaensch, Kretschmer, and Kroh, and the contemporary theoreticians Zeller and Rempelin. One of the pervading issues seems to be that of stages versus continuity of development, Mrs. Hollingworth taking the position that “the quality of the organism is a constant . . . from the beginning to the end of the individual life” (p. 81). What emerges as the two main problems for the present-day adolescent are the quest for independence and the quest for self-discovery. This is not only a scholarly, well-documented book, but also interestingly and clearly written.
- NUNOKAWA, W. D. (Ed.) *Human values and abnormal behavior: readings in abnormal psychology*. Chicago: Scott, Foresman, 1965. Pp. 169. \$2.25 paper.—The selections are from a viewpoint with which we are greatly in sympathy and were written by the following authors: C. M. Lowe, O. H. Mowrer, T. S. Szasz, M. B. Smith, Ruth Benedict, Erich Fromm, Rollo May, C. R. Rogers, C. H. Patterson, Lucy Freeman, J. W. Krutch, B. F. Skinner, Anne Roe, William Schofield, and Gardner Murphy. Six of the

authors have at one time contributed to this Journal. On the problem of genius and neuroticism Krutch tells he once asked Adler: "Suppose that a creative artist was functioning effectively, would it be dangerous for him to submit to a psychoanalysis?" To which Adler replied: "I would not like to answer . . . But I will say this. Dr. Freud and I are the only leading psychoanalysts who have never themselves been analyzed . . . and I think we have made the greatest contributions to the science" (p. 118).

OLIVEN, J. F. *Sexual hygiene and pathology: a manual for the physician and the professions*. 2nd ed. Philadelphia: Lippincott, 1965. Pp. xiv + 621. \$12.50.—A most exhaustive and useful handbook, balanced, dependable, and well written, which will continue to serve the needs of all who are in any way in need of guidance in the task of guiding others, in matters in any way relating to sexual behavior. There really is no other book in its field as able and as useful as this.—A. Montagu, *Princeton, N. J.*

OSBORN, A. *Wake up your mind: 101 ways to develop creativeness* (1952). New York: Dell, 1964. Pp. 256. \$0.60 paper.—The author was a founder of one of the largest advertising agencies.

ROSEN, J. N. *Psychoanalysis direct and indirect*. Doylestown, Pa.: Doylestown Found., 1964. Pp. 60, paper.—Highly stimulating for its criticism of Freud as well as the statement of its own position, this treatise deals with training and treatment. And Rosen is as direct in one as in the other. "I teach my students *what to do* by doing it myself, while they observe . . ." (p. 25). (Adler was probably the first to conduct therapy "publicly" for teaching purposes.) In Rosen's treatment there must be both intervention and control by the therapist who uses the transference to bring about the change, "by bolstering the ego and ameliorating the super-ego." His role is "to recognize the individual's psychical immaturity, to accept the foster-parental responsibility for bringing him up all over again" (p. 36), which, too, reminds us of Adler's definition of this role as "the belated assumption of the maternal function."

SHERMAN, S. N. (Chairm.) *Group treatment in family service agencies*. New York: Family Serv. Ass. Amer., 1964. Pp. 55. \$1.25 paper.—In 1961, out of 58 agencies listing this activity 45 stated that they had 1,474 clients in 187 groups. Undoubtedly there is a great increase to date in these programs which add another dimension to the traditional one-to-one interviewing procedure, and serve to "reduce the general emotional impoverishment of people, and meet the particular social and psychological needs of certain individuals." Purposes and procedures, their integration into agencies' programs, training and supervision are outlined in this report by a committee concerned with the subject.

SOUTHWELL, E. A., & MERBAUM, M. (Eds.) with assistance of J. Vognsen. *Personality: readings in theory and research*. Belmont, Calif.: Wadsworth, 1964. Pp. ix + 438. \$3.90 paper.—These readings are arranged by a very effective plan: a selection from a theoretician representing a position that "currently

exerts a strong influence," is followed by the report of a research study concerning this theory and by a critique of the theory. Nine such units of three readings are presented, on the theories of Freud, Sullivan, Dollard and Miller, Rogers, Lewin, G. W. Allport, Gardner Murphy, G. A. Kelly, and Festinger. We appreciate particularly the inclusion of a critique of Freud's method of reasoning by Wolpe and Rachman. An excellent book around which to build a seminar.

STAATS, A. W. (Ed.) *Human learning: studies extending conditioning principles to complex behavior*. New York: Holt, Rinehart & Winston, 1964. Pp. xv + 520. \$8.75.—These 49 papers cover relatively non-controversial operations such as reinforcement, discrimination, and extinction. Avoiding discussion of the theoretical interpretations of these papers, the book presents a good case for viewing some human behavior along purely empirical lines. It indicates that laws of classical and operant conditioning evidently hold at the human level. Ten sections delimit behaviors such as language, problem solving, attitudes, and psychopathology. Probably the weakest area is communication, wherein the question of how connected discourse is generated, is not convincingly handled. But this simply reflects the present state of the field. Over all, the selection of readings is good.—J. SLAMECKA, *Univ. Vermont*.

STEKEL, W. *Peculiarities of behavior*. Vol. 2. *Wandering mania, dipsomania, kleptomania, pyromania and allied impulsive acts*. Trans. J. S. Van Teslaar. New York: Grove Press, 1964. Pp. x + 341. \$1.75 paper.—This translation was first published in 1924.

STEKEL, W. *Sexual aberrations*. Vol. 2. *The phenomena of fetishism in relation to sex*. Trans. S. Parker. New York: Grove Press, 1964. Pp. 355. \$0.95.—This translation was first published in 1930.

STRAUS, E. W. (Ed.) *Phenomenology: pure and applied; the first Lexington conference*. Pittsburgh, Pa.: Duquesne Univer. Press, 1964. Pp. vii + 208. \$5.95.—The pure aspect is represented by such philosophers as H. Spiegelberg, J. W. Wild, M. Natanson, and J. M. Edie; the applied aspect, by the existential psychotherapists V. E. Frankl, L. Binswanger, E. W. Straus and R. May. The theme is the clear distinction between the subjective, concrete world of the individual as he lives it, his *Lebenswelt* (Husserl), and the objective, abstract world of the scientist. Edie points out that phenomenology as the method for studying the *Lebenswelt* is not irrational. "It is an empirical substantive investigation . . . it can be called, in Merleau-Ponty's words a 'phenomenological positivism' . . ." (p. 193). This book, not very attractively produced, would seem to offer an excellent introduction to present-day phenomenology and its concerns.

STRUPP, H. H. *A bibliography of research in psychotherapy*. Chapel Hill, N. C.: Psychother. Res. Proj., Dept. Psychiat., Univer. N. Carolina Med. School, 1964. Pp. vi + 105. \$1.00 paper.—Well over 1000 references are listed alphabetically and numbered. At the end the numbers are listed according to 12 topics.

- VAN DEN BERG, J. H. *The changing nature of man: introduction to a historical psychology* (1961). Trans. by H. F. Croes. New York: Dell, 1964. Pp. 252. \$1.95 paper.—This unique work is by a professor of psychology at the University of Leyden, also a psychotherapist, who writes like a poet and a dramatist. The translation from the Dutch seems flawless. The reader will be captivated by the succession of passages which in their originality and imagery strike him with their meaning and beauty. But it may be difficult for him to identify the thread that holds them all together. The author suggests this is the theme of distance (actually, the increasing distance over time): between past and present; adult and child; man from his natural environment, from himself (or selves), from his social groups, from "everybody." Psychotherapy must break through the isolation in which the patient is caught.
- WAELDER, R. *Basic theory of psychoanalysis* (1960). New York: Schocken Books, 1964. Pp. 288. \$1.95 paper.—This is a clear exposition of orthodox psychoanalysis. In contrast to the "liberal", "the 'orthodox' analyst stands *more in awe of the unconscious*" (p. 93). The Adlerian position is presented with impressive accuracy and fairness (pp. 74ff. & 174ff.). The author finds Adler's ideas have been tremendously influential, not through winning many outright disciples but through infiltrating the thinking of "numerable psychoanalysts of the 'liberal' school of thought" (p. 79). Jung in Europe and Adler in the United States "have provided the prototypes for most 'revisionism' . . . because they represent . . . the two possibilities of radically reinterpreting Freud's central idea, the unconscious" (p. 75).
- WELLS, H. K. *The failure of psychoanalysis: from Freud to Fromm*. New York: Internat. Publ., 1963. Pp. 252. \$1.85 paper.—Freud and "revisionists" such as Horney, Sullivan, Fromm are equally attacked for contending that motivation is "universally irrational and compulsive." This is contrasted to "the science of higher nervous activity" as developed in the Soviet Union (pp. 158-161). A case is made that only the latter adheres to the principle of "interaction of phylogenetic anatomy and physiology with the ontogenetic participation of man in the surrounding natural and social world" (p. 210). Western theories are made out to postulate either "a biologically hereditary unconscious" or "a divinely implanted indwelling soul" (p. 209). The reader must not look for any evidence of failure in practice as the title suggests.
- WHO EXPERT COMMITTEE ON MENTAL HEALTH. *Psychosomatic disorders*. (*Wld Hlth Org. techn. Rep. Ser.*, 1964, 275.) Geneva: Wld Hlth Org., 1964. Pp. 27. \$0.30 paper. U. S. distrib. Columbia Univer. Press.—In this 13th report of the Committee the psychosomatic concept is defined, etiology of such disorders is summarized, as are research models and techniques, treatment and prevention, education and training. Recommendations are given. A helpful survey.