

psychoanalytic frame of reference and deal primarily with the various "dynamisms" and the conditions in the environment and within the personality that govern adjustment.

The individual chapters of *Dynamic Psychology* are well organized and relevant points of view and findings are pulled together from a great number of sources. The reader is presented with what amounts to a review of the literature concerning the topic under consideration but reference is made to various writers in an expository style. The text, therefore, does not suffer from the dryness that might be expected in the ordinary "bibliographical" treatment of subject-matter. The over-all unity of the book could be improved. The author devotes only a paragraph to his general theme in the first chapter. In this paragraph he says, "This book deals with *dynamic psychology* which is interested in many states and processes, and particularly with those driving forces within the individual which seek their satisfaction in the world about" (p. 7). While this statement is satisfactory, it seems to the reviewer that the author might have done well to elaborate upon it toward the beginning of the book in his chapter on "The Ego and the Self." This chapter is the next to the last. Since it deals with the processes involved in the individual's relating himself to the environment there would be some advantage to bringing it forward and using it for purposes of developing a unifying theme.

Symonds has managed to write the kind of book that can be adapted to many purposes. The liberal use of illustrations and short cases makes it suitable for courses in adjustment that are primarily concerned with fostering the student's understanding of himself and others. The content can be counted upon to provoke discussion of various aspects of interpersonal relationships. The instructor who prefers a more formal presentation of theories of motivation, adjustment, and "personality" can also take his departure from the author's explanation of concepts, findings, and points of view of various writers. No attempt is made, however, to present a single systematic position. The instructor who is not content with an eclectic approach will not find the definitive framework he is looking for in this book, but he will find that it includes the ideas of a great many people.

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THORPE, L. P., & KATZ, BARNEY. *The psychology of abnormal behavior*. New York: Ronald Press, 1948. Pp. xvi+877.

THORPE, L. P., & KATZ, BARNEY. *Workbook in the psychology of abnormal behavior*. New York: Ronald Press, 1948. Pp. x+124.

This encyclopaedic volume (877 pages) is intended for use as the textbook in the undergraduate introductory course in the psychology of

abnormal behavior. The unusual range of topics covered, the logical and clear organization of the book as a whole and of each chapter, and the concise and direct style in which the book is written make it well suited for its purpose.

The major emphasis is placed on the dynamics of abnormal behaviors, in an effort to lead the student to an understanding of the mechanisms and adjustment processes utilized by maladjusted personalities in their efforts to maintain their psychological integrity. The authors appear to have achieved an unusually eclectic coverage of the dynamic and etiological factors involved in abnormal behaviors by presenting the major competing views.

Part I (39 pages) is a brief but adequate introduction which reviews the social status and significance of abnormal behaviors, the history of research, points of view, and therapies, and the major contributions of foreign psychologists, psychiatrists, and others to the field.

Part II (115 pages) presents a general introduction to the dynamics of abnormal behaviors, criteria used for evaluating behaviors as abnormal, the nature of such behaviors, and a survey of organic and psychological etiological factors. Part III (58 pages) presents discussions of the nature and significance of symptoms, the classification of abnormal behaviors, and a review of abnormalities of the emotional, cognitive, and motor processes and of sleep. These two parts serve as brief but very adequate introduction to fundamental concepts regarding the dynamics, etiology, symptomatology, and evaluation of healthy and unhealthy behaviors. They also serve as adequate prerequisites to the parts which follow.

Parts IV through VII are concerned with specific adjustment problems and maladjusted personalities. The discussion of each disorder is presented in organized form in terms of incidence, symptomatology, etiology, treatment, prognosis, and prevention. This outline may be somewhat stereotyped but it provides the student with a definite study outline.

Part VIII (126 pages) reviews the field of therapies, including discussions of the objectives of therapy, methods of examination, and the major psychoanalytic, psychotherapeutic, and psychiatric methods. The presentation of these methods is primarily descriptive rather than evaluative or critical. The appendices present data on the classification of hospitals, statistics on the frequencies of patients with the various disorders, and a glossary of terms. The latter will be especially helpful to students. The book contains ample illustrative case reports. It is up to date on recent developments in diagnosis and treatment.

The authors have published a workbook for use with the text. It contains an objective test, suggested "research" projects, and discussion or "essay" questions for each chapter in the book. It also contains in table form chapter by chapter references in ten other books in the field

of abnormal behaviors, so that students and instructors are provided with an easily used guide to assignments for collateral readings. Instructors will find the workbook a welcome source of materials for tests, of lists of relevant films and their sources, and of reading assignments.

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FRANK, L. K. *Projective methods*. Springfield, Ill.: Charles C Thomas, 1948. Pp. vii+86. \$2.75.

BELL, J. E. *Projective techniques*. New York: Longmans, Green, 1948. Pp. xvi+533. \$4.50.

The first book is a little volume which has been written by a man well known to psychologists and other students of human behavior as the director of the Zachry Institute of Human Development in New York City.

The first part of the monograph discusses the growing use of projective methods in psychology and psychiatry and shows how they are predicated upon a psychocultural conception of the emergence of the personality and its dynamic operation. The second part describes recent developments in scientific concepts and methods, especially in physics and chemistry and medicine. The third part reviews various approaches to the study and diagnosis of personality by way of preface to the more specific description of actual procedures. The fourth part outlines projective techniques and describes the five different varieties thus far developed, with interpretative comment upon the value and use of each variety, e.g., constitutive, constructive, interpretative, cathartic, refractive. The fifth part discusses reliability and validity of projective methods and the development of new criteria for assaying projective procedures.

Chapters one to three, approximately 41 pages, are a plea for newer types of psychological testing in light of changing concepts of personality theory. To bolster his position, the author borrows heavily, perhaps too frequently, from events in physics in particular and science in general. In subsequent chapters the author makes many statements without supplying the reference to the literature, which detracts from the book's usefulness to the advanced student. This limitation occurs rather frequently in the discussion of reliability and validity of projective methods.

Frank raises a tremendously important point which research psychologists as well as clinicians must some day attempt to rectify.

While psychologists customarily rely upon the judgment of lay, naive individuals to validate their findings, it is difficult to find any scientific justification for such a procedure. If a scientific method or test is used, one cannot assume that the agreement or disagreement with its findings by a group of untrained, naive judges (as in matching) has any significance. Yet, this reliance