

Current Psychotherapies

Raymond Corsini

F. E. Peacock Publishers, Inc.

1973

There are a variety of books which attempt to give the reader an overview of the most widely used counseling theories. Although falling under this category, *Current Psychotherapies* differs from these books in that each chapter is written by competent proponents of some of the most widely used counseling theories in use today. Corsini goes beyond Sahakin's attempt at giving to the reader a work composed of the theorist's original works. The book allows the reader to gain the full meaning of the theory as the author intended.

Current Psychotherapies offers the reader another positive asset which has not been present in any other book of this type. Dr. Corsini, in an attempt to develop a comprehensive and complete work, has developed a comprehensive outline which each of the authors has followed. This gives the reader the ability to read the book in a horizontal fashion from section to section, allowing comparison of each theory on each of the major points of the outline.

The salient points of the outline include History (Precursors, Beginnings and Current Status), Theory (Basic Concepts and other systems), Personality (Theory of Personality and Variety of Concepts), Psychotherapy (Theory, Process and Mechanism), Application (Problems, Evaluation, Treatment and Management) and a case example and a summary. Within this outline the student of counseling can develop a good understanding of the theories presented. The authors have done an outstanding job of writing a comprehensive but succinct overview of their theory.

I feel *Current Psychotherapies* will soon become a classic theory of counseling and desirably so. The seven years of work that has gone into the book has given the current students of counseling a distinct advantage in attempting to understand the variety of *Current Psychotherapies*.

Michael T. Yura

Life Style Survey

Robert G. Foulkes, S.T.D.

Office of Church Occupations Counseling, United Presbyterian Church U.S.A.
1973

Robert G. Foulkes, S.T.D., Director, Northeast Career Center, an office of Eastern Career Development Services, Incorporated, which is a church-related corporation providing occupational counseling and consultative services to personnel of church and other non-profit organizations, consulted with this writer in preparing a very comprehensive guided inventory designed for young adults considering church occupations. The survey is in a workbook form that is completed independently by the student, requiring about eight hours over a seven-to ten-day period. The completed survey is discussed with a qualified counselor for the purpose of increasing insight, particularly as it relates to occupational considerations. A summary statement of the student's strengths, needs, occupational goals and plans is prepared, which can be available to augment further interviews.

Although the Life Style Survey was published by the Office of Church Occupations Counseling, United Presbyterian Church U.S.A., its use is now extended through the Eastern Career Development Services, Incorporated, to 50 different occupations and over 20 different denominations, including the Lutheran Church in America, the Episcopal Church, United Church of Christ, the American Baptist Convention and others. This reviewer finds the survey very complete and psychologically accurate from an Adlerian point of view. Although the survey was published to be used with young adults, completing such a process would be highly educational for people of all ages. The survey has four sections: Childhood, Adolescence, Young Adulthood and Review and Summary. The comprehensiveness of the survey is revealed in the sub-headings: (a) Sibling Roles; (b) Family Constellation; (c) Coping Patterns; (d) Early Recollections; (e) Attribute Profile; (f) Identity Labels; (g) Activities and Interests; (h) Occupational Fantasies; (i) Significant Events.

The section on adolescence adds sub-sections on: (a) Significant People; (b) Roles and Labels; (c) Biographic Episodes. Similar material is obtained from the responses in the Young Adulthood section, leading then in the review section to the following sub-headings: (a) Capability Preference; (b) Coping Pattern Review; (c) Attribute Profile Review; (d) Activities and Interests Review; (e) Role Review; (f) Retrospect, which includes attention to significant failures, decisions and goals; (g) Lifeline Review Chart; (h) Reality Testing; (i) Fantasizing Values, e.g. after dinner comments one would like a colleague to make after 25 years of service; (j) Considerations for Future Development; (k) Conclusion.

Dr. Foulkes is to be congratulated on developing from the Adlerian Life Style theory and the concrete use of Life Style Assessments as taught by Dreikurs; an instrument which if made available on a broad scale, could, in this writer's opinion, literally change the world.

W. L. Pew, M.D.

Between Teacher and Child

Haim Ginnott

McMillan Publishing Co.

1972

Between Parent and Child has become a classic text for parents who are attempting to understand children in today's society. The late Dr. Ginnott has written another book geared toward giving teachers a thorough understanding of children's behavior based on his philosophy of raising children.

One of the most important messages that Ginnott attempts to convey is that of the respect of the individuality of each child. Much care is taken to show teachers that children have feelings and, therefore, in any communication we have with children, our every approach must be oriented towards a respect of this feeling child. He also states that to be a good teacher one must be sensitive to the feelings of the child in order to communicate effectively.

Another point the author attempts to convey is that praise should be used in both spoken and written language. He states that positive communication will enhance and develop a child's self concept. Sarcasm and ridicule should be avoided because it is extremely detrimental to the child's perception of himself. Dr. Ginnott's entire philosophy centers around teachers and parents alike and stresses alertness to situations which will foster the development of a positive outlook on life.

Dr. Ginnott uses the fine technique of having the person write down his or her feelings when confronted with an emotional situation. This technique has many positive qualities except that in this book it is used so often, giving the impression that it is the panacea for all ills. At times, the author tends to oversimplify certain situations which leaves me with the feeling that no matter how simple or complex the problem, it can be solved by a few positive remarks from a teacher.

This book has many positive qualities for every teacher to learn, yet it appears to need many more concrete examples of specific situations in order to be of maximum benefit to all teachers.

Michael T. Yura

Pain and Joy in School

*Edward W. Schultz
Charles Heuchert
Susan M. Stamf*

Research Press, Champaign, Ill.
1973

Pain and Joy in School is a delightful book about experiences students have had in grades 1-12 and college. All painful experiences stemmed from the student being treated in a disrespectful manner by the teacher. Younger children have difficulty coping with being embarrassed or belittled, more so than the college student. In any case, painful experiences in school are not forgotten by students.

Most pleasant experiences described by students in this book came about as a result of being treated as a human being by their teachers. This human treatment comes in many forms; a positive word from the teacher about a job well done, an understanding word, patience.

Most experiences that students have, painful or pleasant, are related to the teacher. This places a great deal of responsibility on the teacher, but I can't think of any profession that has more responsibility attached to it. Teachers have to be aware of what they do and how students react to them. I would recommend *Pain and Joy in School* for anyone who is involved in all levels of teaching.

The truly human sensitive part of a child has been beautifully expressed in this short poem:

If you touch me soft and gentle
If you look at me and smile at me
If you listen to me talk sometimes before you talk
I will grow really grow

Bradley (age 9)

(This holds true for people of all ages)

This delightful little book should be a must for all teachers. It allows the reader to grasp the full impact of the school and teacher on children's lives. As the title indicates, school can be painful as well as joyful experiences.

Michael T. Yura

Counseling Children in Groups

Merle M. Ohlsen, Ed.

Holt, Rinehart and Winston, Inc., New York
1972

"This book was planned to help practitioners improve their group counseling services for children." With these words, Ohlsen opens an excellent collection of papers that should be of great aid to those who are interested in working with children in groups. The book appears to achieve this objective. Experienced practitioners such as Dreikurs, Ellis, Gazda, Mowrer, Patterson and Sonstegard provide informative chapters covering a variety of techniques, various settings, and several central issues related to the area.

Ohlsen himself, in the introductory and concluding chapters, provides the student of children's groups, as well as the practitioner, with an excellent overview and tying-together of the whole area. He discusses the role of the elementary counselor, appropriate target populations, and a rather brief but thorough coverage of research on psychotherapy, particularly as it relates to counseling children in groups. He also, in the final chapter, highlights the major issues and aspects of the group counseling process, aiding the reader in synthesizing the various views expressed in the other portions of the book.

Several major theoretical approaches to counseling children in groups are presented by persons who are known as advocates, practitioners, or in fact founders of each. The late Rudolf Dreikurs and Manford Sonstegard team up to present one of the most integrated frameworks with which one can view child counseling. Albert Ellis describes the living school in New York City and the goal of providing emotional education to each and every student. Gazda describes the developmental approach and a chapter by Hosford on the behavioral approach to counseling children in groups provides the reader with a fairly well-rounded look at how various schools of thought view this process.

Several chapters are devoted to more specific, but none-the-less helpful techniques. The uses of play, dance, and role playing, as applied to children provide excellent tips on how the practitioner can increase his/her flexibility in working with the many different types of children and the multitudinous needs that are encountered.

The book provides much more than merely how one might counsel kids in groups. Crucial, high-level issues are discussed which should benefit the practitioner on a more administrative level. The book covers a lot of ground so that anyone interested in children's counseling groups should be able to find a good deal of interesting, relevant, helpful information.

Richard Games

Individualpsychologie in der Schule, Vorlesungen für Lehrer und Schuler

Alfred Adler

Fisher Paperback Company

1973

Individualpsychologie in der Schule, Vorlesungen für Lehrer und Schuler by Alfred Adler was published in German by the Fisher Paperback Company in May, 1973. Adler presented this paper originally to a group of teachers at the Pedagogic Institute in Vienna in 1928. In this paper he stresses the importance of the role of the teacher in guiding a child who has been stunted in his social and emotional growth and has developed into a problem child. Adler maintains with steadfast optimism that teachers, with the proper training in Individual Psychology, can correct any emotional disturbance caused by earlier experiences in the child's home life.

At this time, Adler was already an authority on "uneducable" children. He is dealing in great detail with the origin, behavioral symptoms, and treatment of the inferiority complex. Originally, Adler placed great stress on the importance of organ inferiority as the major cause of personal inferiority feelings. He wrote *The Studies of Inferiority of Organs* in 1907 in which he explains a person's drive for perfection and his compulsion for completion according to the theoretical Gestalt model of Pragnanz.

In this presentation Adler is demonstrating the magnitude of the independent function of the inferiority complex. He shows us how it developed during a child's early relationship with his immediate environment, his mother, and later his father and siblings. These early experiences seem to be decisive in the formation of the child's private logic and his social feeling. The case histories in this book are designed to demonstrate conclusively the rigid views of nervous people and neurotics in regard to their relationship with others.

Adler identifies three major groups of problem children: (1) those with organ inferiority; (2) those who were spoiled in their early years and as a result always see their place at the receiving end and never on the giving side; and (3) those who were hated and as a result never developed a social feeling or interest in others.

He is convinced that teachers can prevent early manifestations from becoming permanent and destructive influences on a child's life style by taking the child

seriously, treating him as an equal, never to discredit or ridicule him and to avoid placing a child into a failure situation. The teacher, therefore, is placed into a position to restore the self-confidence in an “uneducable” child which was initially neglected or destroyed at home.

In the *Individualpsychologie in der Schule* Adler deals with four major topics:

- (1). diagnostic recommendations for teachers;
- (2). pedagogic recommendations for parents (for the prevention of educational problems in school);
- (3). pedagogic advice for teachers, especially regarding the treatment of educational problems of their students;
- (4). other demonstrations of problems not necessarily diagnostic or pedagogic.

It concludes with a topological sketch of norms of a useful life style and violation of these norms in Individual Psychology, and a questionnaire which is designed to aid in the diagnosis and treatment of difficult to raise children. This questionnaire was endorsed by the International Organization for Individual Psychology.

The case histories in this book are interesting and supportive of Adler’s theory. They stress again the importance of environmental and social influences on the development of a child’s guiding *modus operandi*.

Helga Shay