

Book Reviews

Family Council: The Dreikurs Technique, by Rudolf Dreikurs, Shirley Gould, and Dr. Raymond J. Corsini. Henry Regnery Company, Chicago, 1974. 114 pp, hard cover.

Dr. Dreikurs has long discussed the use of the family council as a technique for putting an end to the war between parents and children (and between children and children). Two years after his death, his latest book, *The Family Council*, in collaboration with Shirley Gould and Dr. Ray Corsini, brings to the public a highly useful book describing this technique in detail.

There are many "how to do it" books on the market today, however, many of them fall short of their intended goal. *The Family Council* is a book for the family who truly wants to develop a truly cooperative family in which each member seeks to contribute to the well-being of the others while taking responsibility for their own behavior. The authors have spent considerable time and effort in presenting a step by step procedure, which, if followed, will give most families all the basic information needed to run a family council. The authors do not limit themselves to just giving information about a procedure to follow but also anticipate and discuss problems which might occur. Actual transcripts of family council meetings aid the reader in developing a realistic use of a true family council. As Dr. Dreikurs discussed the concept of having courage to be imperfect, so, too, do the authors comment to the reader the problems present in developing a truly democratic family atmosphere.

The authors conclude the book with a series of typical questions and answers which are asked by parents concerning the family council. The questions are of great value to the parent who is attempting to begin a family council of their own.

The reader will find this book both easy reading and informative. The *Family Council* should be one of the important parts of everyone's library.

Michael T. Yura

The Changing School Scene: Challenge to Psychology, by Leah Gold Fein. John Wiley & Sons, New York. 1974. 314 pp, hard cover.

The traditional role of the school psychologist has been in a state of flux during the past few years. Dr. Leah Gold Fein has addressed herself to the problems which are presently being encountered by psychologists in the schools and to the educational trends which greatly affect the role of the school psychologist.

The book presents an overview of the development of the role of the psychologist in the school and discusses many of the obstacles in the path of the school psychologist. The author also discusses the present school scene and its three major purposes, which are: to remediate and reverse learning deficiencies; to stem the tide of school dropouts and motivate prospective dropouts; and to modify those school elements which promote behavior problems in the schools. It is to these points that much of the remaining book is presented.

The author spent a great deal of time discussing experimental programs in both the school and the community. She also discussed the need for the school psychologist to spend time in meaningful research with various target populations. It is the hope of the author that the projects presented will stimulate other psychologists to "more effective collaboration between the school teaching and administrative staffs. . .and psychologists in the schools will be motivated to use the design described and test the benefits of this type of program over the long haul."

I believe the author has failed in her attempt to stimulate the reader to implement these specific programs. Too numerous comments are made as to the importance of the teacher and the community in the implementation of these projects, yet Dr. Fein does not devote much discussion to the importance of these crucial factors. It would be more useful to have placed these in an appendix and develop the idea of implementing the community-based model of the school psychologist.

Although having many fine assets, such as a discussion of the use of para-professionals, the book falls short of its intended purpose.

Michael T. Yura

Human Interaction in Education, by Gene Stanford and Albert E. Roark. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass., 02210. 1974 308 pages, paperback.

The basic philosophy behind the book is that human interaction is an essential part of education. If we do not interact and relate while learning, we are not really being educated. We can no longer educate a person to know his work without educating him on how to live. The book is practically a recipe for teachers, in that it lays out plans for group development and activities to change the classroom into an interacting community of learners.

The chapters follow a logical progression from theoretical basis for interaction in education, developing groups in the classroom, to role playing and simulations in the classroom, and including a chapter "Beyond the Classroom." Each of these chapters specifically describes the "how-to" of group process as well as a trouble-shooting section of problems to anticipate and ways to keep the focus where the teacher or group leader wants it if certain situations arise. There is adequate explanatory information for the teacher in theory and planning of groups, procedure, as well as processing the information. I feel that the book would be a help, particularly to those who have had limited experience with groups. Even for those with experience, it is full of ideas and might be a comforting manual to rely on in new situations. Many additional resources are listed: books, as well as commercial games and kits, covering any possible type of group interaction a teacher could want to use.

Angela Bayer

Youth: Toward Personal Growth—A Rational-emotive Approach, by Donald J. Tosi. Charles E. Merrill Publishing Company, Columbus, Ohio 43216, 1974. 161 pp, paperback.

There has been a great interest in and use of Ellis' Rational Emotive approach in the past few years. Yet there has been very little written on the use of RET with youth. "Youth Toward Personal Growth: A Rational-emotive Approach" satisfies a definite need for persons who work with youth.

Dr. Tosi has done an excellent job in developing a rationale for the use of RET with youth. He presents several parameters of human development which include a conceptual framework of the "self-in-situation" which serves as the guide for all the basic social-psychological processes. A detailed overview of the stages in the counseling process helps set the stage for Dr. Tosi's discussion of the basic theoretical tenets of RET.

Youth Toward Personal Growth also gives the reader an excellent overview of Ellis' illogical beliefs and the variety of techniques used by various persons engaged in the use of rational emotive counseling.

Dr. Tosi also makes use of the verbatim transcripts of actual counseling sessions to add substance to the previous chapters. This concept was used admirably by Ellis in his *Growth Through Reason*.

"Youth Toward Personal Growth" is a well-written, comprehensive discussion of Rational Emotive Counseling in the context of youth, the years from sixteen through thirty. The author presents his ideas in a stimulating manner which holds the reader's attention throughout.

Michael T. Yura

Work, Love and Friendship: Reflections on Executive Lifestyle, by Allan J. Cox, Simon and Schuster Co., New York 1974, 180 pp.

“Work, Love and Friendship” are the three major areas in which all questions of life can be subordinated into. It is to these topics that Allen J. Cox addresses himself in the book, “Work, Love and Friendship: Reflections on Executive Lifestyle.” Allen Cox is an organizational consultant and executive recruiter. He uses his numerous experiences in the business world to reflect on the lifestyle of business executives. He adds a perspective to the life of the business executive.

The author combines both wit and wisdom in his unusual writing. Its neither poetry nor prose but rather a series of reflections of both personal and professional thoughts on Work, Love and Friendship. Although not a psychologist, his writing reflects a deep insight into behavior.

Although very applicable to the “organization man” Cox’s comments are *a-propo* to the world of work in general. The author describes a variety of specific events in lifestyle such as the Adversary, who thrives on conflict; the Abrasive, who lacks finesse; the Narcissist, who needs to be loved, thrives on being the object of attention, and many others. They reflect a broad range of lifestyles present in our society.

I feel that Work, Love and Friendship is an hour well spent but to truly appreciate its meaning, it should be read and re-read.

Michael T. Yura

Adulthood and Aging, by Douglas Kimmel. New York: John Wiley and Sons, Inc. 1974. 484 pp, \$10.95 hardback.

The traditional focus for most developmental psychology textbooks seems to be on the young, developing child. This is based on the assumption that we are what we have been subjected to. Unfortunately, this often ignores the more obvious adage that we are what we are. Therefore, an increasing focus has recently been placed on the study of adulthood and aging through the developmental method.

Douglas Kimmel, in his book titled *Adulthood and Aging*, makes use of the developmental approach to view this most influential of all populations. The basis of the developmental approach is to assess changes that occur with increasing age in different subject groupings. The format of the book views the aging process from the period of young adulthood through death and mourning.

The book itself can be roughly divided into six sections each of which is separated by a case history of an individual designed to illustrate the aging process as it can be seen in actual adults. The first of these divisions explains research findings on developmental methodologies. Also included in this section is an introduction to the central problems of young adults on their journey to maturity. Topics discussed include marriage, drug abuse, the growth of intimacy and venereal disease.

The second division concerns sex differences at the adult stage of development. The author examines sex differences and how they are created and some of the more prominent theoretical explanations. This is followed in the third section by a discussion of family life and the world of work. Some of the more contemporary topics in this section include family structure, an analysis of the family as process and retirement.

The remaining sections cover the adult personality structure, biological and intellectual correlates of aging and death and bereavement, respectively. The latter section has received perhaps the least emphasis of any topic in developmental psychology, most likely because it is furthest from the main focus which appears to be the newborn. Kimmel examines the travesties of nursing homes as well as problems of the minority aged. I was particularly impressed by the suggestions offered for choosing the best nursing home and the various questions to be answered, not the least of which is "Would you feel happy leaving your mother there?"

All in all, this is an excellent summary of the current literature on the aging process. The wealth of information provided is most impressive as well as informative. I feel that due to the readability of the text, it will be equally beneficial to the beginning student of gerontology as it will be to the hardened professional.

Richard Zeiner

I Ain't Much Baby: But I'm All I've Got. by Jess Lair, Ph.D. Doubleday & Company, Inc., Garden City, New York, 1969, 215 pages, paperback.

If you like a well written, exciting and extremely penetrating book to stimulate your thoughts, then "I Ain't Much Baby: But I'm All I've Got" will meet that need.

The author began the book by discussing the trauma of having a heart attack and its effect on his values, goals and aspirations. He begins by listening to his own head and chooses to change his life. Throughout the book the issue of emotional expression and emotional involvement is discussed and reasons for man's flight from love are presented.

The author takes considerable effort in the book to show the reader the expansion of self awareness and the concept of internal motivation. He states at one point that "For what I am today, shame on my parents. But if I stay that way, shame on me."

Dr. Lair also attempts to show that only when a person accepts himself just as he is can he really change, but just thinking about changing is not enough. The importance of not only moving toward someone psychologically but physically as well. He believes that touching is essential part of communication.

The reader of this book will have both an enjoyable and insightful book on the need for self direction and self motivation in order to change. He makes a strong argument for the concept that if you want to change a situation, you must begin with yourself.

Michael T. Yura

Heilen und Bilden, Ein Buch der Erziehungskunst fur Ärzte und Padagogen, by Alfred Adler and Carl Furtmuller, was published in German by the Fisher Paperback Company in September, 1973. Edited by Professor Dr. H. C. Wolfgang Metzger.

Heilen und Bilden is a collection of 34 papers by Alfred Adler and his collaborators that presents the result of a decade of work in individual psychology. Though the book deals only in part with the problem of education it primarily aims to help physicians and educators in the art of educating. In it Adler advocates a new kind of education because he believes the education customary at that time to be the cause of innumerable neuroses and other psychic and social disturbances. Another reason for his wanting to reform the educational system is his desire to better prepare the young for the demands of life by guiding them towards self-reliance and independence of the opinion of others.

As the new educational system which he envisions is to be founded on a knowledge of individual psychology, several of the articles in this collection concern the application of individual psychology in the education and treatment of children. This system of education and therapy rests on the belief that early in the life of the child a goal has been set to which all life is subordinated. Neurosis, therefore, is not conceived as a sudden invasion of dark forces into the personality. Thus, the Adlerian approach starts with the assumption of the unity of the individual and attempts to observe, compare and finally, fuse together the individual life-manifestations and expressions into a composite portrait. It thereby becomes possible to (1) identify the dominant tendency in the service of which experiences are utilized by the individual and (2) discover the nucleus around which a person's goal and behavior are centered. In the neurotic child this nucleus is a subjective sensation of inferiority initiated by organ inferiority or unfavorable social or environmental conditions but determined by the conclusions the child drew from these experiences resulting in an inferiority complex and the appearance of unrealistic goals and expectations and asocial behavior.

The individual articles in *Heilen und Bilden* are separated into three groups:

1. Theoretical discussions of Adler's theory of personality and neurosis
2. Papers and case histories which elucidate this theory
3. Pedagogic recommendations for the educator which arise out of Adler's theory. These recommendations include (1) relinquishment of authority, (2) identification of the disturbance-producing situation and tracing it to early childhood, (3) treating the child as an equal, (4) unmasking of vanity, (5) strengthening of the sense of reality, (6) development of social interest guided by the example of the educator.

The articles in this book effectively underline Adler's "social situational" conception of human behavior. In addition, Adler's observation that man communicates through his total mind-body and that therefore an organ dialect can be observed makes him historically important to the development of what has recently become popular as nonverbal communication or expressive movement in interpersonal relations.

Helga Shay