

Book Reviews

The Mark of Cain: An Anatomy of Jealousy by Marguerite and Willard Beecher.
New York, N. Y.: Harper and Row, 1971. 193 pp. \$5.95

The Beechers, Marguerite and Willard, have written a straightforward book including happy and pithy Phraseology, such as "Was there ever a tug of war with only one man pulling on the rope?" "A problem is only a situation which one has not trained himself to meet in a productive way." The tone of the book though idealistic is down to earth, for they are far sighted and immediately practical.

The title, "The Mark of Cain: An Anatomy of Jealousy," is not a literary trick to catch potential readers. This biblical story is the home ground to which the co-authors return for furthering the reader's insight. In addition they often summarize a case history with a quote from The Bible, such as, "Wrath is cruel. anger is overwhelming; but who can stand before jealousy." Proverbs 27:4 RSV.

They regard jealousy as the most prevalent symptom of an emotional structure called Persistent Infantilism. Specific case histories illustrate the different forms of competitive jealousy and the diversification of its effects. They have devised techniques "for helping adults" to detect, and "to understand and to deal with personal problems." They (1) "confront the child or adult with his jealous and resultant unfriendly way of looking at others;" (2) reveal its effect on him; (3) "point out how this has increased his dependency – prevented his making the helpful contribution society expects of him;" (4) "challenge him to move in more friendly, cooperative, mature and constructive directions of life."

The Beechers carefully indicate the frame of reference in which the Individual Psychologist works. Their interpretations and techniques are based upon the tenets of Individual Psychology. This bracing, revivatory application of Adlerian principles offers many stimulating ideas to its readers, be they professional or lay people.

Nahum E. Shoobs

Social Equality: The Challenge of Today by Rudolf Dreikurs, M.D. Chicago:
Henry Reginery Company, 1971. 222 pp. \$6.95

The author states that this book can be considered a sequel to Adler's work on social interest. Prior to Adler's formulations, man was considered by social and behavioral scientists to be torn by internal and external forces beyond his

control. Until Adler provided a specific model of man, he was not recognized as a free agent and master of his own destiny. But man was not free, for autocracy stagnated man's opportunity to choose and to decide.

Now the situation has been altered. This is the Democratic not the Atomic age, the author points out. Therein lies the basic problem. Not knowing how to cope with a democratic society has created a dilemma. Freedom has been gained but members of society have not been educated to assume the responsibility freedom engenders. Social equality has yet to be attained. As man moves toward equality he is confused and often frightened by it.

Dreikurs' publication concisely provides the guidelines for equality to become a working principle. Man must learn to live with others as his equal if he is to survive. The author is optimistic as well as reassuring in his faith in the democratic ideals and presents a workable blueprint for the future.

Manford Sonstegard

Techniques for Behavior Change by Arthur G. Nikelly. Springfield, Illinois: Charles Thomas, 1971. 219 pp.

A total of 27 authors teamed up with the editor to produce 30 tersely written papers into a six-part publication: Introductions to Theory and Practice, Assessment Techniques, Basic Therapeutic Techniques, Group Techniques, Special Syndrome Techniques, and Educational Techniques. It is evident from the titles that in many ways the publication exemplifies "How it is done." This is one of a number of publications commemorating the hundredth anniversary of the birth of Alfred Adler. Adler, being one of the first to envision a new model of man, based his predication on the concept that man is not only a free agent but also a responsible social being able to cope with the environment in which he operates. For example, Adler formulated many of the underpinning concepts of Adlerian Psychology: organic inferiority, the relationship of inferiority feelings to personality formation, goal directed behavior, personality unity, dream interpretations, early recollections, family constellations, and social interest. The precepts were so clearly formulated that Adler demonstrated their application in the schools of Vienna before teachers and parents.

I have observed many of the contributors to *Techniques of Behavior Change* demonstrating their well-written approaches. Therefore, the reader will not be getting armchair pendants but approaches stemming from the foundations of Adlerian Psychology enhanced by the practical experience of counselors and psychotherapists in daily practice.

The Foreword is by Alexander Adler and the Epilogue by Rudolf Dreikurs, two eminent Adlerian psychologists. They have been and are among the leaders of the Adlerian movement which is gaining an unprecedented audience here and abroad.

Manford Sonstegard

Developmental Counseling and Guidance: A Comprehensive School Approach by Don C. Dinkmeyer and Charles E. Calewell. New York: McGraw-Hill Book Company, 1970. 474 pp.

The focus on elementary school counseling has been intensified over the last ten years. The next decade will undoubtedly bring new emphasis and perhaps scrutiny of existing practices. The publication reviewed is primarily a text for basic courses in elementary school counseling and guidance. The content is logically divided into five parts: (1) The Foundation: Philosophy and Psychology, (2) Administrative Relationships, (3) Counseling with Children, (4) Counseling with Adults and (5) Classroom-centered Activities.

Not only the counselor in training but the practicing counselor as well, will find the fundamental processes for implementation lucid and valid. The treatment of teacher and parent consultation is brief but may be further explored by reading suggested references.

The unique contents, not as well treated or eliminated in other books, supplies information pertaining to pictorial techniques for pre-school and primary grades including sociometric methods for grouping, role-playing, and classroom-centered counseling. All topics are dealt with specifically rather than with pedantic generality.

Manford Sonstegard

How Children Learn by John Holt. New York, N. Y.: Pitman Publishing Company, 1967. 189 pp.

How Children Learn, by John Holt, conveys a diary account of youngster's learning abilities. Holt's principle is two-fold: children have a natural ability to tackle learning by themselves, and children are very sensitive and easily discouraged.

As a result of years of practical experience, Holt has resolved that youngsters can't be "motivated" to learn by wheedling and bribing. It is unnecessary to pick away at children's minds to make sure that they are seeing things as we do. What is necessary is to bring as much of the world as we can within their reach, giving them as much guidance and help as they need. Stop talking. Stop ruling. Stop punishing. Listen respectfully and allow them to expand on their own. Holt's account is clarified in discussions of games, reading, sports, art, experiments, and mathematics. Case studies are practically applied to the principle that children learn independently out of curiosity.

Most of us are tactful when pointing out the errors of other adults, but rarely is this courtesy extended to children. As a result of criticism, youngsters become baffled and humiliated. To combat discouragement, an atmosphere of resourcefulness and confidence must be integrated into our schools. Emphasis should be placed upon resilience, patience, competence, and courage.

Holt's aim is not to force educators and psychologists to adopt new doctrines, but to persuade them to observe children patiently, repeatedly, and respectfully.

His judgments do not deny the importance of deductive and logical reasoning; however, emphasis is placed upon an accurate model of children in their natural habitat—homes, schools, playgrounds, anywhere. In short, we pretend to send children to school to learn to think. All too often, we stifle natural ability and creativity by demanding them to learn and ordering them to think.

Holt's attack on modern coercive education is masterful; however, he poses no solution to the dilemma. What is lacking in his advocacy of a new type of schooling is a proposal of how to get there. Criticism should be supplemented by reorientation of children, parents, and teachers. To criticize is to challenge; to reorient is to achieve.

Mary Ann Pappas

Teaching as a Subversive Activity by Neil Postman and Charles Weingartner. New York, N. Y.: Delacorte Press, 1969. 219 pp.

Our world is characterized by constant and accelerated change; however, our educational system has not yet recognized this fact. Postman and Weingartner focus upon school as the critical environment for promoting "strategies of survival" in our changing world. *Teaching as a Subversive Activity* is based upon two assumptions: American society is threatened by unprecedented and increasing dilemmas; something can be done to cope with the problems we currently face.

Numerous unresolved problems can mean disaster for us and our children. Juvenile delinquency, population explosion, communications revolution, civil disorder, and mental illness represent but small segments of complications. Despite their immeasurable complexity, one common question can be asked. What, if anything, can be done to alleviate or to alter present conditions? "New education" proposed by the co-authors is the answer to better adjustment in our world. It develops an inquiring and creative person who can honestly face the ambiguity which threatens him.

Prescriptions for "new teachers" include elimination of textbooks, courses, requirements, and tests. Such common obstacles to learning can be overcome only if those educators who despise crippling environments are willing to commit themselves to an educational revolution. Survival is contingent upon the ability to accept concepts relevant to the threats of survival and the ability to reject those which are not applicable. "New education" becomes a process of "selective forgetting" or the unlearning of irrelevant concepts no longer pertinent to a democratic society. Unless bureaucratic attitudes, beliefs, and assumptions are subverted, chaos and uselessness will continue.

As serious and dedicated professional educators, the writers are not so romantic as to believe that all problems are susceptible to solution by means of education or anything else. They propose that some dilemmas can be resolved more directly through education. Assuming that America values its youth, and

that community leaders want this generation to be exposed to reality and not fantasy, Postman and Weingartner cite examples of "what's worth knowing." Many of their suggestions are not new; however, they still believe that reform within the existing system is possible. Advocating dead ideas only fosters bureaucracy; however, subverting conventional practices can promote the survival of democracy.

Mary Ann Pappas