

Book Reviews

Maintaining Sanity in the Classroom: Illustrated Teaching Techniques by Rudolf Dreikurs, M.D., Bernice Bronia Grunwald and Floy C. Pepper. New York: Harper & Row Publishers, 1971. 338pp.

Maintaining Sanity in the Classroom authored by Dreikurs, Grunwald, and Pepper is a unique and practical approach to the establishment and maintenance of democratic procedures within the classroom. Laden with optimism and encouragement the five-part test includes: (1) Theoretical Premises, (2) Diagnostic Techniques, (3) Effective Democratic Methods, (4) Coping With Specific Problems, and (5) Parental Involvement.

Initially theoretical premises based on the psychology of Alfred Adler and contemporary contributions on Individual Psychology are explicated. More important than emphasizing what a child can do is the realization of what he chooses to do. The instability of an autocratic era, unreliability of research and little consensus regarding effective ways of dealing with children inspired the author's proposal of a promising psychological model of man. Based on goal-directed behavior, encouragement, natural and logical consequences and social interest, these guidelines permit each life style to develop with a certain consistency and stability.

Secondly, an array of diagnostic techniques gearing educators toward a psychological sensitivity of a child's motives are outlined. Unfortunately, our present educational dilemma is plagued by the lack of preparative educator training on the undergraduate level. As a consequence, teachers lack effective leadership in changing students' attitudes and values. To cope with these dilemmas, the authors focus on concise techniques having wide-range and effective results. Conceptual analysis of early recollections, family constellation, and private logic are complimented by specific cases to further foster an understanding of motivation modification within the classroom.

Thirdly, effective democratic methods as alternatives to the present warfare within our educational system highlight the text. An awareness of the child's needs as well as a trusting relationship based on encouragement between student and teacher is paramount in building and developing the child's commitment to the learning process. Paralleling effective leadership with effective teaching the authors delineate the importance of group dynamics. Illustrations of their own case material pinpoint cooperation and mutual respect as fundamental to democratic living.

Fourthly, immediate corrective steps to cope with specific problems are constructively outlined. Theoretical concepts underlying intergroup and interpersonal conflicts stress honest group discussions within a democratic school. Recognition of a child's goals and assistance in altering them is an integral part of problem solving within a democratic transaction. Further clarification of shared responsibility emphasizes the resolution of conflict by means of participation and cooperation.

Fifthly, as a result of the impact of a democratic spirit, the educator's obligation is to assist parents as well as students in preparing the child for life. The showing of genuine concern on both the part of the parent and teacher may

have the effect of encouragement on the child. Parental involvement is based on confidence and the realization that both parents and teacher share in the interest of the child's welfare.

Too often criticism of our present educational dilemma is of a descriptive nature; however, *Maintaining Sanity in the Classroom* poses an analysis of as well as an alternative to our present educational upheaval. The authors' ingenuous and inspiring text should be integrated into every preparative teacher training program. The resulting effect would be similar to the international impact that *Children the Challenge* has had in reorienting parents. Teacher education in terms of prevention could foreshadow a new technology in education. *Maintaining Sanity in the Classroom* plants the seeds for a new harvest in our era. The reapings of its impact are within the field of every educator.

Mary Ann Pappas

The Counseling Psychologist, Volume 3, Number 1, 1971, is entitled "Individual Psychology: the legacy of Alfred Adler." A series of articles highlighting Adler's contributions as well as those of contemporary Adlerians to Individual Psychology comprise the eight-article volume.

Thomas W. Allen authors three articles, the first of which details Adler's contributions and pays substantial respect to the renaissance in Adlerian psychology. A second account is presented as a preface to R. W. Gushurst's theoretical analysis of the life style and its validity. Another article by Allen focuses on specific techniques in counseling.

An interview with Rudolf Dreikurs includes edited excerpts from "Individual Psychology in Counseling and Education, Distinguished Contributors to Counseling, an APGA Film Series." Analysis of our present educational dilemma is delineated by Bernice Grunwald who poses strategies for behavioral change within schools. Harold H. Mosak authors a personal account of consultation techniques for behavior change within schools. Don Dinkmeyer's article explicates the "C" group, combining knowledge and experience in consultation.

Many volumes of articles have been published; however, this recent edition of the *Counseling Psychologist* is a landmark in Individual Psychology. Professionals can no longer overlook the impact of Adlerian Psychology. The American Psychological Association has acknowledged Adlerian contributions in writing. More recently the Chicago Medical School honored the contributions of Rudolf Dreikurs at a two-day Brief Psychotherapy Conference. With the rebirth of Adlerian psychology being recognized through publication and public acknowledgement, professionals can no longer deny the permeating influence of Adler and his contemporaries.

Mary Ann Pappas

Painter, Genevieve, *Teach Your Baby*: Simon and Schuster New York 1971 223 p \$6.95.

Dr. Painter, an authority on infant and preschool education, emphasizes that the newborn, contrary to popular belief, is able to learn. Her theory rests on extensive study carried out while doing an educational research program conducted by the University of Illinois. Through the revolutionary idea of

actual and deliberate attempts to educate infants and small children, she has developed a multi-structured program of planned play activities. She points out how parents implementing this program can easily stimulate a child's learning ability and intellectual development. With research now acknowledging that a normal child's most active period of growth, both physically and mentally takes place between birth and age four, it is necessary to develop these potentials. Her text is programmed towards these specific ages.

Initially, Dr. Painter's program outlines simple activities taking just a few minutes each day. These activities are then constantly graduated to higher and more complex skills, depending on the child's rate of growth and development. She provides, in detail, varied activities and sample programs at every stage of development, but she allows for the parents to use their own discretion with unlimited techniques and resources.

Her book is a much-needed innovation in today's highly technicalized society where time is a precious element. She offers a program that can be fun and enlightening for parents as well as children. This book is a must in every home of today, where concerned parents are looking for a way to stimulate, encourage, and motivate their children's desire to learn, and assure future success in school.

Michael A. Clemont

Runes, Dagobert D., *Handbook of Reason*, Philosophical Library, New York, 1972. 200 pages.

Handbook of Reason is one of many books written by Dagobert D. Runes regarding religions. It starts by praising Pope John XXIII as the one and only Pope ever to speak out in behalf of the Jews. It ends by returning a thousands years ago to find out if the ancient Hebrew was right—That there will always be with us the stench of Satan, that nothing new can come in this world.

The words are arranged in alphabetical order with a definition of the term following. He offers a summation of his views on a wide range of topics of first importance and last importance. Every definition is open to challenge, stimulation, and some controversy. This is also indicative of the truth. Dagobert D. Runes defines Truth as having no place in ethics, only living benevolence. Truth can easily be made to serve evil as well as goodness. No truth is an answer; goodness is. Truth may be sometimes on the side of benevolence; kindness always is.

Quoting from Pope John's *Prayer of Repentance*:

“We admit that over hundreds of years our eyes were blinded, so as not to see the Beauty of Thy Chosen People and not to recognize the features of our firstborn brother. We admit that the Sign of Cain is upon our forehead. For centuries Abel was lying in blood and tears while we had forgotten Thy love. Forgive us, O Lord, the curse we unjustly spoke out over the people of Israel. Forgive us, that in the flesh we crucified You the second time! We did not know what we were doing. . .”

Richard Iaquina

Appignanesi, Lisa, Ph.D., Holmes, Douglas, Ph.D., Holmes, Monica, Ph.D. *The Language of Trust*, Science House, Inc., 1971. 179 pages.

The Language of Trust comprises a large number of actual experiences to express both sides of the gaps between parents and children. A rough overview would include (1) Profiles of the Contemporary Adolescent and Parent; (2) Culture and Counter Culture; (3) The Drug Culture; (4) The Art of the Dialogue.

The problems faced by both the parents and their children are sometimes never recognized or overly reacted to when first discovered. When a father, mother, or an administrator can't give a pat explanation for every action they take refuge in the magic formula, "The Generation Gap."

Instead of clarifying generational conflict, the term "generation gap" has only succeeded in establishing battle lines across which youth and adults rail at each other to no purpose. The main purpose of the book is to show both the adults and youth to create a language of mutual trust and understanding within the family. It is within the family that the generational conflict has its roots.

Through the book both sides are given in regards to failure and solutions. The language is defined and described in practical terms to provide model dialogues for both youths and adults. The authors do much to close the "generation gap."

Richard Iaquina

McKelvie review of Carl Rogers, *On Encounter Groups* as published in the November, 1971 issue of the *Individual Psychologist*.

A Review of a Review. In the November, 1971 issue of the *Individual Psychologist*, Dr. William McKelvie reviewed Carl Rogers' *On Encounter Groups*. I believe Dr. McKelvie went beyond the prerogatives of a reviewer and interjected into his review material which is not substantiated by the text he reviewed. The review was characterized by inaccuracy which tended to distort—and through distortion misrepresent the theoretical position of noted scholar and practitioner. It is not my purpose to align myself with Carl Rogers on encounter groups. In fact, I thought the text to be mediocre and not at all characteristic of Carl Rogers' usual scholarship. My purpose is, however, to suggest that the review includes generalizations which are not warranted by the material in the text and which are not in accord with the often published and often quoted tenants of Rogerian Theory. For example, McKelvie writes that:

—as with previous books by Rogers, there are certain rather disturbing themes in *encounter groups* — throughout his writings there is an underlying current of pathos—Essentially Rogers emphasis the helpless, insecure nature of man to cope with his environment—Rogers seems to view man in the context of weakness.

Contrary to McKelvie's statements, Rogers in both *Client Centered Therapy* and in *Becoming a Person* establishes his position regarding both man's inherent nature and his potentiality. Rogers does not view man from a context of weakness. He believes like Syngg and Combs that man has a basic tendency of growth—to actualize, to maintain, and to enhance himself. Every person has a creative urge to grow, to become what he can become. Man is essentially good and given minimal opportunity will continue to evolve his potentialities. He operates from a position of strength in this respect.

McKelvie also writes that:

from a Teleo Analytic standpoint, Rogers premise that “open and honest communication of feelings as well as thoughts” will solve all problems is naive.

Once again, Dr. McKelvie has distorted Rogerian Theory. Rogers does not suggest that *only* the expression of open and honest feelings and thoughts will solve *all* problems. Rogers does suggest that where therapeutic relationship exists—whether it be found in a family group, peer group, or counseling group—it is likely that the client will become more aware of alternative choices which are available to him and of his ability to make choices which influence his life. The Rogerian relationship has been much researched and widely publicized and does not require elaboration.

In summary, it is my contention that Dr. McKelvie’s review of Carl Rogers’ *On Encounter Groups* incorporated misrepresentations of Rogerian Theory which are not justified by the text and which reflected an unjustified bias.

Jim Parks, Ed.D.

Neil and Margaret Rau, “My Dear Ones” Prentice–Hall Neal & Margaret Rau
1971 320 p. \$7.95

Neil and Margaret Rau have compiled a complete biography of Dr. Abraham Low, who founded Recovery Incorporated. They have traced his life history from Baranow, Poland to his final resting place in Chicago, Illinois. Through the use of actual case histories, relatives, fellow physicians, and friends, they have compiled a complete study of the Method used by Dr. Low, even though Dr. Low had said that it could not be explained.

The essence of this book deals mainly with Dr. Low’s beginnings in psychiatry, in an era heavily influenced by Freudian psychoanalysis. It is shown how Dr. Low becomes dissatisfied with results obtained using psychoanalysis, and how he pioneered his great curative Method. His Method is based on the dignity of “free will” and the human quality of choice. This convinced him that the will could be activated to bear discomfort, to control impulses, and eventually bring the mentally and emotionally disturbed back to health. Until this time it was a widely accepted fact in psychiatric circles that a person had “instinctive craving” which entirely governed his actions.

Great depth is taken to show how Dr. Low tried to present his Method to an unhearing public and psychiatric profession, and to explain how his Recovery program had proven to bear far greater results than those of psychoanalysis. His ideas revolved around the theory that mental illnesses were on a similiar parallel to physical disorders. Once their cause was determined they would be cured by therapeutics means and self-help. His attempts to are the fallacy of psychoanalysis as a curative power, and to get Recovery firmly established and recognized are vividly recreated by the authors.

This book truly reveals Dr. Low’s deep concern and compassion which he felt towards all his patients. The ultimate test of his Recovery program came directly after his death. The fact that the organization, now being completely run by people who were his former patients, is continually becoming more recognized, though membership increase is a living testimony to the actual value and need of his Method. With the program now having branches in 45 states as

well as Canada, Puerto Rico, England, and France, his dream of a nation wide organization of after-care associations to be used to supplement all state mental insitutions is now becoming reality.

Michael A. Clemont