

HUMAN VALUES AND ABNORMAL BEHAVIOR

Edited by Walter D. Nunokawa. Chicago: Scott, Foresman, 1965. Pp. 169.
Pap. \$3.05.

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Because counselors may have missed noting this valuable collection of articles through a literal interpretation of the title, it is reviewed here three years after its publication by a counselor who did just that. For *Human Values and Abnormal Behavior* sounds like a book about pathology, suitable reading for psychotherapists only. Actually, it might be enjoyed by any literate person who works with people.

The fifteen papers reprinted in the collection are by leaders in various humanistic disciplines. One need only mention Rollo May, Anne Roe, Carl Rogers, B. F. Skinner, and M. Brewster Smith to give you an idea of their stature. Their concerns are varied, but all of them write of ethical matters and about problems concerning both abnormality and normality. The majority of the writing was done in the fifties and early sixties; some of the articles have since become famous.

Notes on just a few of the discussions are presented here to give readers an idea of what to expect: C. H. Patterson, in a clear statement on "The Place of Values in Counseling and Psychotherapy," would wish to free the counselor from any attempt to keep his own values under wraps if they seemed to have relevance to the counseling process, but would insist that the client be given the utmost freedom to accept or reject counselor values. Open discussion of values by both persons would, he contends, make for a more open relationship. Roe's article, called "Man's Forgotten Weapon," is a lucid and emphatic plea for increased awareness. The weapon that may in the end defend us against destruction and self-destruction "is, simply, awareness, consciousness, man's awareness of himself and of the world around him (p. 141)." Both these writers, and several others, emphasize that man has choices to make, and that if he needs help, the help should include attempts to have him see alternatives clearly. Roe is delightfully crisp in a section advocating the study of psychology in secondary schools: "I suspect that such a suggestion will horrify many people. Psychology, dealing with emotions, as some at least of it does, is highly dangerous, and you have to attain a certain age before it is safe for you to hear of it. I submit that this is ridiculous. . . . If we are ever to raise a generation of aware and confident people, we must deliberately start in infancy to help them become freely aware of themselves, and of what it is to be a human . . . (p. 145)."

On a related subject, "Some Issues Concerning the Control of Human Behavior: A Symposium," problems of human choice are examined with forceful penetration as Rogers and Skinner square off in a debate: it is a true battle of titans, as the spokesman for third-force psychology replies to a paper by the spokesman for behaviorists, and is replied to in return, in a masterly rebuttal by Skinner.

Several of the articles near the beginning of the book attack diagnosis in

a general sense, and these discussions concern the concept of normality itself. As an instance, O. H. Mowrer, in "What Is Normal Behavior?", mingles the points of view of many disciplines—biology, medicine, philosophy, statistics, religion, to name a few—and arrives at an interesting definition which is a far cry from the-normal-as-one-standard-deviation-above-and-below-the-mean with which his statistician started the discussion. He submits that, "To the extent that an individual is able in his lifetime to assimilate the historically hard-won wisdom of society and to experience the fruits thereof, he may be said to be normal; to the extent that he fails, he is abnormal (p. 31)." Mowrer adds that this does not imply a slavish conformity to one's culture, because if, "for whatever reason, nonconformity seems imperative, then openness therein and willingness to take the consequences are requisite (p. 31)."

If *Human Values and Abnormal Behavior* has flaws, they are not, with the exception of the somewhat misleading title, apparent to this reviewer. As in all collections on a general important topic, some omissions could be caviled at—Maslow and Riesman come to mind—and a few repetitions are noticed. But as a collection of some of the best thinking of the recent past, the volume is outstanding. Further, the writing is of exceptionally high quality: Joseph Wood Krutch, Roe, Skinner, and Smith are especially trenchant and distinguished stylists. And the relative lack of jargon and cloudiness makes even the most difficult and complex arguments relatively comprehensible.

GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL: READINGS IN THEORY AND PRACTICE

By Don C. Dinkmeyer. Toronto, Ontario: Holt, Rinehart and Winston, Inc., 1968. Pp. xiii + 416. \$5.95.

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Elementary school counseling is a young discipline presently in search of firm theoretical and empirical foundations from which to augment its effectiveness. The selection criteria used by Don C. Dinkmeyer is based upon the principles of developmental guidance in which services are provided for *all* children in a continuous, integrated program designed to assist each child toward a better understanding of himself.

The 49 articles in this collection are divided into 11 chapters dealing with the areas of philosophy and theory of elementary school guidance and