

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

counseling; program development and appraisal; the role and function of the elementary counselor as a consultant to teachers, administrators, and parents; and the utilization of test information and vocational development in guidance and group counseling. Each chapter is preceded by a rather comprehensive overview of the area under consideration. The prefatory sections provided a unity and rationale in their attempt to give the reader some historical and theoretical perspective as well as to integrate the articles contained in the chapter.

Dinkmeyer considers counseling as a "form of learning (p. 221)" in which the child and counselor establish a relationship which facilitates communication and provides a medium for growth through "changes in perception, conviction, attitudes, and behavior (p. 223)." In line with this orientation the section dealing with theory and practice contains papers by Arthur W. Combs proposing a perceptual approach, John D. Krumboltz and Raymond E. Hosford advocating the application of learning principles as a counseling technique, and Dinkmeyer endorsing the holistic concepts of behavior in Adlerian theory.

The increased interest in group counseling has been recognized by the editor, who has included some excellent articles dealing with rationale and techniques. Merle M. Ohlsen outlines a selection procedure and suggests appropriate ways of adapting group-counseling methods for children, such as the requirement of "more structure and more carefully defined limits (p. 290)."

The need for systematic and well-defined research in the area of elementary-school guidance and counseling is essential. Herman J. Peters and James C. Hansen, state, "no school person is in a more strategic position to study pupils in their developmental progress than the school counselor (p. 378)." They present some useful guidelines for initiating research projects and point out that "a truly effective counselor must play a dual role, that of school counselor and observer (p. 379)." Unfortunately few research studies have been included in this book to substantiate the numerous theoretical papers.