

YOUR CONVENTION SPEAKERS

Brief orientations to the past and present interests and fields of expertise of the eight principal convention speakers, with selected lists of their publications.

These notes were prepared by Margaret Carr, Y. L. Chiu, John M. Cram, Jaime Gellor, Justine Harris, Eila Lamb, and D. Y. Lee, all of Graduate Studies, University of British Columbia.

HENRY BOROW

Dr. Borow, Professor of Psychological Studies at the University of Minnesota, a former personnel research technician, vocational appraiser and in demand as a consultant and visiting lecturer, is knowledgeable in the area of vocational guidance and in career and job trends.

Dr. Borow is probably most widely known as editor of *Man in a World at Work*, which examined the nature of vocational guidance, the meaning of human work experiences, and research and practice in vocational guidance. He has also shown interest in the area of information classification, storage and retrieval. More recently, he has recommended that vocational guidance selectively borrow from the related behavioral sciences. He has noted that occupational information is filtered through psychological sets, attitudes, and defenses and that many young people are not ready for counseling about specific vocational choice. In light of the fact that these youth have had limited and often questionable information about occupations, or are estranged from occupational life, Dr. Borow suggested that improved occupational information usage could include elementary counseling, orientation to work in elementary school, and research on the effect of attitudes and emotional states on perception.—E.L.

Borow, H. Research frontier: Information retrieval, Part II simple and complex.

Journal of Counseling Psychology, 1963, **10**, 88-93.

Borow, H., Ed. *Man in a world at work*. Boston: Houghton Mifflin, 1964.

Borow, H. Review of L. H. Stewart & C. F. Warnath, *The counselor and society: A cultural approach*. *Contemporary Psychology*, 1966, **11**, 465.

Borow, H. Occupational information in guidance practice viewed in the perspective of vocational development theory and research, in *Educational Research Information Center* (ERIC), 1968, **3**.

VINCENT R. D'OYLEY

Dr. D'Oyley, Professor and Chairman of the Department of Measurement and Evaluation at the Ontario Institute for Studies in Education, will speak on "Admission to Canadian Post-Secondary Institutions: A Challenge to Counselors." His current interests include the administration of large-scale test-development programs at OISE, the identification of measurement instruments for post-secondary institutions' use in selection and placement, and the development of tests in the English language.

Dr. D'Oyley has published papers and reports on these subjects and on other Canadian tests, and recently reported, with a colleague, to the

annual meeting of the American Educational Research Association on the construction of an objective measure of self concept. —D.Y.L.

- D'Oyley, V. R. *Testing: The first two years of the Carnegie study 1959 to 1961: Analysis of scores by course, sex, and size of municipality*. Ontario College of Education, University of Toronto, 1964.
- D'Oyley, V. R. *Technical manual for the Canadian tests: Statistical data on the Carnegie study tests of academic aptitude and achievement in grades 8, 9, and 10 in Ontario schools and grades 7 and 8 in Toronto schools*. Ontario College of Education, University of Toronto, 1964.
- D'Oyley, V. R. Some developments in testing at the O.I.S.E. *Measurement and Evaluation: Two seminars*. The Ontario Institute for Studies in Education, 1965.
- D'Oyley, V. R. The Ontario tests for admission to college and university: What background, what future? *Guidelines: Seven articles for school guidance personnel*. Department of Measurement and Evaluation, The Ontario Institute for Studies in Education, Toronto, 1967.
- D'Oyley, V. R. Evaluation of English. *The Bulletin*, May, 1968.
- D'Oyley, V. R., Avital, S. M., & Russel, H. H. *Canadian new achievement test in mathematics (CNATM), grade 9: Technical manual*. The Ontario Institute for Studies in Education, Toronto, 1965.
- D'Oyley, V. R., & Gerhardt, G. C. *The measurement of English achievement. Test development papers*, No. 2(3), The Ontario Institute for Studies in Education, Toronto, 1967.
- D'Oyley, V. R., Gerhardt, G. C., & Edenson, J. *The Ontario standard English achievement test (OSEAT), Form OB: Technical report*. The Ontario Institute for Studies in Education, 1968.
- Gill, M. P., & D'Oyley, V. R. *The construction of an objective measure of self concept*. Paper read at the annual meeting of the American Educational Research Association, Chicago, Illinois, February, 1968.

ALBERT ELLIS

Dr. Ellis, Executive Director of the Institute for Advanced Study in Rational Psychotherapy in New York, has been a practising psychotherapist and marriage and family counselor for many years. One of his best known books is *Reason and Emotion in Psychotherapy*, published in 1962, which described the theory, rationale, and methods used in "rational-emotive therapy," Dr. Ellis's original approach to the treatment of anxious and/or hostile patients.

Dr. Ellis's interests in psychology are very broad — his books and articles number in the hundreds and include studies of sex problems, child rearing, and marriage counseling, as well as psychotherapy itself. In 1968, at least 23 of his books were currently in print — a remarkable number for a living author of non-fiction. He is in great demand as a lecturer — Canadian televisioners may have heard him recently on a nationwide network program.

The techniques Dr. Ellis uses in rational-emotive therapy are best described by listening to him in person, hearing tapes of his work, or by reading transcriptions of therapy sessions. His aims, his emphasis, and his underlying philosophy of the nature of man, however, can be indicated in three short quotations:

My main goals in treating any of my psychotherapy patients are simple and concrete: to leave the patient, at the end of the psychotherapeutic process, with a minimum of anxiety (or self-blame) and of hostility (or blame of others and the world around him); and, just as importantly, to give him a method of self-observation and self-assessment that will ensure that, for the rest of his life, he continues to be minimally anxious and hostile (1967, p. 207).

Although the main emphasis in my type of psychotherapy is on analysing and challenging the negative thinking of the patient . . . there are very specific positive implications of what I do . . . I distinctly teach the patient that he *has* intrinsic value (1967, p. 216).

I present . . . what is usually . . . a quite new, existentialist-oriented philosophy of life. I teach [the patient] that it is most possible for him to accept himself as a worthwhile human being *just because he exists*, because he is alive . . . I vigorously attack the notion that his intrinsic value to himself depends on the usual socially-promulgated criteria of success, achievement, popularity, service to others, devotion to God . . . (1967, p. 211).

Ellis, A. *Reason and emotion in psychotherapy*. New York: L. Stuart, 1962.

Ellis, A. *How to prevent your child from becoming a neurotic adult*. New York: Crown, 1966.

Ellis, A. Goals of psychotherapy. In A. R. Mahrer (Ed.), *The goals of psychotherapy*. New York: Appleton-Century-Crofts, 1967.

Ellis, A. Rational therapy: A rational approach to interpretation. In E. F. Hammer (Ed.), *Use of interpretation in treatment*. New York: Grune and Stratton, 1968.

Ellis, A., & Conway, R. O. *The art of erotic seduction*. New York: L. Stuart, 1967.

Ellis, A., & Harper, R. A. *A guide to rational living*. Hollywood, Calif.: Wilshire, 1967.

Ellis, A., & Sagarin, E. *Nymphomania; a study of the oversexed woman*. London: Mayflower, 1968.

MAURICE F. FREEHILL

Dr. Freehill is Professor of Psychology at the University of Washington in Seattle and will speak on the topic "Counseling with Children of Elementary School Age."

For many years Dr. Freehill has been interested in children and their progress in school. His first emphasis was on the measurement of aptitudes, interests, and attitudes and he wrote extensively on gifted children and the concept of continuous growth. He early became interested in the guidance and counseling of children and in mental health in the classroom.

Higher education has also interested him. His dissertation concerned the training of teachers and he has many articles on the programs and issues in university work. More recently he has been writing on the democratization of our educational institutions.

His favorite course in his teaching now is one on personality and his graduate students cover a wide range of topics in their work with him: personality constructs in hemophiliacs, adherence to adolescent peer structure, value changes over time in medical school, personality factors related to specific counselor responses, perceptual styles in deficient readers, and the semantic habits of Muckleshoot Indians.

—J.G.

Freehill, M. F. *Gifted children, their psychology and education*. New York: Macmillan, 1961.

Freehill, M. F. Education for modern man. In *Third yearbook of the guidance council*. Edmonton: Alberta Teachers Association, 1965.

Freehill, M. F. Who is the counselor? In *Third yearbook of the guidance council*. Edmonton: Alberta Teachers Association, 1965.

Freehill, M. F. The school psychologist and the mental health needs of children. In J. Margary (Ed.), *School psychological services*. New York: Prentice Hall, 1967.

- Freehill, M. F. Authoritarian bias and evaluation of college experiences. *Improving College and University Teaching*, 15(1), 18-19.
- Freehill, M. F. Intellectual giftedness. *Educational Horizons*, 46(1), 3-10.

GEORGE GAZDA

Dr. George Gazda, on the faculty at the University of Georgia, will speak on Groups and Group Counseling.

Over the past few years Dr. Gazda has been co-author in a number of articles on group counseling. He has investigated group counseling in the areas of prospective counselors, culturally deprived students, prospective teachers, and just recently, alcoholics. In cooperation with two other authors, he prepared a survey from which developed a composite definition of group counseling and the conclusion that more professional leadership and direction was necessary in this area. At the recent American Personnel and Guidance Conference in Las Vegas (1969), he presented a critical analysis of approximately one hundred group counseling studies. The conclusion reached from this analysis was that research has not yet proven conclusively that group counseling is either effective or ineffective.

Other areas of interest have been underachieving bright students, test interpretation methods, and new trends in counseling. Dr. Gazda has, also, been a sponsor of doctoral students and acted as co-author in this capacity.

—M.C.

- Duncan, J. A., & Gazda, G. M. Significant content of group counseling sessions with culturally deprived ninth grade students. *Personnel and Guidance Journal*, 1967, 46, 11-16.
- Folds, J. H., & Gazda, G. M. A comparison of the effectiveness and efficiency of three methods of test interpretation. *Journal of Counseling Psychology*, 1966, 13, 318-324.
- Gazda, G. M. New trends in counseling. *The School Counselor*, 1965, 13, 14-18.
- Gazda, G. M., Clements, H. M., Duncan, J. A., & Martin, C. L. Response sets in neophyte counselors. *Counselor Education and Supervision*, 1967, 6, 151-156.
- Gazda, G. M., Duncan, J. A., & Meadows, M. E. Group counseling and group procedures: Report of a survey. *Counselor Education and Supervision*, 1967, 6, 305-310.
- Gazda, G. M., & Folds, J. H. The effects of three methods of test interpretation on the recall of test scores and change in self concept. *Spate*, 1964, 4, 10-21.
- Gazda, G. M., & Ohlsen, M. The effects of short term group counseling on prospective counselors. *Personnel and Guidance Journal*, 1961, 39, 634-638.
- Ohlsen, M. M., & Gazda, G. M. Counseling underachieving bright pupils. *Education*, 1965, 86, 78-81.
- Padgett, H. G., & Gazda, G. M. Effects of group guidance and group counseling on the self concept and professional attitudes of prospective teachers. *Spate*, 1968, 6, 42-49.

ANDRE LACOMBE

M. Lacombe is Co-ordinator of Guidance and Counselling Services for the Québec Ministry of Education. He has worked as a counsellor in schools, mental health units, and in a teacher-training institution.

His present responsibility is the practical application of the recommendations of the *Parent Report on Education* to counselling in Québec. This means, in part, to assure that all students in the Province, from kindergarten to adult education, have access to the full range of counselling services.

M. Lacombe's recent writings suggest that he sees counselling as one of

the multidisciplinary "Helping Professions" whose members "applique une technique intellectuelle aux problèmes existentiels des individus en vue de les rendre capables de faire face plus efficacement aux dilemmes et aux paradoxes qui caractérisent la condition humaine (1968, p. 29)."—J.M.C.

Lacombe, André. Les services personnels aux étudiants. *L'Orientation Professionnelle*, 1968, 5, 25-31.

CHARLES B. TRUAX

Dr. Truax, on the faculty at the University of Arkansas, will speak on "A New Approach to Counselor Education." His most recent book, written with Robert R. Carkhuff, is *Toward Effective Counseling and Psychotherapy: Training and Practice* (1967), and deals with programs of counselor and therapist training developed by Dr. Truax and his colleagues. Dr. Truax has also been associated with Carl Rogers, as a member of the Psychotherapy Research Group of the Wisconsin Psychiatric Institute at the University of Wisconsin. *The Therapeutic Relationship and Its Impact* (1967), which was edited by Rogers and co-authored in several parts by Dr. Truax, is a report on a large-scale research project on psychotherapeutic relationships.

Readers of recent journals of abnormal, clinical, and counseling psychology, and related periodicals, will recognize Dr. Truax as being a very frequent contributor of research reports on a variety of projects, many of which add to the growing body of evidence "suggesting that the therapist levels of accurate empathy, nonpossessive warmth, and genuineness are significant antecedents to therapeutic change (1968, p. 225)." In an important article published in 1968, he pointed out that these characteristics of the therapeutic relationship can be, and almost undoubtedly are, used as differential reinforcers for client self-exploration. In showing this, and presenting research evidence to support it, he has provided a possible theoretical bridge between the behavioristic view of therapy and the views of psychoanalytic, client-centred, and eclectic therapists.—J.H.

Rogers, C. R. (Ed.), Gendlin, E. T., Kiesler, D. J., & Truax, C. B. *The therapeutic relationship and its impact: A study of psychotherapy with schizophrenics*. Madison, Wisconsin: University of Wisconsin Press, 1967.

Schuld, W. J., & Truax, C. B. Client awareness of adjustment in self- and ideal-self-concepts. *Journal of Counseling Psychology*, 1968, 15, 158-159.

Truax, C. B. Counseling and psychotherapy: Process and outcome. Final report, 1966, University of Arkansas, Arkansas Rehabilitation Research and Training Center.

Truax, C. B. Influence of patient statements on judgments of therapist statements during psychotherapy. *Journal of Clinical Psychology*, 1966, 22, 335-337.

Truax, C. B. Reinforcement and nonreinforcement in Rogerian psychotherapy. *Journal of Abnormal Psychology*, 1966, 77, 1-9.

Truax, C. B. Therapist empathy, warmth, and genuineness and patient personality change in group psychotherapy: A comparison between interaction unit measures, time sample measures, and patient perception measures. *Journal of Clinical Psychology*, 1966, 22, 225-229.

Truax, C. B., & Carkhuff, R. R. *Toward effective counseling and psychotherapy: Training and practice*. Chicago: Aldine, 1967.

Truax, C. B. Therapist interpersonal reinforcement of client self-exploration and therapeutic outcome in group psychotherapy. *Journal of Counseling Psychology*, 1968, 15, 225-231.

J. ROBERTSON UNWIN

Dr. Unwin, Director, Adolescent Services, Allan Memorial Institute of Psychiatry, Montreal, and Assistant Professor, Faculty of Medicine, McGill University, Montreal, is interested in the drug problem among young people. He will speak on Problems of Youth in Our Changing Society.

In Part I of a two-part article on "Illicit Drug Use Among Canadian Youth," published in 1968, Dr. Unwin noted the increasing number of young people involved in the illicit use of drugs, and pointed out the difficulty of painting an accurate picture of the current drug scene. The various common forms of non-narcotic hallucinogens, such as "solvent inhalation," or "glue sniffing," LSD-25, DMT, STP, nutmeg, morning-glory seeds, psilocybin, and amphetamines were examined and their effect on the mental and physical state of the users are discussed. In Part II Dr. Unwin devoted his attention to Marijuana and Hashish and gave factual information about these drugs. Three aspects of the management of the drug-abuse problem among youth — emergency treatment, psychiatric assessment and therapy, and social measures — were discussed. Finally Dr. Unwin examined some of the psychological risk in the regular or habitual use of the drugs, and suggested that the legal aspect of present controversy will eventually be reduced to the issue of civil liberties.

Dr. Unwin is also interested in the treatment of acting-out adolescents — youth who tend to express unconscious feelings and conflicts in overt "dyssocial" behaviour, and who find it difficult to put a pause between impulse and action. With this type of youth, he recommended in an article on "Stages in the Therapy of Hospitalized Acting-out Adolescents," also published in 1968, a controlled setting in a hospital where limits can be enforced persistently and firmly during psychotherapeutic intervention. Five phases in the treatment procedure were outlined: (1) engagement in therapy, (2) testing of the therapeutic setting, (3) inhibition of behaviour, (4) consolidation of the relationship, and (5) development of neurosis or attainment of health. The accompanying problems of each phase and the techniques to be used were described.

—Y.L.C.

Unwin, J. R. Illicit drug use among Canadian youth: Part I. *The Canadian Medical Association Journal*, 1968, **98**, 402-407.

Unwin, J. R. Illicit drug use among Canadian youth: Part II. *The Canadian Medical Association Journal*, 1968, **98**, 449-454.

Unwin, J. R. Stages in the therapy of hospitalized acting-out adolescents. *Canadian Psychiatric Association Journal*, 1968, **13**, 115-119.