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[Review of the book Review of the book Children apart: How parents can help young children cope with being away from the family, by Peter Rowlands (New York: Pantheon Books, 1973)]

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Vice-Principal of a school in South Africa, one realises that a large amount of time is, **in fact,** taken up with counselling; for he is the person to whom parents and pupils both turn. He is likely to be asked to advise parents whose homes are in turmoil, high-school pupils who are uncertain of their vocation, parents who are worried by juvenile behaviour or pupils who feel that they are being unreasonably treated at school. On the "Peter Principle" the Principal, who may have earlier in his career been trained (and performed very successfully) as a science or a language teacher, now finds himself involved in administration and counselling — two activities for which he may have little liking and almost no training at all. For such people, these books may be most useful.

Of course, the real problem is still there: how to remain within bounds of one's own discipline. Or, put another way, how to avoid playing the "amateur psychiatrist" (and thereby running the risk of doing more harm than good). With that in mind, one was glad to find in **Elementary School Guidance and Counselling** a note on **Non-Directive Counselling,** a system developed by Carl Rogers. Non-Directive Counselling (if one may somewhat over-simplify the concept) is based on the fact that for MOST of us, advice is accepted if it tallies with **our own needs** or **probable intentions.** Therefore, says Rogers, the task of the Counsellor is to help the client (adult or child) to work through his problem, consider various possible outcomes, reach his **own** decision and go out and put it into practice. The implications for the Counsellor are that he doesn't play "big-daddy". He is not the all-wise oracle: in fact he does **not** give advice. What he does do is to help the client articulate the problem and to examine it and, eventually, to resolve it from his own resources. Whilst almost all modern counselling techniques in America acknowledge the Rogerian principles, some lay more stress on Non-Directive techniques than do others. Fullmer and Bernard, for instance have an interesting chapter on the use of teach-work (group work) in handling counselling and draw attention once again to the use of sociometry (by no means a difficult technique) for identifying **isolates** in a school classroom. One was pleased to note reference to Cogan's work in clinical supervision, reviewed in this issue, in the book by Moshel & Purpel. A more theoretic work, it has much of high quality to offer. Possibly the most practical work is **Elementary School Guidance and Counselling.** Described by the authors as a "composite view", it has chapters about Testing, Group Work, Guidance and offers much useful organisational suggestion, quite a good deal of which could be adapted to South African schools with no great trouble. Fundamentally a book of readings, the editors have assembled significant articles in the field over the past ten years. **School Guidance Systems** is more closely integrated into the American School systems; but nevertheless the section headed **Functions** contains informative reading. Topics such as the **early identification of child problems, diagnosis** and **treatment** are useful, as well as the concept of **prevention,** which one does not hear nearly enough about. Evidence is piling up in support of an insight that many teachers reached intuitively, long ago . . . that **feelings** and learnings are closely related; one learns a subject that one likes, one works for a teacher one likes, one learns when one is motivated. Conversely, when negative feelings are involved, the amount of learning usually diminishes. Much preventive work could be done if we would recognise this principle and become more familiar with its implications. For those senior teachers ers who are disturbed about the "drug problem", relevant chapters in **The World of the Contemporary Counsellor** may be helpful — though they might well consider whether a more relaxed attitude towards marijuhana in America necessarily applies with equal force to Durban Dagga — which can be 100 per cent stronger in the active ingredient. What we need all over the world is much more reliable addictive drug research — especially in regard to the South African "scene". In many ways drug addiction is a symptom of a deeper and more difficult condition . . . and one which we tend (in our state of excitation about drugs) to overlook completely. Loneliness and alienation are far greater problems, as every experienced counsellor knows all too well.



CHILDREN APART

Peter Rowlands. Dent.

Unhappily, there must be many parents who have recently separated, or who are about to separate. **Children Apart** is **their** book, for it discusses the problem of handling youngsters who have been separated from their parents through divorce or death or legal separation, as well as through illness. Disease may necessitate a short or long stay in a hospital, and if this takes place in the early years of a child's life, it can leave more lasting scars than many parents realise — which is why many of the more wide-awake hospital authorities in Britain and Europe allow parents to accompany their children.

One of the interesting facets of this little book is the number of illustrative **case histories,** like that of "Ian", who was hopitalised at the age of four. Ian, although he seemed to be quite a normal little fellow, never really recovered from the psychological shock of separation. It is no surprise that **The Platt Report,** published in the UK in 1958, stated flatly that the welfare of hospitalised children demanded the presence of their mothers. Britain has, however, been tardy in responding to informed opinion. Of 55 hospitals in the London Metropolitan Region; 31 had no beds at all for the mothers of children who had been admitted, 10 provided beds only in very special circumstances. The rest had beds for mothers as a matter of course. One can perhaps understand such restrictive practice in the case of "serious communicable disease". But where this does not apply, as in the case of minor or major surgery, the attitude of hospital administrators is straightforwardly antediluvian.

What happens to the wife who has separated from her husband and who is responsible for the children? If she must go out to work, mother must remain as close as possible to the child. She much touch him, cuddle him, read and talk to him. The rhythm of con-

tact must be preserved. She must **not** develop a "let's-hate-your-father" regimen. Even if she resents the child's father, she must resist the temptation to influence the child. In fact, periodic contact with the father may be advisable for the child's growth and health. There is sound, well-grounded advice here. Another source of separation that can be traumatic is the boarding school — an institution supported by a few die-hards and by many families wrecked by tragedy and broken marriage. In the UK, where this book was written, 150 000 children are in boarding schools, and 10 per cent of these are under the age of ten, and some even start at the age of 5. The author discusses the advisability of the boarding school, with (perhaps) a little more objectivity than that exhibited by George Orwell.

Parents and teachers may well find this a stimulating and reasonably well-balanced book — useful in a delicate area.



PERSON TO PERSON
Carl Rogers and Barry Stevens. Souvenir Press.

RESOLVING SOCIAL CONFLICTS
Kurt Lewin, ed.: G. W. Lewin. Souvenir Press.

ERIK ERIKSON
Robert Coles. Souvenir Press.

(With acknowledgements to the RDM.)

Technological advance benefits Man in some areas and denies his humanity in others. In an era of immense technological development such as our own, it is the behavioural scientist who has the responsibility for re-stating human values, and few have done so more persuasively than Carl Rogers.

Concerned with the way in which people related to each other, Rogers (using an entirely different terminology has emphasised the "Thou-ness" of each person, as Martin Buber would put it. Ultimately, as in counselling, Rogers demands "unconditional positive regard".

Perhaps his most notable contribution to current behavioural science has been in his theory of "non-directive counselling." Everyone of us sooner or later is faced with a person who brings a problem to us. Maybe in the family, maybe a friend or someone on an office staff. And the amateur is tremendously tempted to give advice: "Well, if I were in your shoes, I would . . ."

The only advice that people usually accept is that which agrees with their own intentions anyway. The Rogerian technique, therefore, consists in NOT giving **direct advice** at all, but helping the "client" to think through his own problem.

"Person to Person" centres round seven papers, all of which attempt to show that the human being has a subjective value, a value as a person that is inalienable. He is, to quote Barry Stevens, "Not a machine, not an object, not a pawn."

This is an exciting book, not merely for the clinician and the counsellor, but for the intelligent general reader as well. Barry Stevens has done a fine work in drawing together a coherent statement of the Rogerian approach.

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Few behavioural scientists of the stature of Kurt Lewin have achieved such distinction in their profession on such meagre publications. Of course, such papers as his collaborative work with Lippitt and White on patterns of aggressive behaviour have become classic. But many of those earlier writings were becoming increasingly difficult to obtain as offprints from journals, and by the time of his death in 1947 he had not published a complete text of his field theory approach.

His wife, Gertrud Lewin, collected his more significant papers in 1948, edited and presented them as selected papers on group dynamics.

Kurt Lewin had a distinguished civilian and academic career. He saw active service with the German Army in 1914, later became Professor of Psychology at the University of Berlin, and in 1932 moved over to America; from which vantage point he watched with growing anciety the development of National Socialism.

As an behavioural scientist, he became increasingly concerned to understand the dynamics that led a decent kindly people to accept dictatorship. Much of his experimental work, and many of his monographs and professional articles were concerned with probes into this complex area.

The present book opens with Lewin posing the problem of why German and American children are different in personality. Lewin contended that the German culture "contained" children more completely than did the American, there was less room for choice, for problem solving, more living by regulation — and much more homogeneity.

It also contains studies of industrial conflict, the self-hatred of Jews and the problem of ethnic minorities. It remains startlingly contemporary a quarter-of-a-century after its original appearance.

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Erik Erikson is wellknown to everyone who has studied psychotherapy. But his interests have created an audience far wider. His adventures into biography have included studies of Mahatma Gandhi, and of Martin Luther, books that have made a tremendous impact on thoughtful readers.

Trained in psychoanalysis by Anna Freud, daughter of the founder of the technique, Erikson made important contributions to psychiatric theory in his concept of **identity crisis.** Most adults are accustomed to thinking that children and adolescents go through "stages" . . . somehow assuming that as one turns 21 one emerges into the "straight", with no more stages to "bug" one. But as Erikson outlined man's development, release from one stage meant entry into the next — as long as one was alive.

More than any other major theorist Erikson has helped modern clinicians to realise that it is not just the child but the human being **throughout** life who passes from one developmental stage to another — an insight that can be of tremendous significance to people engaged in marriage counselling or some other specialised "caring activity".

As Anna Freud once pointed out, psychoanalysis began with unconventional people — the dreamers. Perhaps in this delightful humane scholar, we have the last of the great "dreamers" of psychoanalysis.