

BOOK REVIEWS

MAN, THE MANIPULATOR; The Inner Journey from Manipulation to Actualization.

By Everett L. Shostrom. Nashville, Tenn.: Abingdon Press, 1967. Pp. 256. \$4.95.

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Modern man is a manipulator, his numbers are legion, and, while he isn't born that way, he learns the act of manipulation as a result of living in a market place society. Manipulation is not the special province of modern man—recall, for example, the parable of the temptation of Adam. However, the opportunities for manipulation no doubt have increased as western society has become more highly organized, as mass media have developed, and as sophisticated methods of advertising, persuasion, and marketing have developed.

All is not lost, however, for Shostrom suggests that out of manipulative behavior there can emerge potential for humane living and offers hope that actualizing roles can be substituted for, or developed in place of, manipulative roles.

The author attempts three main tasks in this volume. He attempts a definition of manipulation—largely through contrast with the counter force of actualization. He then presents numerous examples of manipulators and actualizers in an effort to clarify various manipulative roles and to explain the dynamics of manipulation. Finally, there is a fairly extensive discussion of actualization as process and as therapy. Again, case examples are given to illuminate the movement from manipulation to actualization.

Clearly not written as a text, *Man, the Manipulator* is an intriguing book. It is written in a personal, subjective style bordering at times on obscurantism. Yet it contains a wealth of provocative ideas together with numerous brief illustrative cases and examples from the author's experience as therapist. Certainly many counselors share the author's belief that there are alternatives to manipulative roles which offer responsible, humane, choice-filled lives. Further, many will concur that the way to greater self-understanding lies in the application of group therapy procedures, or, in the author's words, "guided actualization groups."

A central feature of the manipulator's personality is the need *to control* and the need *to be controlled*. In place of these personality functions Shostrom suggests effecting what he terms *natural control*. Just what constitutes natural control is not clearly given. The author has a basic difficulty with definition as he contrasts manipulative and actualizing behavior. "I would define *self-defeating behavior* as manipulative behavior and *creative behavior* as actualizing behavior. *Actualizing behavior is simply manipulative behavior expressed more creatively.*" (p. 33, author's italics) Such a definition hardly supports the essential logic of the book and even takes the reader wrongly up the semantic ladder.

A real contribution is made by the discussion of ways in which actualizing behavior can be developed from manipulative potential. To Shostrom the actualizer is "a many-faceted person of complementary opposites." For ex-

ample, out of the potential for being dictatorial, leadership can be developed. Opposed to dictatorial potential is the potential for weakness. Yet empathy can emerge from weakness. Churchill combined both leadership and empathy in what was perhaps the most fully actualized and sensitive leader the world has known in the twentieth century. Using Perl's "top-dog—under-dog" construct the author illustrates how manipulation reduces feelings of intimacy, stops meaningful contact, and blocks communication.

Subsequent sections of the book detail manipulative relationships between parent and child, husband and wife, employer and employee, teacher and student, and between lovers. These sections are generously supplied with examples of particular interest to the counselor. Consider the ploy labeled *putting the cat on the teacher's back* and expressed by the statement, "I could learn English if it just were made more interesting." Or, *playing the home against the teacher* implied in the remark "I couldn't do my homework last night because we had company." These manipulative strategies along with others which are well-known to counselors are analyzed by Shostrom and suggestions for their modification are given. Various manipulative techniques used by teachers include use of the pet system, use of the spy system, embarrassing, detention, suspending. These, too, are examined and remedies are pointed out.

It is to the author's credit that he goes beyond describing manipulative behavior and makes an honest effort to suggest ways of breaking manipulative patterns, methods for initiating constructive, actualizing behaviors, and leads the reader along the "inner journey" from manipulation to actualization.

GUIDANCE IN THE ELEMENTARY SCHOOL: THEORY, RESEARCH, AND PRACTICE

By Eugene Koplitz. Dubuque, Iowa: William C. Brown Company Publishers, 1968. Pp. 372. \$4.35.

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Guidance in the Elementary School is one of the books produced last year to orient school personnel to counseling services. Koplitz has planned it as a basic text in an introductory course or as a series of readings to stimulate thought in an advanced seminar.

Koplitz supports the position that guidance is designed to help all children develop their potentialities rather than to serve as an adjunct service to those with special problems. In this he is supporting the point of view of Blocher and others that all young people should have opportunities to discuss their interests and progress with a knowledgeable adult.

The section on theories and conceptualized approaches consists of a series of papers by well-known writers, most of whom believe that the counselor is a developmental specialist who spends most of his time counseling with individual children, and working with both teachers and parents as equal members of the team. G. Roy Mayer probably emphasizes more than the others the phenomenological approach and insists that the most important source of information is *the child himself*. None of these writers, however,