

BOOK REVIEWS

SCHOOLS WITHOUT FAILURE

By William Glasser. New York: Harper & Row, 1969. Pp. xiv + 228. \$6.25.

Reviewed by Margaret Carr,
Graduate Studies,
University of British Columbia.

In the past few years there have been many books written stating what is wrong with the educational system. Most of these books criticize strongly but offer few concrete suggestions for improvement. In the book *Schools Without Failure*, Glasser is deploring the failure system which has developed over the past few years. He does, however, offer some worthwhile suggestions. A psychiatrist, he has worked as a consultant to a number of schools in the Los Angeles area, and has tried, in those schools, the suggestions which he makes in this book.

Glasser believes in an educational philosophy which is one of involvement, relevance, and thinking. Two of the greatest causes of failure in the schools are irrelevance and the stress on memorization. While working with delinquent girls (Glasser, 1965), Glasser observed that a person "will not succeed in general until he can in some way first experience success in one important part of his life (p. 5)." Love and self-worth, the basic needs of all people, are the pathways to identity. The school can fulfill these needs through social responsibility, and giving the child the opportunity to become educated and thus achieve a feeling of worth. Children, he states, are not as likely to turn to delinquency and withdraw (both failure identities), if they are given this opportunity.

The goals of education are "to give people the mental tools to deal effectively with new situations, to place fewer restrictions on their lives caused by fear of difficult problems and to enable people to deal with new situations and difficult problems rationally rather than emotionally (p. 43)." How can the schools help children to develop a positive attitude? Glasser suggests nonjudgemental classroom meetings, heterogeneous classes and the abolition of standard grades. The classroom meetings are described in great detail, including suggestions for getting them started and how to keep them going.

Glasser criticizes the school systems for producing students with failure identities, yet he offers practical suggestions to help to eliminate the failure system. Many of the suggestions are not necessarily new or revolutionary, but they are all made with the basic assumption that success in school will

lead to an identity of positive self-worth. Counselors, teachers, principals, and parents interested in education will find this a very interesting and thought-provoking book.

REFERENCES

Glasser, W. *Reality therapy*. New York: Harper & Row, 1965.

UN PROGRAMME D'ETE POUR LES ENFANTS QUI ONT DES PROBLEMES D'APPRENTISSAGE

DAVID BARNES

Voici un compte-rendu d'un programme d'été pour enfants qui pourraient poursuivre des études académiques normales mais qui ne réussissent pas leurs classes. Ce programme comprend de la gymnastique et une foule d'autres activités physiques, des travaux d'adresse, des exercices sensoriels, de mémoire et d'expression personnelle. On encourage les enfants, on les loue sans jamais les presser.

Dans les années qui suivent, les résultats scolaires de ces enfants s'améliorent sensiblement et ils semblent ne plus avoir de crainte devant l'effort à fournir.

DIMENSIONS OF EFFECTIVE COUNSELING: COGNITIVE FLEXIBILITY AND PSYCHOLOGICAL OPENNESS IN COUNSELOR SELECTION

By Thomas W. Allen and John M. Whiteley. Columbus, Ohio: Charles E. Merrill, 1968. Pp. xiv + 192. \$3.60.

Reviewed by Margaret Carr,
Graduate Studies,
University of British Columbia.

In *Dimensions of Effective Counseling*, Allen and Whiteley, in collaboration with Norman Sprinthall, Ralph Mosher, and Rolla Donaghy, are reporting on two research projects which were carried out in the area of counsellor selection.

In the section on "Cognitive Flexibility as a Dimension of Counselor Effectiveness," the authors discuss a research project on teacher effectiveness from which they derived a parallel study in counseling. The major finding in the counseling study was that "cognitive flexibility-rigidity as predicted on the basis of projective tests demonstrated a reasonably high positive relationship to supervisors' ratings on the same dimension (p. 61-62)." However, the authors caution that this does not necessarily mean that a counselor will promote effective change in pupils if he behaves in accordance with the proposed model. More research is needed in counselor outcomes.

The second study reported is a pilot study on psychological openness in which the authors are testing the hypothesis that "the effectiveness of the