

Approaches," "Focusing," "Person-Centred Family Therapy," Encounter Groups in a mixed-race setting and "Client-Centred Psychodrama." Again, whilst undeniably interesting reading, there was much in this section that was unrecognisable to me as Client/Person-Centred and in general seems to deviate from Rogers's basic philosophical thinking. As far as I can see, "inviting," "suggesting" or "encouraging" the client to express themselves in creative ways or the use of methods and techniques drawn from other approaches to therapy are inconsistent with Rogers's work in that the decision to use these techniques is made by the therapist and is drawn from their perception and assumptions about what the client needs or what they think is best for the client, rather than following the client's process and facilitating self-discovery and self-healing in the client. This is not to suggest that these methods or techniques may not be useful in themselves and it is possible to see how they are "client-centred" in the general way in which all therapy is client-centred (i.e., intended for the benefit of the client).

Had I been a newcomer to this approach wanting to find out more through reading the latest contributions, I could be forgiven for thinking that Rogers's work was synonymous with a belief that "anything goes" in client-centred therapy. In this sense, my view is that much in this section of the book in particular is misrepresentative.

I found the third and final section of the book "Towards the Future" more constructive in that all three chapters are explorative or questioning in their manner. The first of these takes a look at the person-centred concept of "self" and identifies this as essentially "individuo-centric." The author presents a well-argued case that this may need to be revised in the light of developments in thinking from other disciplines and sources including feminism, cross-cultural psychology and general systems theory.

The second paper explores the author's perceived parallels between the theory of chaos and person-centred therapy and argues that this provides a strong link for Rogers's ideas with the hard sciences.

In the final chapter of the book, the author takes a novel look at eclecticism as an identity crisis for Person-Centred Therapists and explores the author's ideas on what components may be involved in such a crisis.

On the whole I found this the most enjoyable, thought-provoking and creative section of the book whilst considering the book as a whole to be disappointing in that much of its content does not go "Beyond" Carl Rogers but is simply **different** from Rogers's work whilst trying to align itself with this.

Reviewed by:
June Ellis

Child-Centered Counseling and Psychotherapy

Boyd, A. and Pine, G. (1995).
Springfield, IL: Charles C. Thomas

At a staff meeting of the University of Chicago Counseling Center when I was an intern there in the 50's, a visiting psychiatrist – who took advantage of the liberal policies of the Center regarding guests at staff meetings – proclaimed his deep respect for the client-centered method. He extolled how he used the reflective process to establish trust and join with his "patients," so that when he gave them interpretations they were much more accepting and open to them. We,

the faculty and the students, sat quietly and politely aghast. The memory of that incident returned to me as I read Boyd and Pine's (1995) newly published book entitled *Child-Centered Counseling and Psychotherapy*.

I wanted to like this book a lot. I had been using both of the Axline books (1964, 1969) in the section of my family therapy course on children in therapy, but felt there ought to be something more recent. This book with the tantalizingly revisionistic title – virtually an isomorph of Rogers's 1951 classic – promised to be just what I had been looking for. Other books I had used in the past with mixed success were two edited volumes, one by Arnold (1978), and a more recent by Combrinck-Graham (1989), and a rather nice but light volume by Zilbach (1986). However, although there are some nice things about his book, unfortunately, there are so many bad things about it that I would basically put it at the bottom of the list of aforementioned volumes, particularly considering that this slim volume of just over 250 pages sells for \$60.00 in hardcover and \$35.00 in paper.

Classic adherents to client-centered philosophy and method may, indeed, be put off by the opening paragraph of the book in which the authors cite Hart (1970) in delineating three historic periods in the development of client-centered "counseling." These are:

Period 1 (1940-1950): The nondirective period in which the counselor essentially formed a relationship with the client based upon acceptance and clarification.

Period 2 (1950-1957): The reflective period in which the counselor essentially responded to the client's feelings by reflecting those feelings back to the client.

Period 3 (1957-present): The experiential period in which the counselor goes beyond reflecting the client's feelings and engages in a wider range of responses in order to meet the needs of the client (pp. 3-22).

The authors continue by drawing a parallel between the development of the client-centered approach and the stages of the therapeutic process with children. Phase one is the relationship building phase where (again citing Hart, 1970) the "counselor essentially formed a relationship with the client based upon acceptance and clarification." Phase two focuses on the reflective process, and finally, phase three "goes beyond" reflection and uses "techniques and procedures drawn from other theories of counseling . . . which meet the needs of clients." (Boy & Pine, 1970, p. 5). The question is who decides what the client needs, and who selects those other modalities? Boy and Pine make it plain that the decision maker is clearly not the client, but rather the therapist: ergo we have not so subtly left the client-centered framework.

In general my overarching problem with this book is the authors' view of client-centered "counseling" as a method – a constellation of techniques. Contrarily, I look upon the client-centered framework more as an integrated philosophical approach to the practice of psychotherapy.

Chapter 2 elaborates on the aforementioned three phases. It is the first section of this chapter, "Phase One: A Profile of Facilitative Counselor Attitudes" which I found both the most useful and engaging. Those familiar with the classic client-centered literature will recognize the "necessary and sufficient conditions," (Rogers, 1957) here. However, Boy and Pine elaborate on how some of these conditions are effected in working with children. They introduce some thought provoking variables such as qualities of the child-centered counselor. These include "liberality," "involvement," "equalizing." Section two of this chapter, on the reflective process, and section three, expanding its application, will make more orthodox client-centered therapists increasingly uncomfortable in the manner in which they deviate from traditional client-centered principles.

Chapter 3 presents two transcripts of vignettes with two very articulate school-age youngsters. Among the serious omissions in presenting these cases are (a) the context of the counseling, (b)

the age of the clients, and (c) the reason for referral. These transcripts differ little from transcripts of therapy with adults. I wish there had been some guidelines for working with younger and less articulate children.

Chapter 4, on "alternatives in child-centered counseling" includes thumbnail sketches of seven approaches to be used in lieu of the "reflective approach" should it not continue to be effective. These are: Adlerian, Behavioral, Existential, Gestalt, Rational-Emotive, Reality, Transactional Analysis approaches to working with children. Both the choice of these particular seven, and their brevity make them a questionable addition to the book. In Chapter 5, the authors are joined by Lucy Weeks in presenting a terse overview of play therapy.

The remaining 100 pages are parsed into three chapters on Counseling, Consultation, and Professional Issues, all from "A Child-Centered Perspective." By the time one finishes the book, one becomes aware that this is a book directed not to therapists, but primarily to educators and counselors in the school setting. Indeed, aside from the title, I do not recall seeing the word psychotherapy again in the body of the text.

Finally, I was most distressed to see virtually no discussion of the family or of family therapy. For over half a century the child guidance movement has progressively recognized the importance of understanding and involving the family when working with children. Over the past thirty years the discipline of family psychotherapy has demonstrated that the emotional habilitation of children is far more efficacious when the child's family is a part of the treatment process. The lack of any mention of these issues is an egregious omission and seriously flaws the usefulness of this slender volume.

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