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THE  
EDUCATIONAL  
LEADER



## CONTENTS

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by Clyde R. Baird

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  - Nondirective
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### Book Review

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# THE EDUCATIONAL LEADER

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## Foreword

In order to obtain a clearer understanding of the basic concepts and techniques in nondirective, directive, and eclectic counseling and in order to help clarify his thinking concerning similarities and differences among the three types of counseling, the writer selected this area of study. This paper is not intended to be a definitive project, but it will include a discussion of each type of counseling in one section with a comparison of principles and techniques in another section. The writer's approach to counseling will be given in the conclusions.

Any reader will note that various individuals have been identified with one of the three counseling points of view. This is not an arbitrary procedure but was done because some of the authors identify themselves with a particular theory; others are identified with a point of view by proponents of the same theory or by critics; and others tend to include in their writing ideas that appear to be acceptable to one of the schools of thought.

The writer wishes to thank Dr. F. F. Gaither, Professor of Education, University of Oklahoma, Norman, Oklahoma, for his encouragement to investigate the topic under consideration. To Dr. Gaither and to Dr. E. G. Kennedy, Director of Guidance Services, Kansas State Teachers College, Pittsburg, Kansas, the writer desires to express his appreciation for taking time to read the first draft and to offer helpful suggestions. Any errors of commission or omission and the conclusions stated herein are the writer's responsibility.

# Similarities and Differences Among Three Types of Counseling: Non-directive, Directive, and Eclectic

## I. Introduction

During the past decade a great deal of controversy has arisen concerning various types of counseling techniques. Some of the books and articles have been more definitive than others in stating a point of view. Many of the theories are yet to be supported by research, but there are signs that mature, rather than emotionalized thinking, has begun to enter into the evaluation of principles and techniques of counseling.

The reading that this writer has done over the last few years has failed to help him develop a precise understanding of nondirective, directive, and eclectic counseling. At times there were references that led him to believe that the directive counselor was one who manipulated the lives of the clients completely, giving orders to them, and making moral judgments of their problems. These, of course, were impressions frequently obtained from articles written by nondirective counselors. On the other hand, those who decried the nondirective point of view often led him to believe that the nondirective counselor was a Great Stone Face, a person who just grunted occasionally at the client. There were those writers who led him to believe that the eclectic counselor was in a worse state than either the directive or the nondirective counselor. At least each of these supposedly knew what was being attempted as the result of a certain theory or hypothesis whereas the eclectic counselor was pictured as a person who was just as befuddled as his client and who eagerly tried one technique after another, discarding them all in hopeless confusion.

These references were the extreme and represented little in the way of reflective thinking advanced by any of the schools. Too often writers who supported a particular theory could brook little criticism of it and yet failed to support it with much scientific evidence. Now that the schools of thought are established and widely accepted as having important contributions to the whole philosophy of dealing with those persons within the normal range of individuals who may be maladjusted or who are beset with problems, one sees evidence which suggests that counseling is moving toward maturity.

## II. Three Types of Counseling

### Nondirective Counseling

As one begins an investigation of nondirective counseling in which he attempts to delineate the principles and techniques, he will discover that the basic hypothesis stated in *Counseling and Psychotherapy*<sup>1</sup> will provide the first understanding of the concepts in this school of thought.

Effective counseling consists of a definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation. This hypothesis has a natural corollary, that all the techniques used should aim toward developing this free and permissive relationship, this understanding of self in the counseling and other relationships, and this tendency toward positive, self-initiated action.

In his presidential address to the American Psychological Association at a later date, Rogers elaborated further upon the basic hypothesis of nondirective counseling.<sup>2</sup> He pointed out that the areas of concern which the client is ready to explore are best known to the client himself. It is he who should determine the frequency of the interviews in relation to the degree of urgency he is experiencing, for only the client can lead, at least efficiently, into the areas of deeper problems. The client will choose the pace in relationship to the painfulness of the exploration of problems. That is, he will protect his well-being from emotional upheaval by failing to continue talking about an area that is extremely painful. This does not mean that he withdraws from it permanently but rather temporarily until his inner resources are better able to cope with it.

Included in this basic hypothesis is the contention that the client will deal with all the repressed elements upon which a satisfactory adjustment is contingent. At the same time, he can achieve for himself true insight concerning his problem. This he can do with sensitiveness and accurateness. He cannot be given insight; he must develop it for himself. It is further believed by the nondirective group that as the client considers his own needs and desires in relation to the demands of the society in which he lives that construc-

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1. Carl R. Rogers, *Counseling and Psychotherapy*, New York, Houghton Mifflin Co., 1942, p. 18.

2. Carl R. Rogers, "Significant Aspects of Client-Centered Therapy," *The American Psychologist*, 1:419, October, 1946.

tive behavior will result from his developing insight. These ideas mean that the client will know when he is ready to face life independently and when he has no further need of counseling.

Having examined the basic hypothesis, one becomes aware that a very positive factor in nondirective counseling is the relationship between the client and the counselor. In the literature the term "client-centered" is frequently used to denote aspects of the therapeutic relationship. There must be warmth and responsiveness on the part of the counselor. This will lead to good rapport and a deep emotional relationship. A prerequisite in nondirective counseling is an atmosphere of permissiveness regarding the expression of feeling. This means that there must be acceptance of remarks of the client without moralistic or judgmental attitude. The counselor's wishes, biases, prejudices, and emotional needs must be submerged in order not to place pressure or coercion upon the client.

As the counseling relationship continues the client gradually becomes aware of this permissive attitude on the part of the counselor. Very often at the beginning the counseling relationship is structured or defined. This is not always necessary with some clients, but frequently the client is told what will take place in the counseling process and the responsibility that he has in it. However, there may be only intellectual acceptance at first until he experiences complete acceptance without approval or disapproval. Since he finds neither blame nor praise and neither reassurance nor antagonism, he discovers that he does not need the defense mechanisms that have helped him face the world. There is no necessity to set up psychological defenses of one kind or another. Neither can he develop a complacent dependence upon the counselor. Here in the counseling relationship he has the opportunity to evaluate himself, his conflicts, his impulses, and his patterns of behavior.

This leads to the second positive factor in nondirective counseling. The client can examine and change his attitudes with a minimum of regulation. He has the responsibility of resolving his own problems, and this is to be done with a minimum of interference. The autonomy of the client is necessary if he is to achieve better personal integration.

Another positive factor is what is frequently referred to as the growth principle. The client does not passively submit to an analysis and re-education by the counselor but is responsible for growth by the very normal processes of growth and maturation within himself. Growth is brought about by forces within the client. The counsel-

ing relationship is a growth experience itself because the client learns to make choices, to relate himself to the society in which he lives, and to understand himself better. Nondirective counseling does not prepare him to make changes after he leaves the counselor, but, rather, it is a process in which growth or changes are made.

The first contact with the counselor should be considered a growth experience itself whether the client's first reaction be antagonism or a desire for help. From the counselor's interested acceptance the client will usually be aware what the counselor's role will be. While the client's atypical behavior is continued by the rejection or overprotection by others, the counselor breaks the cycle of response by failure to reject him. This results in a new mode of response by the client which continues until he is able to operate in customary social pressures.

Growth processes will continue as long as the counselor follows the principle that the individual is responsible for himself. He must believe that the client has strong drives to become mature and independent, and the counselor must rely on these drives rather than on his own powers. While limits may be set on behavior, there should be no limits on the attitude of the client.

It can be noted from the hypothesis of nondirective counseling that a fourth positive factor is concerned with the development of insight. One element of insight is seeing the life situation in a new perspective. There is a clearer understanding of behavior and its motivating causes. A third element of insight concerns the client's beginning recognition and acceptance of his attitudes and desires while a fourth element in insight results in decisions being clarified with planned courses of action.<sup>3</sup>

In reporting research concerning the development of spontaneous insight, Rogers<sup>4</sup> states that insight often comes after the client release of material which has much negative emotional content and which is surrounded with attitudes of self-criticism, hostility, and hopelessness. Counselor responses that might be classified as simple acceptance ("M-hm" and "I see") frequently bring forth responses of insight from the client. Insight is not likely to follow counselor responses of interpretation or persuasion.

It was found that insight involved the sudden recognition of the relationship between issues that previously had seemed isolated

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3. Carl R. Rogers and John L. Wallen, *Counseling with Returned Servicemen*, New York, McGraw-Hill, 1946, p. 54.

4. Carl R. Rogers, "The Development of Insight in a Counseling Relationship," *Journal of Consulting Psychology*, 8:331-341, November-December, 1944.

from each other. In doing so there was very often the development of more positive attitudes towards the self. This is another important aspect of insight, since the individual who comes for counseling very often views himself in a negative light. Research noted that problems or issues about which insight had been gained were usually no longer referred to by the client. There is a trend upward in insight and decision making during the counseling process. During the last few interviews both play a significant part.

Data suggest that the development of insight is very closely related to the permissive atmosphere of the counseling relationship; here the client is understood and accepted, and, as previously stated, he has no need for being defensive. Along with understanding and acceptance if the client's feelings are recognized and clarified for him in a way that mirrors his emotionalized attitudes, insight will be almost spontaneous. This reflection of feeling is often done more clearly by the counselor than the client has been able to do for himself.

Another positive factor in nondirective counseling is the maintenance by the counselor of an objective attitude which is without hostility and criticism. The counselor avoids regulatory action in order to prevent the forming of undesirable emotional reactions on the part of the client. Nondirective counseling makes it easier for the client to admit mistakes and failure.

Rogers has stated<sup>5</sup> that many wrongly conceive the nondirective method to be merely a passive, listening role. Those who have thought so and followed that approach have found minimal success. There are those who wrongly believe that the task is to clarify the feelings of the client. He declares that clarification is only partially descriptive of what occurs, since it is too intellectualistic and can focus too much of the process on the counselor. What often happens is that the counselor uses a declarative statement that sounds much like an evaluation or a judgment. The emphatic and understanding statement (due to differences in inflection) will bring an attitudinal response that is favorable from the client. The counselor really has to live the attitudes of the client, not just observe them. In attempting to do this, the counselor has no time for any other kind of counselor activity. He must focus all of his attention on living the attitude of the client. This has been well stated in *Client-Centered Therapy*.<sup>6</sup>

5. Carl R. Rogers, *Client-Centered Therapy*, New York, Houghton Mifflin Company, 1951, p. 27.

6. *Ibid.*, p. 41.



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In the emotional warmth of the relationship with the therapist, the client begins to experience a feeling of safety as he finds that whatever attitude he expresses is understood in almost the same way that he perceives it, and is accepted. He then is able to explore, for example, a vague feeling of guiltiness which he has experienced . . . . The therapist perceives the client's self as the client has known it, and accepts it; he perceives the contradictory aspects which have been denied to awareness and accepts those too as being a part of the client; and both of these acceptances have in them the same warmth and respect. Thus it is that the client, experiencing in another an acceptance of both these aspects of himself, can take toward himself the same attitude. He finds that he too can accept himself even with the additions and alterations that are necessitated by these new perceptions of himself as hostile. He can experience himself as a person having hostile as well as other types of feelings, and can experience himself in this way without guilt. He has been enabled to do this (if our theory is correct) because another person has been able to adopt his frame of reference, to perceive with him, yet to perceive with acceptance and respect.

From the preceding paragraphs, it is apparent that nondirective counselors reject any techniques centered upon ordering, forbidding, exhortation, reassurance, and encouragement. It can be noted that the older method of catharsis or the confessional which frees the individual of fears and guilt of which he is aware has been developed further. The aim of nondirective counseling is not just to help the client solve a particular problem, but rather to aid him in growth in order that he may deal with the present problem and future problems. It really is designed to help him in better integration of all his resources.

In the process of removing obstacles that prevent normal growth and development, great stress is placed upon the feeling aspects of the situation. This means that weight is placed upon the emotional aspects rather than upon the intellectual aspects of the problem. At the same time, more emphasis is placed upon the present problem than upon the history of the individual. It has been pointed out that past history is important for understanding the development of human behavior but that it is not particularly important for therapy.<sup>7</sup>

Rogers states that behavior is caused and that only the client has the potentiality of knowing fully the relationship between his perceptions and his behavior. He believes that diagnosis will tend to increase the dependent tendencies of the client. A second objection to diagnosis is that it leads to an evaluation of the client with certain

7. Rogers, *Counseling and Psychotherapy*, pp. 29-30.

social and philosophical implications. The counselor who does this works in terms of his own values.<sup>8</sup>

Nondirectivists declare that frequently the gathering of data for the case history interferes with the treatment process. The counselor is faced with deciding whether he will obtain a diagnostic picture of the client or whether he will help him toward solving his problem. If the problem is environmental, it is doubtful whether the counseling process will be impeded, since the client can see that facts are needed.

Rogers<sup>9</sup> emphasizes that the taking of a case history implies that if one has that data he can tell the client how to solve his problem. As a result, the client may fail to take any responsibility for the solution. However, there are those clients who are so handicapped that diagnostic study is essential before any decision can be made on the type of treatment. Even though it would interfere with the counseling process, the diagnostic study would seem advisable with this group.<sup>10</sup>

It is rather rare to find in the literature any reference to the use of diagnostic material by nondirectivists. As a matter of fact, almost all references are of a negative nature. In view of this, it is interesting to note that Rogers<sup>11</sup> pointed out that if one uses the case study and case history approach it should be because they are the best ways to aid the client. If one does not use them, it should be for the same reason. Clinical tools must be chosen in view of the client's mature development.

One is often led to believe that nondirectivists give no information to the client, but some counselors who follow this school of thought suggest that information has three uses. There are times when it may be used to clarify possible alternatives when a choice is to be made. At other times it may be used to implement a decision already made. Information can often be used to help the client discover the real problem; that is, the client discovers that information is not enough and that other things are necessary.<sup>12</sup>

The use of tests is to be considered on the same level with formal history taking. These can be effective in some cases if they come toward the conclusion of the counseling contacts. Generally speak-

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8. Rogers, *Client-Centered Therapy*, pp. 221-226.

9. Rogers, *Counseling and Psychotherapy*, p. 81.

10. *Ibid.*, pp. 82-83.

11. *Ibid.*, p. 83.

12. Rogers and Wallen, *op. cit.*, pp. 95-99.

ing, they should be planned upon the request of the client who desires a fuller understanding of himself and wishes more information before making a decision.

In using tests one must be sure that the client knows what the scores mean. It is suggested that test information can be used to the best advantage when it is fitted into something the client has just said. After presentation of information on tests there must be time for the client to react to it. This is necessary because the client is the one who determines how useful test results will be through his acceptance or rejection of them.

While admitting that in some instances the case history may be beneficial, that information of various kinds could be helpful, and that test results may have a place in the counseling process, it is emphasized that many clients make decisions without ever having a complete diagnosis or case history. Through the counseling process, the counselor becomes aware of important situations that have wrought an impact upon the life of the client, "even though his knowledge of the superficial and outward events in the client's life" may be somewhat limited.<sup>13</sup>

By way of summary of the nondirective method of counseling, it should be noted that research reveals that there is a predictable pattern of development in the therapeutic process that follows nondirective principles. There is a chain of events that one can expect if he is successful in using the techniques of this school.<sup>14</sup>

The first step in the therapeutic process is that the individual comes for help. Next, the situation is defined or structured for him with the responsibility for appointments outlined and the admission that the counselor does not have all the answers. It is also characteristic to encourage free expression of feelings whether anxiety, hostility, or other. Then it is usual to have these feelings (negative though they be) accepted, recognized, and clarified by the counselor. After a rather full expression of negative feelings, there will be those positive impulses, however faint and tentative, that make for growth. Positive feelings (another characteristic) are accepted without praise and moralization. After expression of all kinds of feelings one can expect insight and self-understanding and self-acceptance. While all of these steps do not follow in rigid order, it is likely that insight will be closely associated with the planning of

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13. *Loc. cit.*

14. As example of the chain of events in the counseling process see Charles A. Curran, "Structuring the Counseling Relationship: A Case Report," *Journal of Abnormal and Social Psychology*, 39:189-216, April, 1944.

courses of action and the making of tentative decisions. These in turn will lead to another characteristic, the small but positive actions. With action there will be another characteristic which is the further insight and the gaining of courage to view more realistically his problems. Another characteristic is development of confidence in taking action and less fear in making choices. At the same time there will usually be the characteristic of decreased need for help and recognition that the counseling process must be closed.<sup>15</sup>

### Directive Counseling

In reviewing the literature on counseling, one becomes convinced that the label "directive" is probably better applied to certain techniques of dealing with clients than to a unified system of counseling.<sup>16</sup> It is doubtful if many counselors would want to use the term "directive" for their approach in dealing with clients, yet there are those who find that the nondirective method does not meet all their needs for dealing with clients. Some counselors protest that they are "non-non-directive" counselors.<sup>17</sup>

As one examines the directive techniques he discovers that the most prominent is diagnosis. It has been pointed out that much of our counseling with students consists of the giving of advice with only superficial observations concerning that student, his personality, and his aptitudes. Often it is not determined whether the advice is appropriate to the client. Some teachers and counselors give advice upon the assumption that the student or client is able to diagnose his own problems. We need only to watch people choose courses of study or vocations to note their dissatisfaction with such choices.

Williamson emphatically declares<sup>18</sup> that before one attempts to counsel a student, he must collect all kinds of dependable information to obtain an over-all picture of interests, motives, emotional balance, physical health, and other characteristics that are basic to adjustment. These are the characteristics that will facilitate or in-

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15. Rogers, *Counseling and Psychotherapy*, pp. 30-45.

16. For a discussion of terminology, see Frederick C. Thorne's "Principles of Directive Counseling and Psychotherapy," *The American Psychologist*, 3:162-163, May, 1948. Compare statement in John M. Butler's "On the Role of Directive and Non-Directive Techniques in the Counseling Process," *Educational and Psychological Measurement*, 8no2:208, 1948.

17. Milton E. Hahn and William E. Kendall, "Some Comments in Defense of 'Non-Non-Directive' Counseling," *Journal of Consulting Psychology*, 11:74-81, March, 1947.

18. E. G. Williamson, *How to Counsel Students*, New York, McGraw-Hill, 1939, p. 62.

hibit adjustment. The collection of descriptive data could be by analytical techniques which include such things as case history, tests, cumulative records, autobiographies, time schedules, and interviews.

These techniques give only segments of the client's characteristics, and it is by diagnosis that these segments are shaped into a pattern. This pattern must be described in its relationship to past, present, and future adjustments. As one begins to draw from various sources the multiple characteristics of the client, he no longer sees them as components of the whole personality, but he sees the whole personality itself in its unique pattern.

Thorne<sup>19</sup> has emphasized that in order to understand a complex personality and the problems surrounding it, particularly emotional problems, it is necessary to inquire into every remote phase of the individual's life history. In the process of obtaining the life history, one becomes aware of inconsistent and exaggerated material. It has been pointed out that perhaps the nondirective approach can best carry out this directive method, because as the counselor listens in a passive attitude, rapport is usually developed quickly. Questions may be raised to help obtain a more coherent life story. Often the feelings of the client are desensitized when the counselor's attitude is neither moralistic nor judgmental.

Frequently the client is impressed by the care that is taken to obtain the case history. It wins respect for the counselor. Where one is concerned with an emotional problem, the client can hardly avoid seeing the relationship between various factors and gaining some insight into his maladjustment as he gives the details of his life. Occasionally in the process of taking the case history, one can ask questions that challenge the thinking of the client which in turn may lead to re-orientation.

It is important that the counselor know the current pattern of behavior and the longitudinal development. If one concedes that behavior is the result of many variables interacting upon one another, then it is important that he know life history details. However, in the process of obtaining these details, the counselor should understand that he cannot hurry the process of obtaining information. He should permit the client to tell his story with as little direction as possible. One needs to ascertain the client's attitudes to these details and to discern whether he has reached some con-

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19. Frederick C. Thorne, "Directive Psychotherapy: IV. The Therapeutic Implications of the Case History," *Journal of Clinical Psychology*, 1:318-330, October, 1945.

clusion himself regarding his problem. At times it may be necessary to cite other cases in order to help the client continue the talking-out process.

Very often there is failure to collect and use the intangible data that must be considered as significant in his motivations. If one is to obtain any degree of comprehension regarding the client's outlook, he must have clues to the attitudes of the client, his preferences, his ideas, family influences, and other items that play a definite part in the client's formation of attitudes. Here, as with all other data, one must not assume validity of it but one must view every datum with a critical attitude since it may be distorted or fail to fit with other data.

There are two major divisions in diagnosing. The first of these is concerned with identifying and describing the problem. Facts are used to discover a persistent theme. The other step is concerned with discovering the causes of the problem and seeking out factors or conditions which may have produced the symptoms or characteristics already identified. This involves anticipating the future just as much as explaining how the present situation was brought about by past experiences. Pepinsky<sup>20</sup> has suggested these diagnostic categories to aid the counselor: lack of assurance, lack of information, lack of skill, dependence, and self-conflict. Perhaps others might be made, but these are classifications that will cover the major portion of counseling problems.

One cannot say that according to a particular theory certain information means a certain condition. Problems should not be diagnosed on unverified theories. Too many current psychological theories have not been proved, and as a result the diagnosis should be tentative.

While cautioning one in the use of fragmentary data, the directive counselor would warn that one must not shun the responsibility of carrying out the task of diagnosing and counseling even though he has only a minimum of information. In order to propel a client forward toward a goal that is achievable for him, an integral part of counseling becomes centered upon diagnosis and prognosis. In the one there is the attempt to discern the present status, and in the other there is a forward looking approach to the next step. This prediction of the probable outcome of a client's attempt to reach a goal is termed prognosis. While this may have many negative

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20. Harold B. Pepinsky, "The Selection and Use of Diagnostic Categories in Clinical Counseling," *Applied Psychology Monographs*, Stanford University, California, Stanford University Press, 1948, No. 15.



aspects of the things that he should avoid, it will also include those achievable alternatives.

As a more specific explanation of this idea, let us examine the counseling situation which is concerned with a vocational problem. In talking with a client about a vocational goal, it becomes necessary to understand his approach to the problem. Often one will obtain only vague replies concerning the factors in the client's choice. This means that time must be spent considering with the client those factors involved in choosing a vocation. This may mean the collecting and reviewing of all kinds of data concerning work experience, test results, school marks, and other information. The client must be helped to see that the mere desire for success does not necessarily mean aptitude for the goal in mind. There must be a comparison of preferences with potentialities which in turn must be followed by an interpretation of the diagnosis by the counselor. This in turn is followed by co-operative planning.

Clients may not always agree with the diagnosis and will often have their own interpretation. If this be the case, a comparison of the diagnosis by the counselor with the diagnosis of the client must be the next step. If the counselor's diagnosis is consistent with case data, he must seek some means to justify his position. In other words, it will be necessary for him to arrange evidence to support his diagnosis. In doing this he may want to check with others on the staff in order that he does not fall into a stereotyped approach to problems, and he may want to supplement the data with additional information. This does not mean that the counselor must not change his position, but if all the data point in one general direction, then he must seek ways to help the client understand the implications of these data.

The directive counselor would emphasize that there is no standard technique in either diagnosing or counseling, and he would declare that each technique must be adapted to the particular problem and the particular client. In other words, the individuality and problem pattern of the client will modify the techniques used if the counselor is to produce desired results.

In considering counseling techniques, Williamson<sup>21</sup> classified them into five categories. This was done particularly in reference to counseling in educational institutions. There are the techniques that are concerned with forcing conformity. Others may be designated as changing the environment. A few will be concerned

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21. Williamson, *op. cit.*, chapter 5.

with selecting important elements of the environment. Some will involve learning needed skills, and others will be centered around changing attitudes.

Regardless of the category classification of the counseling technique, the actual process will be classified into these parts. A first major consideration will be the establishment of rapport. A good working relationship is essential to progress. All things that take place in the counseling process should be aimed toward the cultivation of self-understanding. Another major part will evolve around advising or planning a course of action. This in turn will be followed with carrying out a plan that has been formulated during counseling. Another essential part may be referring the client to some other individual for further assistance.

The directive counselor will ordinarily quite clearly and definitely state his point of view concerning the diagnosis. In doing this, he will attempt to describe the details to the client in such a manner that the full impact of the information is recognized by the client. This does not mean that the counselor takes a dogmatic position, but he does convey to the client the idea that the counselor is in a position to be of assistance because of his experience, knowledge, and judgment.

It has been pointed out by directivists that the counselor is in an authoritative position and that he must not appear indecisive. Should he do so it may result in loss of confidence by the client. Case data will be discussed and described in a manner which takes into account the reaction of the client, both verbal and facial. The attempt is made by this method to reach a co-operative interpretation of data which will in turn lead to selecting a goal by the client that is in line with his abilities. In the process the counselor must point out that there is no one right thing to do but that the advice given is based upon the experiences of other clients. By necessity, counseling must be appropriate to the individuality of the client.

Occasionally we meet those clients who are unable or unwilling to understand themselves. The question is what can be done with such clients. Directive methods indicate that in the beginning the counselor will do the thinking for the client while an attempt is made to stimulate the client to solve his own problem. While it is granted that the counselor must not make final decisions for the client, it is accepted by directivists that they have the responsibility to render decisions until the client is able to do so for himself. The

counselor must not be too dominating, and yet he cannot be too passive.

Among the directive techniques one frequently finds that there are these classifications of advising. These would include direct advising which is a frank statement of the counselor's opinion. It must be emphasized that this means advice, not dictation. Another method is the persuasive method which is aimed to help the client see the implications of the diagnosis as well as the next steps and their outcomes. The third is usually referred to as explanatory, and Williamson states that "*this is by all odds the most complete and satisfactory method of counseling.*"<sup>22</sup> In this method much time is devoted to explaining the significance of diagnostic data, and the counselor points out where the student's potentialities could be utilized to the maximum degree.

Regardless of the particular technique used, the directive counselor looks upon the counseling process as a learning process. The client learns more about himself and his relationship to the environment in which he lives. Lecturing the client will not bring positive results.

One must recognize that there are those clients whose burdens overwhelm them. If they can be helped over critical moments, they can maintain psychological balance. To restore confidence is to reassure a person, and very often this is most effective where the total environment is manipulated in such a manner as to give a feeling of security. But it must be more than verbal reassurance; an affective feeling should accompany it. Of course, the use of reassurance presupposes that the client has confidence in the counselor in order for him to accept reassurance. Andrews<sup>23</sup> points out that counseling has really begun to be successful when the client accepts and acts upon the reassurances that have been given during the counseling process.

Probably one does not often realize that the mere presence of the counselor is reassuring. This is especially true if the counselor has an effective personality and a considerate way of talking and dealing with the client. This respect that has been engendered is often used to induce a client to continue treatment when he becomes discouraged, especially at no early improvement.

Actually the making of a case study and the taking of diagnostic examinations tend to reassure the client that everything possible

22. *Ibid.*, p. 139.

23. Jean Steward Andrews, "Directive Psychotherapy: I. Reassurance," *Journal of Clinical Psychology*, 1:53, January, 1945.

is being done to help solve his problem. Occasionally one has a gifted person who is unable to achieve due to inferiority feelings. When he is experiencing much discouragement, reassurance concerning his ability may serve as a motivating factor.

Reassurance does not mean consoling the client or merely expressing an opinion, because factual reassurance is more effective, especially if this gives emotional support and negates anxiety. It is often helpful to the client to know that others have experienced the indecision that he is experiencing and that they have made progress. At times it is very important that the client be given factual reassurance when there are matters about which he has little or no information.

A directive counselor may use interpretation to help a client see the mechanisms of adjustment that have been operating in his life. This is done with those individuals who are experiencing simple maladjustments and who have enough resources to work out the solution to a problem once the nature of the problem has been clarified. Interpretation is used to aid the client in working out a more mature conduct with a rejection of inconsistent attitudes.

The success of this technique will depend upon the tactfulness of the counselor. There must be no implication of criticism, since the main purpose is to evaluate a situation or problem objectively. The directive counselor may find that the client appears somewhat disturbed or even resentful, but the mentally normal person will think through the interpretation and act upon it.

It has been pointed out by Thorne<sup>24</sup> that the imparting of information is necessary to explore alternative courses of action; to help a person understand the critical attitudes of others toward him; and to meet a crisis in counseling where immediate action must be taken in an emergency situation. Information may be imparted directly, by reference to books, by study courses, and by various sources of scientific information. This is quite different from the crude giving of advice, exhortation, and persuasion; but the imparting of information is centered upon suggestions and exploration of various routes that a person may take. "The problem is not whether psychological information should be imparted, but how it can be imparted in a manner which safeguards the patient's integrity."<sup>25</sup> Since counseling is really an educational experience, the client must learn new

24. Frederick C. Thorne, "Directive Psychotherapy: VII. Imparting Psychological Information," *Journal of Clinical Psychology*, 2:179-190, April, 1946.

25. *Ibid.*, p. 157.

attitudes and new methods for approaching his problem.<sup>26</sup> These new attitudes and methods can only be learned sometimes through information.

This consideration of directive counseling has been centered around the three main areas of analysis, diagnosis, and counseling.<sup>27</sup> These are the ones most often discussed in the literature as distinct parts of counseling which utilizes the foregoing directive techniques. The counseling process itself has been discussed as involving a number of methods including interpretation, advice, giving of information, reassurance, persuasion, and explanation. During this summary statement it should be emphasized that directive counselors insist that the reaching of a decision is a co-operative venture with the final decision being made by the client. Any technique used in helping the client reach a decision must be adapted to that particular client and his particular problem.

### Eclectic Counseling

After the discussion of the general principles and techniques of both directive and nondirective methods of counseling, it is appropriate that consideration be given to a third method or school. Eclectic counseling has been described as taking the best techniques from the other schools and incorporating them into a workable plan for dealing with various kinds of counseling problems.

The eclectic counselor believes that the client has the responsibility for planning his own life and deciding upon the goal that he is to reach. However, there are those counselees who are unable to take this responsibility, and as a result the counselor may have to take the initiative in planning and leading until the client is able to do so for himself. The counselee must be helped to assume his own responsibility, because the eclectic counselor believes in the capacity of each person to solve his own problems. In this process the counselor will pursue methods and techniques most likely to assist the individual to reach this stage of independence.

Before the interview the counselor studies all the information available about the counselee, and he may plan the steps to be taken during the counseling process. For instance, this might include utilizing community resources, suggesting books to read, or making teacher contacts. The attitude of the counselor is an open-minded

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26. For the development of this idea of counseling as a learning experience, especially as it applies to discipline see E. G. Williamson and J. D. Foley, *Counseling and Discipline*, New York, McGraw-Hill, 1949.

27. Cf. E. G. Williamson, "The Clinical Method of Guidance," *Review of Educational Research*, 9:214-217, April, 1939.

approach despite this preliminary planning for he does not go to the interview with convictions that warp the interview. Instead he is alert for those things which might modify his interpretations. It is admitted that he may have ideas about the problem, and while he recognizes that full responsibility for making decisions is upon the counselee, the counselor will express his ideas or opinions (judiciously, of course) when these are indicated. It has been suggested that associates of the counselee will be expressing opinions regarding a certain problem or situation, and since the counselor will probably have more information than they have, he has the right to suggest alternatives.<sup>28</sup>

Eclectic counselors give emphasis to those techniques that might be classed as explanatory, informative, and educative. This means that they view counseling as a learning situation which results in handling present problems and which results in developing ability to handle future ones as they arise. It is contended that self-understanding grows out of that counseling relationship in which the counselee talks about his problem to a permissive and attentive listener. Through the acceptance of the counselee's attitudes and the reflection of his feelings, self-understanding develops. The giving of information may be necessary to promoting self-understanding. By these techniques the client will have the opportunity to reorient his goals and plan a course of action. There may be times when it will be necessary for the counselor to take action and do planning when the problem has arisen out of an environmental situation which the client cannot change.

Except for the last item stated, the eclectic method may mean giving the client less direct help than he might at first expect. It is more important that he develop an approach to the solution of a problem rather than the solution itself. In this middle-of-the-road school the counselor is flexible in his techniques but not without definite goals. Counseling is a joint task between the counselor and counselee with the counselor's contribution depending upon the need of the counselee, his degree of insight, and the urgency of the problem presented.

In discussing the nature of the relationship, Erickson<sup>29</sup> points out that one person has the responsibility, either assumed or assigned, of helping another person. Since both are interested in finding some

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28. Shirley A. Hamrin and Blanche B. Paulson, *Counseling Adolescents*, Chicago, Science Research Associates, 1950, p. 85.

29. Clifford E. Erickson, *The Counseling Interview*, New York, Prentice-Hall, 1950, p. 4.

solution to the second person's problem, the counseling outcomes will vary with the needs to be served. This means that the purpose in one instance might be merely getting acquainted. Another situation might be concerned with appraisal of the counselee. A third purpose could be information getting and giving, and the treatment of some problem might be the concern of a fourth interview. Erickson assumes an eclectic position when he states that "each counselor and counselee will need to determine what the purposes of *their* interview should be."<sup>30</sup> Some counsees will need only the sympathetic listener while others will lack the ability to start the conversational process and will need the counselor's help in developing expression of the problem.

Since counseling is a joint responsibility of the two participants, the role of each will shift as the interview progresses, and changes will be made in techniques. However, the skilled counselor maintains leadership throughout the counseling contacts.<sup>31</sup> While this leadership is unobtrusive, he makes the decision on when to listen and when to talk. It is the counselor's responsibility to gain an understanding of the problem and of the client who comes for help. At all times he will be alert to new evidence to be used in relation to the background information and all other data about the person. The eclectic counselor is cautious about classifying the problem of the client, but he will gather all the information obtainable. As he recognizes a problem beyond his training and skill he refers the client to another counselor.

Important observations of the counseling process have been made by Elliott and Elliott.<sup>32</sup> They have pointed out that the counselor must assume that the client has sought out the counselor because he wished to draw upon the experience and wisdom of another. This means that the client places himself in the hands of another for help in meeting his problem. This in itself tends to reassure the client. The individual can be helped because he is motivated to seek assistance, but the counselor works on the premise that the client must work out his own problem. The techniques will range from complete authority to complete freedom as far as the counselor is concerned for as a trained individual there will be areas where his judgment, for that particular part of the process,

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30. *Ibid.*, p. 5.

31. Annette Garrett, *Interviewing, Its Principles and Methods*, New York, Family Welfare Association of America, 1942, p. 43.

32. H. S. Elliott and Grace L. Elliott, *Solving Personal Problems*. New York, Henry Holt and Company, 1936.

must be accepted. There are clients, of course, who cannot accept the authoritative method. It would be, therefore, inappropriate to them and the problem at hand. Alternative solutions should be introduced by the counselor to be considered along with proposals of the client. As all of these are evaluated, it is helpful to assist the client explore his reasons for accepting some possibilities and rejecting others.

In this process of reaching a decision, the client must take into account all the possible facts about himself that might be related to his problem. This means that the counselor will draw upon all the information available from the cumulative record, the case history, activity record, hobbies, school grades, ambitions, test results, and others.<sup>33</sup> At the same time, all kinds of information in the occupational and educational area may be needed. The client must even be helped to understand the importance of how attitudes and emotions may be playing an important part in his actions. Information of this sort may be prerequisite to a revision of attitudes and feelings surrounding indecision or antagonism or comparable feelings.

As one examines the writing in this area of counseling he becomes aware of an eclectic fusion of techniques. Thorne declares that "eclecticism is the keynote of modern science."<sup>34</sup> He points out that this is true of all sciences and that eclectic orientation which reviews and integrates all the methods and theories of counseling will provide the flexibility needed in meeting different kinds of clients with a broad range of problems. Thorne suggests that all elements which might contribute to the development of the whole personality must be given weight in evaluating that personality. This means that one must regard counseling as an adaptive process wherein the various techniques are selected according to their indications or contraindications. This must be done in terms of the case being dealt with currently and not in terms of any particular school of counseling.

The eclectic counselor uses passive methods of dealing with the client when it seems advisable. Although he maintains subtle leadership, the counselor actively enters into direction when it is neces-

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33. John G. Darley, *The Interview in Counseling*, Washington, D. C., Superintendent of Documents, 1946. Cf. Emily L. Stogdill, "Techniques of Student Counseling," *Journal of Consulting Psychology*, 4:176-180, September-October, 1940. Also cf. Milton E. Hahn and Malcolm C. MacLean, *General Clinical Counseling*, New York, McGraw-Hill, 1950, p. 7.

34. Frederick C. Thorne, *Principles of Personality Counseling*, Brandon, Vermont, Journal of Clinical Psychology, 1950, p. 10.



sary. During those times when the client is talking about his problem or when the counselor desires to obtain emotional release, passive techniques will be the most fruitful, especially during the first interviews. It will help the counselor if he will remember that all his counseling must be client-centered in that the client's interests are the primary factor to be considered. "All valid therapy is client-centered and no viewpoint has any monopoly on methods which are to the best interests of the client."<sup>35</sup>

Counseling is looked upon as a learning situation for the client, and the counselor must plan the counseling time in such a manner that insight is gained. The organization will take into account the individual differences among clients because, in some far more than others, the counselor must assume an authoritative position. As stated earlier, client-made decisions are the goal of counseling, but in assisting clients reach decisions one cannot follow a routine. There can be no formal pattern of approach with the dynamic qualities of two people involved in a problem-solving situation. A shifting approach must prevail in dealing with the wide range of problems.<sup>36</sup> This position, typical of the eclectic writers, has been well expressed by Hahn and MacLean.<sup>37</sup>

Above all, the authors desire to press the importance which they attach to an eclectic interview therapy. It is our strong conviction that successful therapy does not lie in a single direction. The effective counselor in the field of general clinical psychology must have many tools and techniques at his disposal for diagnosis as well as for therapy. The ends of the counseling continuum—"directive" and "non-directive" interview therapy—are merely extreme types of all the different methods which may be found useful in a particular case with a particular type of problem.

This contention is supported by Bixler<sup>38</sup> who has declared that rigid adherence to a particular method is not as effective as the selection from an "armament of therapies" of the most appropriate technique to be used at the appropriate moment. This means that the eclectic counselor does not believe in the application of one method to all counselees. A knotty problem which is a very real part of this contention and which applies to all counseling is cen-

35. *Ibid.*, p. 88. Cf. Hahn and MacLean, *op. cit.*, p. 9.

36. Theodore R. Sarbin, "The Case Record in Psychological Counseling," *Journal of Applied Psychology*, 24:432, April, 1940. Cf. E. S. Jones, "Graduations of Directiveness in Counseling," *Educational and Psychological Measurement*, 7no3:560.

37. Hahn and MacLean, *op. cit.*, p. 323.

38. Ray H. Bixler, "Counseling: Eclectic or Systematic?" *Educational and Psychological Measurement*, 8no2:211-215, 1948.

tered upon the criteria to be used in selecting the particular technique employed and the criteria for initiating it. Eclectic counselors suggest that the client determines the success of counseling. His personality and the counselor's attitudes are more important than all the methods to be used. "It appears that what the counselor says pales in significance beside how he says it; that is, how he feels toward the client."<sup>39</sup> The problem is to select the techniques for a particular client and his special situation in order that he may fully comprehend this acceptance.

In the preceding paragraphs concerning eclectic counseling an attempt has been made to touch upon the major points of view and the techniques used by those counselors who find that their most effective work results from a wide range of methods. Counseling from this point of view includes these steps. There is preparation in advance of the interview and an evaluation of all available information concerning the client. Rapport is a first consideration during the initial interview and subsequent ones. This is aided by listening creatively and encouragingly. The client identifies his problem with or without help. A major aim is creating counselee self-understanding and then helping him apply his self-understanding. An attempt is made to assist in an understanding of the physical and social environment and the part that it may play in the problem at hand. Alternatives are weighed, and a workable plan is adopted. The final selection is made by the counselee, but the counselor has the responsibility to help him consider all aspects of the problem as well as advantages and disadvantages of various alternatives. Referral to other persons and agencies may be made if advisable. Above all, it is the person, not the problem, that is of primary consideration.

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39. *Ibid.*, p. 213.

# Dance and Play Activities for the Elementary Grades

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Published by The Chartwell House, Inc., 280 Madison Ave., New York 16, N. Y., 1951. Volume I—221 pages, Volume II—281 pages.

Teachers in the elementary schools have long recognized the gap between the tremendous supply of energy children have and the limited opportunities provided in school to direct some of that energy toward the growth process. In the past, the home assumed responsibility by informally prescribing or suggesting work and play. Gradually, because of the change in home life, the elementary school had to reinforce its program with dance and play activities designed to develop organic power, nerve stability, desirable traits and wholesome interests. Included in the activities were those of manual and musical correlation.

As the elementary school program enlarged to encompass not only the overt motor movements of the body but also the emotions, attitudes and interests, teachers believed themselves incompetent to participate in it. They felt that only specialists in the dance or physical education should assume the program responsibility. Yet this was contrary to the philosophy on which the elementary grades function: the classroom teacher is the center of program activities.

"Dance and Play Activities for the Elementary Grades" shows the way out for the teacher. It contains experiences carefully adjusted to suit the physical and emotional level of the child at each grade. One need not be a specialist to interpret the descriptions of the games or dances. Equally valuable are the accompanying scores or record sources. Diagrams further simplify the process.

The authors with their experiences as classroom teachers and as physical education and dance specialists, have clearly perceived the needs of the elementary school child and his teacher. The contents of the book as a whole are concise, yet complete. It should serve as an effective guide for the interested and concerned teacher in-training and in-service.

The book is divided into two volumes. This appears especially preferable with a view to the many musical scores included which would be awkward to play from a bulky volume. The spiral binding also makes handling of the book easier.

Volume one is devoted to grades one to three. At these age levels, the desire to imitate and dramatize is very strong. The authors have satisfied this desire by including many dramatic plays which are not given for higher grades. The short interest and attention span of children of these age groups was given special attention in the selection of games and other activities included.

One section of the book is devoted to general suggestions for carrying out an activity program; to formations, dance formations and self-testing activities. Under each grade category age characteristics, games, dramatic plays, dances, rhythmical activities and suggested lesson plans are given for each month including not only activities but also equipment necessary. The first volume is concluded with a glossary of terms, bibliography, and record sources.

Volume two is devoted to age characteristics and activities suitable for grades four to six. Included in the volume are general suggestions for carrying out an activity program including games, relays and formations, dancing, dance formations, and self-testing activities. Under each grade category are to be found suggested lesson plans, games, relays, dances, and self-testing activities. The second volume is also concluded with a very complete glossary of terms including square and social dance terms, bibliography, and record sources.

The authors in the closing statement of their preface have summed up the value of the book when they wrote: "Our purpose in writing this book was primarily to assist the elementary school teacher who had little or no physical education training. We feel that this book will make it easier for her to inspire the children to develop healthy bodies and minds through planned play. We should like the teacher to find pleasure in the use of our book, and if it assists her in bringing to the children all the enjoyment that can be derived from dance and play, we shall have achieved success."

It is my opinion that the authors have succeeded most admirably in compiling a very practical, informative, helpful book which should prove invaluable not only to the elementary school teacher but also to the physical education teachers in elementary schools and those training to become physical education teachers.

EVELYN TRIPLETT.