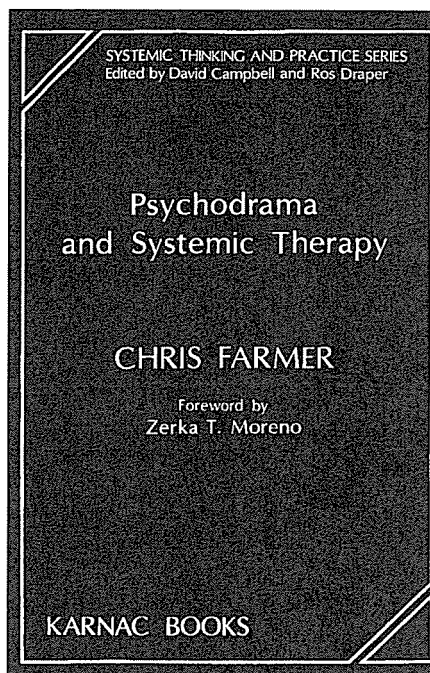


“cool” and the fear of being seen as a “wuss” are typical issues faced head on by these agents of change who are successfully building positive relationships between themselves and their students and within the boys own peer groups. As Rollo Browne says: “ Boys reassess their options for behaviour when they have experienced alternative ways of getting their needs met... What has been missing is a coherent approach to understanding how the school as a system reinforces gendered behaviour and therefore how to deliver positive change.” The effectiveness of a systemic approach is emphasised, and demonstrated, when a whole-school program is adopted. Group work, coaching, modelling and role play are some of the methods used to develop a healthy school culture. Valuing the individual is a principle determinedly practised by these leaders as they gently shift boys towards building one another up, valuing themselves, stretching rigid confines of gender stereotyping and expanding the boys’ notions of what’s okay in being a boy.

Boys in Schools will be of benefit to teachers, parents and all who are working with boys. Listed in the back of the book, the authors make themselves available for contact by the reader. One is left with the sense that there is a force for good gathering momentum and making itself felt in the education of our young.



Psychodrama and Systemic Therapy

by Chris Farmer

London: Karnac Books (1995)

This book is written for the mental health professional who is well versed in family systems theory and who may be a newcomer to the psychodrama method. Chris Farmer, a psychiatrist practising in Guernsey, undertakes to describe psychodrama in systemic language as he presents clinical examples of his psychodramatic work with patients. He presents narratives of psychodramas he has directed, along with useful pictorial illustrations, to demonstrate the effectiveness of the method. He follows up these narratives with analysis and explanation from a systems perspective and highlights the common underlying theoretical principles as he describes, for example, the psychodrama director

as a systemic operator. "The protagonist needs another pair of eyes that sees what is missing from his own vision. The director, therefore, punctuates the action. He interrupts. He extends. He connects what appears separate. Furthermore, as a true systemic operator, he finds similarities in the apparently different and differences in the supposedly similar..." Farmer demonstrates through the narratives taken from his own work how systems principles are utilized in psychodrama and states that "conducting psychodrama is analogous to operating as a systems therapist in a more general frame of reference." Zerka Moreno comments in her Foreword to the book that Chris Farmer "...has made splendid use of sociometry as well as role theory and presents the kind of systems thinking and operations that form the ground of his own work. Although literature on psychodrama is proliferating in many languages, the use of social systems is still fairly rare, and therefore this book is a contribution to what is still, in many ways, a pioneering effort."

Psychodrama and Systemic Therapy is a scholarly text that represents psychodrama in an introductory and yet comprehensive manner to the erudite reader.