

working my way through it, I did recognize that this handbook could be helpful as a cursory index of several hundred theories and techniques. For a more complete understanding into the background and application of theory and practice one would have to go to other sources.

I believe one such source is Sherman and Fredman's handbook. Published more than 10 years ago, these authors explore more fully the rationale as well as the limitations of a family therapy handbook. Sherman and Fredman's book, organized into six broad headings based on current theoretical approaches, has more depth and inner logic than Davis' book. Each chapter focuses on various therapeutic approaches: psychodynamic, behavioural, strategic and alternative theoretical models. Psychodynamic theory, for example, guides the choice of technique in the first chapter, including dream work and guided visualizations. Rather than simply listing techniques, Sherman and Fredman provide explicit information on techniques and their use. A handbook of this sort provides a source of new and richer insights into techniques and expands a therapist's repertoire of resources.

Fredman and Sherman provide a much more complex and perhaps ultimately more useful handbook than Davis provides. One can actually learn from their technical presentations. There are more techniques listed in Davis' book, but the paucity of background material makes the application of the technique less probable without further research. As a touchstone, Davis' book might be referenced to stimulate a buried, forgotten thought or approach. There are, however, surprising benefits to Davis' abbreviated approach. The brevity allowed me to punctuate several current abstruse therapeutic concepts. For example, this handbook summarizes the application of O'Hanlon's "Formula Task" and Madanes' "Pretend" exercises. These strategic, constructivist approaches are broken down into just a couple of sentences. Like a well-written children's book, this simplified version sometimes makes a complex idea comprehensible.

Fredman and Sherman's handbook invites a long, delicious, contemplative read, in a comfortable chair under a soft reading light. Davis' book fits on a busy practitioner's bookshelf, occasionally called upon when the researcher, frustrated and perplexed with a therapeutic challenge, desperate for new ideas, scrambles for insights by random exploration into this encyclopedia of techniques.

Khalsa, SiriNam S. (1996). *Group Exercises for Enhancing Social Skills and Self-Esteem*. Sarasota, FL: Professional Resources Press. 131 pp. ISBN 1-56887-020-5.

Reviewed by: Chris Cooper, Stephenville, NF.

Group Exercises for Enhancing Social Skills and Self-Esteem is a collection of sixty activities designed to assist the professional counsellor in group work. According to the author, these exercises encourage the development of pro-social skills, leading to the enhancement of feelings of well-being and positive self-esteem. The introduction to the text offers an elementary in-

sight into the definition of self-esteem, and includes suggestions as to how to best deliver the activities to one's clients. There is a general table of contents with this manual, without any sub-grouping, which would have allowed for easier selection of any of the sixty activities for use.

In the Introduction, the author has provided a basic breakdown of the applicability of various activities into five general groupings, i.e. for those in the early stages of group development, for those in the later stages of group development, for those in any stage of group development, for those groups composed primarily of clients with diagnosed ADHD or ADD, and for those groups composed of younger aged participants. Each activity is broken down into a general lesson plan format: Purpose, Materials, Description and Group Discussion.

The Purpose of most activities is clearly described, omitting most of the philosophical descriptions which are frequently included in such texts. It appears obvious that the author is a practitioner at heart, providing tasks which are easily integrated into the group process. Materials required for most of the activities can readily be found in most classrooms or homes. Whenever certain specific resource materials are required, they are generally included in additional pages following the exercise. This approach makes planning and implementing the exercises quite uncomplicated.

The Description within any one of the activities is usually very simple in its layout, and involves directions which readily lend sequence to the process. The Group Discussion following the Description again provides the counselor with easy-to-follow suggestions for completing the exercise and helps provide closure to the activity. Overall, *Group Exercises for Enhancing Social Skills and Self-Esteem* is a worthwhile resource for any professional who utilizes the group process. It includes practical exercises written by a practitioner for practitioners. My only suggestion is to include sub-grouping of the table of contents into readily identifiable topics, such as Stress Management, Personal Values, Cooperation, and so on, a change which would make application of the tasks easier to plan.

Andolfi, M. & Haber, R. (Eds.). (1994). *Please help me with this family: Using consultants as resources in family therapy*. New York: Brunner/Mazel. ISBN 0-87630-748-9, 294 pp. \$52.15 hc.

Reviewed by: Stacy Ashton, Simon Fraser University.

The image most firmly associated with the idea of consultation in therapy is that of the Master therapist called in as a last resort to illuminate unseen issues in stuck therapeutic systems. Although *Please Help Me With This Family* was originally intended to pursue this image of consultation by focusing on the crosscultural work of Maurizio Andolfi, the editors of this book ultimately decided to challenge themselves and their readers to think beyond the traditional view of consultation by expanding its discussion to encompass a dizzying range of potential consultants and consultative purposes.