

tions which provide a cognitive outline. The final chapter illustrates four guidance programs in action. The appendix contains seven sections dealing with ethical standards. Annotated bibliographies at the end of each chapter help direct the reader to useful sources.

The value of this volume depends upon its relevance to the user. It is too formidable for use of the general reader interested in guidance. For the person who wishes to specialize in the management and improvement of guidance programs, it can be a useful resource. The content is entirely American and does not make reference to Canadian sources or settings. However, Cana-

dian readers may find it helpful in developing approaches which may be adapted to Canadian use.

This book may be compared to other books, for example, George E. Hill, *Management and Improvement of Guidance* and Hollis and Hollis, *Organizing for Effective Guidance*. It covers the same basic material in somewhat similar format. However, Peters and Shertzer pull together a variety of themes with updated material making it valuable for any professional interested in improving guidance in the educational scene through more effective development and management of programs.

The Innovative Psychological Therapies: Critical and Creative Contributions, R. M. Suinn and R. G. Weigel (Eds.), New York: Harper and Row, 1975, 248 pp.

Reviewed by:

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In many ways this book of readings is refreshing because the emphasis is clearly on relatively timely material and leading articles from the professional journals and also includes interesting material not previously published. The editors state that their purpose in collecting the articles was to help keep the professional informed, to provide a compilation of a variety of models of intervention techniques for students, and to provide possible new direction for researchers. Because of the plethora of articles in the therapy field, the scope has been delimited to include only behavioral, psychological, and social therapies. The term *critical* has been taken to mean any therapeutic approach which has an impact on current theories or practice; the term *innovative* is defined by the editors as a significant and enduring breakthrough.

The readings are divided into four specific areas: 1. Behavioral Therapies covering learning-based treatment approaches and including eight articles; 2. Group Procedures broadly defined to include both therapy groups and personal growth situations over eight articles; 3. Mental Health Delivery Systems covered in five articles and dealing with such contemporary topics as crisis centres; and 4. Paraprofessionals. An overall

introduction is provided for each section and a summary critical article completes the section. Obviously, the articles chosen for inclusion in this set of readings have been selected with more care than is usual for this type of book.

Content covers a very wide range including case studies, descriptions of programs, specific techniques, theoretical articles, outcome research studies, and critiques. Client groups include autistic children, children in classroom settings, neurotic adults, homosexuals, schizophrenics, and mixed in-patient populations. Treatment modes also sample a broad variety including token economies, self-monitoring systems, covert sensitization, psychodrama, milieu therapy, intensive marathon groups, and such unique treatments as controlled alcohol consumption through trained discrimination of own blood alcohol concentration.

Articles tend to be current, ranging in publication years from 1965-1975. There are a total of 392 references and because there is little overlap, this provides a useful source of further information on the topics covered.

The main value of this book will likely be as a text-supplement for undergraduate advanced courses in counselling or for a refresher for masters level professionals in the areas of counselling/clinical psychology, social work, pastoral counsellors, school counsellors, and related people in the helping field. One criticism of the book is that there is no summary or drawing together of the material. Another possible weakness is that some of the research articles follow an extremely simple research methodology while others are comparatively more sophisticated; therefore,

depending on their research background, readers may be either bored and critical, or frustrated. While the collection of readings is interesting, the very nature of the book means that it will

be dated in a few years so that if the editors wish to maintain their original stated purposes, they will have to update the material with a new edition every few years.

Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers, A. J. Lange and P. Jakubowski, Champaign, Ill.: Research Press, 1976.

Reviewed by:

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Lange and Jakubowski have achieved a rare balance. They manage to present an excellent description of assertive training procedures without getting caught up in the glib, "everything you wanted to know but were afraid to ask," syndrome.

The authors define assertion within the framework of a humanistically oriented value system. They seek to increase personal freedom by fostering direct, open and appropriate interpersonal communication.

By so doing, they avoid two of the major limitations inherent in many of the current approaches to assertion training, namely, the tendency to encourage assertion at all costs and the tendency to equate assertion with winning.

Advocates of "assertion at all costs" suggest that assertive behavior is the desired norm and should be practiced at all times. Unfortunately, they do not realize that assertion thus becomes another form of what Ellis describes as *musturbation* in his book *A New Guide To Rational Living*. This is further complicated by the fact that assertive responses are not always the most

appropriate form of behavior. For example, being assertive with a traffic policeman may lead to a ticket instead of a warning.

For those who equate assertion with winning, assertion training often becomes a boot camp for interpersonal guerrilla tactics. Individuals who adhere to this approach can frequently reel off long lists of their assertive victories.

The authors counter this belief by the basic respect for humanistic values incorporated into their material. In fact, they point out that some of the so-called assertion skills, such as broken record and fogging, can be extremely destructive because of their potential for use as manipulative ploys.

On the practical side, the book provides adequate explanation of basic assertion training concepts and practices. Both the cognitive and behavioral aspects are described and some 20 structured training exercises are explained in detail. Procedures for organizing training programs are outlined and a variety of theme oriented groups, suitable for use in different settings or with different populations, are discussed. Assessment procedures are also outlined.

The only shortcoming is the lack of a subject index. This is offset somewhat by the comprehensive table of contents.

This book will be of value to professionals who want to lead assertion training groups as well as those who are trying to keep abreast of current trends in therapeutics. I highly recommend it.

Helping People Change: A Textbook of Methods, F. Kanfer and A. Goldstein, Pergamon Press Inc., 1975.

Reviewed by:

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Helping People Change is a refreshing addition to the counsellor's library. Essentially, this text is a compilation of readings put together to give the practitioner a useful summary in the methodology or techniques of various coun-

selling approaches. The areas included are behavioural, cognitive, phenomenological and group process.

The chapters are devoted to a major set of procedures for helping people change. Each procedure is clearly explained and illustrated with counselling examples to highlight the principles or theories. For instance, the section on desensitization by reciprocal inhibition is laid out to the last detail, including identification of the exact steps for Jacobsonian relaxation. Each chapter includes a useful bibliography of the procedures as well as related research.