

an encounter group, and the recognition of oneself in the situation may be quite meaningful.

The second part of Libo's book attempts to facilitate the transition from the group experience to the realities of everyday life. It is Libo's contention that gains made during the group need not be lost when one returns to the routines of daily living. He provides suggestions, recommendations, and exercises to illustrate how the individual can maximize his encounter experience within the limits of the family and work. This section, according to Libo, is the focal point of the book, although I found it less relevant and less interesting than the first part. Indeed, at times I found myself recoiling from the "do-it-yourself", home-remedy overtones. However, recognizing this reviewer's biases, I would still recommend *Is There Life After Group?*, for it is a very readable, informative book that de-mystifies the encounter group movement.

Practical Counselling in the Schools, Gary S. Belkin, William C. Brown Company Publishers, 1975.

Reviewed by:

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In his preface, the author defends the role of an introductory textbook in counselling as a ready source providing "a broad panorama of the counselling position, incorporating both its theoretical and practical perspectives." (viii) To focus his selection and exclusion process, Belkin applied three questions to researched material:

- 1) How applicable is the material to the school counselling situation?
- 2) Does the material substantially clarify a counselling issue?
- 3) Is the material conducive to promoting in the counsellor-trainee a feeling of pride and inspiration about his profession and his work?

Applying the same questions to the text itself, this reviewer, with minor reservations, can reply affirmatively to all three!

In the introductory chapters tracing the social and theoretical evolution of guidance, counselling and psychotherapy, Belkin takes considerable pains to compare and contrast counselling with other approaches, surveying the argumentation of various writers such as Donald Blocher and William Perry. This leads him to propose the need for the term "practical counseling" to express the particular blend of assumptions, aims and functions peculiar to counselling, as opposed to psychotherapy. (Basically the rejection of the

medical model in favour of a phenomenological approach.)

Though forewarned in the preface of the author's intent to arouse pride and inspiration in the counsellor-trainee, the intensity of his soap-boxing was somewhat surprising. While current certification and employment discriminations definitely warrant genuine concern from counsellors, this reviewer took exception to Belkin's summary of our present situation:

"The unpleasant reality of the present situation is that a silent conspiracy exists to denigrate the counselling function as a treatment procedure, and this silent conspiracy is tolerated and encouraged by the timidity of professional counsellors, particularly school counsellors." (p. 33.) Fortunately, Belkin's evident conviction has positively affected his extensively researched and often original presentation of fundamental skills and issues. The resulting picture of the profession is a dynamic and stimulating one.

Part One, "What is Counselling", introduces the reader to various theoretical stances which influence the counselling process. Of particular interest is the author's neat (too neat?) division of major theorists into Newtonians (i.e., with the absolute, causative perspective of the Freudian or behaviourist) and Einsteinians (i.e. the relativistic approach or humanistic psychology of Maslow, Rogers, or Allport.) (p. 82f.)

Of the text's six parts, Part Two, "The World of the Counsellor" and Part Four, "The Counselling Experience" are noteworthy. In "The Counsellor's World", in addition to introducing the familiar list of counsellor characteristics (genuineness, positive regard, etc.), Belkin also provides food for thought under such headings as, "The Counsellor's Problems", "The Counsellor's Defenses" (you mean we counsellors rationalize and regress too!?) Particularly valuable is Chapter Six, "The School Counsellor in Perspective", which deals with the problem of role definition and stresses the need for (1) a clearly defined course of action "from day one" (2) a professional, but not elitist attitude (3) a clear understanding and articulation of one's role. (p. 156.)

Part Four, "The Counselling Experience" contains, in addition to an introductory look at such aspects as the counselling interview and group counselling, practical advice for crisis intervention counselling.

Belkin's effort to produce a current, practical guide is particularly evident in Part Five, "Specialized Counselling Services and Applications". Thirteen pages are devoted to "Youth and the Drug Culture", supplemented by a five page glossary of "Drug Culture Terminology". Noticeably superficial in comparison is a short chapter entitled, "Human Sexuality in

the Counselling Milieu". This is a particularly serious weakness for a current text in the light of increasing emphasis on counsellor involvement in sex education programs. It could also be argued that, while drug usage is a serious concern, concerns related to human sexuality are common to a much greater percentage of *any* given population.

Throughout the text, topics are introduced and summarized clearly in each chapter, and material from recent journals highlights many issues raised — two definite "pluses" for the bleary-eyed counsellor-trainee!

In summary, this introductory text is sufficiently readable and relevant to serve as a solid base on which to consider and further research the diverse issues encompassed by the counselling profession.

Group Counselling, Merle M. Ohlsen, Montreal: Holt, Rinehart and Winston, 1977 (second edition), 305 pp.

Reviewed by:

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Ohlsen's wealth of experience as a Counsellor, educator, and researcher is generally shared throughout this the second edition of his book. However, this book is probably best suited for neophyte counsellors or those not all that familiar with the whole area of group counselling. Those looking for in-depth analysis of group process and dynamics may find the material in this book somewhat 'fundamental'.

One of the reasons for its fundamentalism is that Ohlsen is extremely thorough in his presentation of what happens (and should happen) in the history of a group from presentation to outcome studies; a thoroughness that goes into details often taken for granted, but which if not considered may mean the difference between a successful or non-successful group.

In talking about actual group sessions, Ohlsen leaves the reader with the feeling that he treats the members as though each were in individual counselling that takes place within the framework of a group. For this reason he discusses the Psychoanalytic concepts of resistance, transference, and counter-transference as important elements which have to be worked out between counsellor and client.

On the other hand he advocates maximum interaction between group members whereby each member becomes both client and helper. One of the ways through which this interaction can be most productive is through the use of role-play, to which the entire contents of chapter 7 are devoted.

For counsellors interested and involved in consultation it is here suggested that the group may be a good context in which the consultation process can take place. This is not a particularly novel notion but one that becomes more attractive in light of the issue of accountability.

In the chapter entitled "Appraisal of Group Counselling", a strong case is made for the need to establish goals which eventually can be evaluated through research in order to ascertain the efficacy of the design. In addition a lot of data on research studies are included with specific results on children and adults in groups.

This is not a book of techniques nor exercises. What it is is a detailed overview of what running groups is all about. In many ways this book could serve as an adequate text for a course in group counselling.

Psychotherapies A Comparative Case Book, Stephen J. Morse & Robert I. Watson, New York: Holt, Rinehart and Winston, 1977, 421 pp.

Reviewed by:

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This book is a collection of case studies presented by prominent leaders of different schools of psychotherapy. The authors indicate in the preface that the original intent of creating this book was to "meet the need for a volume that would enable students to compare psychotherapeutic process across many different psychotherapeutic schools."

In order to fully understand a school of psychotherapy, one needs to become familiar both with its theory and practice. Theoretical understanding does not lead to a full appreciation and critical view of the therapy in comparison with others unless it is accompanied by clinical experience and direct exposure to the therapy in action. In this sense, the book can answer basic questions such as: "How does this theory work in a real clinical situation?"; "What does the therapist actually do and say to the client and how does he improve in the process of treatment?"; and "What are the basic differences and similarities among different therapies as to techniques and attitudes of the therapist to the client?" Thus, this book can be extremely useful to the students of psychotherapies if it is used as a side reader to compliment theoretically oriented text books.

Psychotherapies: A Comparative Case Book is divided into three sections: (1) Psychotherapies, (2) Schools of humanistic psychotherapy, and (3) Behaviour therapies. The authors give a brief introduction of historical, theoretical and