

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.

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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

technical background of each therapy at the beginning of each section. Due to the nature of this type of book, the theoretical explanation of each therapy is not sufficient or complete enough to describe the details but it will be useful when used as a guideline for reading cases or as a refresher of the student's memory.

The section of psychodynamic therapies presents classical psychoanalysis (with Freud's case of "The Rat Man"), modern psychoanalysis, child analysis, psychoanalytic approaches, neo-Freudian systems, and Jungian approaches.

The second section presents the five major schools of humanistic psychotherapy: existential analysis by Boss, Rogers' client-centered therapy, Perls' Gestalt therapy, Berne's transactional analysis and Ellis' rational-emotive therapy. The presented cases are clear and helpful in understanding the basic theories behind practice. The authors' introduction, though short, captures the essence of the basic principles of each therapy and the reader will find it easy to compare therapies as to their basic theoretical orientations.

The third section meets the growing interest in behaviour therapies, and the presented cases are well selected and rich in variety. This section contains four cases of systematic desensitization,

assertive training and behavioural rehearsal, implosive and flooding techniques by Lazarus; two cases of covert desensitization and self-control procedures; modeling; four cases of operant conditioning including a case of an anorexic; and punishment procedures. The authors' introduction includes a brief discussion of critical issues of behaviour therapies and readers may find it stimulating to their reading of the cases.

This book includes most of the basic and important psychotherapies. However, a few other important therapies such as Frommian and Adlerian therapies, Primal Scream therapy and Glasser's reality therapy are untouched. Also, since the authors concentrated on individual therapies, no cases of group therapies are introduced. Although the authors briefly introduce the basic theoretical and practical background of each therapy, there is a lack of comparative discussion on techniques and practical implications among therapies, such as different views on the use of transference among psychodynamic schools, and differentiated applicability of behaviour therapies. In this sense this book does not provide any more than a collection of cases with a brief introduction, and readers who expect to gain comparative and critical views across therapies may feel unsatisfied.