

tive change. Although this concept seems to be reworked and handed down from Watzlawick et al. (1967); Bandler and Grinder have clearly refined the approach illustrated how it can be used. Overall, one can see how the NLP is influenced by the formulations of Perls, Satir, Minuchin and Milton Erickson.

On the weakness side of things, the term "neuro" is not clearly defined in the text, hence a title of linguistic programming would seem adequate. The anecdotal approach to giving evidence is somewhat off-putting. The format of the text is not easy to read as it was put together from transcripts of a workshop given for a group of professionals. Don't look for organization in terms of content areas — they don't exist. Overall, the approach is best described as "rambling."

Bandler and Grinder provide many critical comments of conventional psychotherapy and counselling practices. Some are well stated and cause the reader to "re-frame" his or her views of what is done in counselling. The result of this raises many good questions. To this end the authors have succeeded in doing what they want their clients to do — sort out and reintegrate their experiences.

The use of metaphors, paradoxes and clever case histories have a way of attracting the reader to push on. In my view the trip through the land of Neuro Linguistic Programming or Frogs to Princes is one that's worth it!

Boak, T. *Personalizing Teacher — Pupil Communication*. St. John's, Newfoundland, Memorial University of Newfoundland, 1978. 41 pp.

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This little text wins points immediately for its come-hither cover . . . bright rosy red and white with a pink apple poised just beneath the white title lettering. In fact, before I was through reading the book, I'd gone to the 'fridge to turn image into real-life crunch. Boak would be pleased. One of his major themes is the crucial need for teachers to tune into authentic feelings and tap the learning material that day-to-day experiences provide. The book is opened by a poem entitled, "The Death of Spring" which describes the suppression of a boy's personal discovery of Spring through the blooming of a tulip by his teacher's dogged insistence he tune into a text-book version of Spring instead. In

Boak's introduction he says, "I hope this paper will help you take a look at your attitudes to schooling and your ways of relating with children and will give each of you some suggestions as to how to learn to communicate better with others" (p. 4).

Factors affecting classroom communication examined by Boak include classroom structure, teaching style, curriculum presentation and teacher characteristics. The reader is urged to delve into his own repertoire of emotions; to explore his own needs in various situations. Twenty of forty pages take a workbook format (something against which I usually rebel), in which an assortment of hypothetical situations reflect the need for genuine, empathic reactions to feelings. The book's strength here is not in originality of material, but in its earnest, conversational style. To make best use of it, however, the reader really would need to transfer his efforts to "real-life" situations, possibly by using the Teacher-Rating Scale for use with a videotaped class session.

From a counsellor's point of view, there is little to object to in this straight-forward, practical guide for new teachers. Leaving communication skills up to the training institutions, however, is naive at best. What can this book say to those of us "in the field" who could each pinpoint many colleagues who lack these interpersonal skills? How prepared are we to tackle staff development? In reaching one teacher, we could influence the educational experiences of one hundred pupils. As communication experts" is that part of our staff function? If so, perhaps this is a good resource on which to develop our own teaching strategies.

Garkuff, R. R., & Anthony, W. A. *The Skills of Helping: An Introduction to Counselling Skills*. Amherst, Massachusetts: Human Resources Development Press, 1979. 259 pp.

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The need for effective helping is urgent today, not only in the counselling arena, but in all sectors of society. Personal problems are going unmet in the home, schools, community, and places of employment. For those well-intended people who would help if they knew how, *The Skills of Helping* serves a functional role. Included is the complete range of helping skills needed for dealing with all varieties of emotional problems. It goes beyond previous works by authors to break down