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BOOK REVIEWS / COMPTES RENDUS

Stein, M. (Ed.). *Jungian analysis*. La Salle, Ill.: Open Court, 1982.

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Open Court Publishing Company, founded almost a hundred years ago to facilitate the dialogue between science, philosophy and religion, continues in the same role today with the publication of this work on Jungian analysis. The volume is the second in a new collection called, "The Reality of the Psyche Series". Here books are published on the thoughts, ideas and clinical approaches of the late Swiss psychiatrist and psychoterapist, Carl Jung. This book, *Jungian Analysis*, is timely because much of the mainstream of modern psychology and counselling has become one-sided with its focus on cognition, rationality and statistical levels of significance. Important questions regarding meaning, and purpose of life are seldom raised or even discussed. As this book repeatedly demonstrates, for many clients, these deeper questions lie at the root of their symptoms.

The book presents a series of papers by 22 practising Jungian analysts in North America. It is divided into five major parts with a very useful glossary and index. Each author provides a relevant and contemporary list of references. In addition, unlike many modern books on counselling and psychotherapy, considerable attention is given to the transference and counter-transference relationships and to the role of symbols and images in the process of growth and transformation.

Part I consists of two articles. In the first, Henderson gives the reader a picture of the Zeitgeist out of which Freud and Jung emerged and the differing roles science, literature and philosophy played in the development of their theories. Jung, in particular, was indebted to Schopenhauer, von Hartmann and later, the work of William James while Freud was more influenced by Helmholtz and the principles of physical physiology, reductionism and determinism so prevalent at the end of the nineteenth century. Following this, Henderson then describes the introduction of Jungian analysis to the USA in the 1920s and comments on the differing ways (i.e. clinical and/or symbolic) in which it is practiced. Henderson helps us take into account the role of cultural conditioning in the development of psychology.

In the second article, Stein provides a unique presentation of the aims and goals of analysis commenting on differences between analysis and therapy, the need for and yet concerns over diagnosis, the nature of the therapeutic relationship, the task of "coming to terms with the unconscious" and the process of transformation.

Part II contains four papers on the structure and dynamics of analysis. These include establishing and maintaining the analytical structure, transference and counter-transference issues and the nature of termination. Attention is given here to the on-going dialectical relationship between the client and analyst, to specific Jungian theories and techniques and to the principles of experiencing, understanding and incubating. Central to the dynamics of analysis is the evidence that both the analyst and client can change through the process.

Part III examines some specific methods used in analysis: Dreams, typology, active imagination, dance and body movement, sand play and group therapy. This is a very important section for non-Jungians and practising Jungians. These articles trace the historical roots of Jung's own thinking and practice and show how the direction for healing can come from the unconscious itself and from symbolic or metaphorical experiences.

Part IV deals with special topics in analytical practice. There are five papers here: the analysis of children, the aged, issues of gender identity and roles, psychopathology and recent influence on the practice of Jungian analysis. It would have been better if the focus for this section had been maintained on the application of analysis at different developmental stages (childhood, adolescence, young adulthood, etc.) or on different therapeutic issues (gender identity, psychosis or work with dying clients). For a book of this nature, I would have preferred the former while more advanced clinical material could form the basis for another volume.

Despite this, the highlights of this section for me were the articles on analysis with the aged and the clarification of issues regarding gender identity and gender roles. This later paper, I imagine, will be of help to those counsellors working in the areas of inter- and intra- role conflict.

The final section Part V, consists of two papers: one relates to the educational aspects of training of analysts (the content of the training, personal goals and selection procedures) while the other focuses on the nature and requirement of the personal analysis of the trainee. The training programs are vigorous and lengthy, usually requiring an average of four to six years of post M.A., M.D. or Ph.D. work. Most trainees hold full time jobs during the training process, attend regular seminars, write papers, have personal analyses and are supervised in-depth on their cases. There are many pertinent points in this section for counsellor educators and admission committees to counselling training programs as several training issues are raised.

Jungian Analysis was a pleasure to read because each writer brings a refreshingly new and different perspective while maintaining an overall coherence. There is much substance in the papers and many critical therapeutic and analytical issues are thoughtfully presented. The book makes a valuable contribution to

our understanding of the practice of Jungian analysis. The Open Court Publishing Company and the editor of this book, Murray Stein, are to be congratulated. Extensive references are made to the original collected works of Jung, yet much creativity and further development is demonstrated. I would recommend the book most highly, both as a text in counselling psychology courses and, for counsellor educators and practising psychotherapists.

Walter, G.A., Marks, S.E. *Experiential Learning and Change: Theory, Design and Practice*. New York: Wiley, 1981.

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Experiential learning often is viewed suspiciously by us as a method for change. This is probably a good posture to assume given that the field of experiential learning has lacked an integrated theory base and has generated few research studies which validate the principles defining this point of view. The authors of this book attempt to systematically define and integrate theory and practice in a manner which has been noticeably lacking to date.

To accomplish this, the book is divided into two parts: (a) an overview of the theoretical foundations of experiential learning and (b) practical applications of experientially based learning activities.

The theory section (Part I) provides a description of seven models of human functioning and processes. The change processes are: feedback, conditioning, coercion, persuasion, support, restructuring, channeling, re-cognition activation, commitment and action. The grid of these descriptions can help the counsellor evaluate, at a fairly specific level, what change processes are involved in his/her methods of counselling. Often being able to examine what we are doing within a theoretical framework permits us to change, modify or substitute aspects of the counselling practice in an effort to improve our effectiveness. The change processes are discussed from an individual, interactional, and social point of view. Again this is useful to understanding the behaviour of the individual within the context in which it occurs, particularly group behavior.

The implications for understanding clinical