

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

practice and supervision are particularly noticeable in this text – whether it is on an individual or group level. Much of what we do in the training of counsellors is an attempt to teach through providing structured experiences. The Walter and Marks text provides a framework which can assist trainers in developing such activities and further indicates where one can expect the change to most likely occur.

The conditions for increasing the amount of change are described as well as explaining the change processes involved. The reference is best described as comprehensive – is a refreshing addition to what currently exists.

Part II of the book may be of most value to the practitioner in that it outlines the applications of experiential techniques. For the counsellor or the counsellor educator this may be one of the better resources for assisting in the design of experiential learning activities. Teaching methods and their relationship to the change processes are examined. The methods range from the “classical methods” exemplified by process observation and fantasy.

The guidelines given for planning and designing groups are of particular value for those interested in group counselling. In the reviewers mind, this section has the most potential value to the practitioner and yet it is not as fully developed as it could be, given the very complete overview of theory in Part I. However, in view of what is provided, I found this a challenge to develop methods further for my own practice building on the basic guidelines given; i.e., the summary grids regarding participants, group size, physical resources, and scheduling. This section provides the leader of groups with directions for practice quite unavailable anywhere else, particularly planning, design and leading aspects of groups.

In view of the extensive information provided and the overall organization of this book, it strikes me that the readers will find the Walter and Marks text one which they would want to consult frequently – whether it be to give insight to the theoretical foundations of experiential learning activities to their work in counselling.

Finally, for the professional who is involved in establishing learning environments, especially group environments, this book comes as a welcome addition to place among your most frequently consulted textbooks.

Montrose, D.H., Shinkman, C.J. *Career Development in the 1980s: Theory and Practice*. Springfield, Ill., C.C. Thomas Publishers, 1981.

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The purpose of this book is to present the latest thinking of the major career development theorist with the leading practitioners of career development programs in post-secondary education. Counselling strategies and program directions are outlined and presented. The uniqueness of this book is the integration of career development theory and practice of the adult from high school through to retirement. The appropriate audiences of *Career Development in the 1980s* includes graduate counselling students, practitioners in post-secondary education, business and agency settings.

The book is subdivided into three parts. The first part focuses on a representation of the major theorist, such as Holland, Super, Krumboltz, and Crites. Part II focuses on counselling issues, resources for intervention, and counselling strategies as they apply to higher education. The third part highlights important contemporary and future issues of career development, such as programs for organizations, assessment resources, staffing, and midcareer development strategies.

Montrose and Shinkman characterize the seventies as a time of initiation of a broad range of career development programs for higher education, while the eighties will be characterized by more selective programs for what is expected to be an older student population. Higher education in the 1980s is seen as being more involved with older students who are continuing their education, for either job retraining, job advancement, and self-development. Thus the topics in this book attempt to integrate past theory based practices with what is expected to be the constituency of the eighties, i.e. women, minorities, and the adult exploring career changes or more vocational satisfaction.

This book is well organized and written in an interesting manner. The material presented in this book is mostly new and with the exception of the theory section written by practitioners. The theoretical part of the book does not present any new insights into career development nor does the material give the reader any idea how these theories will add to