

Despite the plethora of research results on the "good" and "poor" teacher, would an examination of the characteristics of such teachers within specific SES communities be of value in determining appropriate teacher behaviour there?

What are the characteristics of the corresponding "good" and "poor" principals?

Can the effects of other SES variables on pupil, teacher, and principal personality and behaviour be factored out for consideration? Such factors might include race (which the authors do consider, but largely inconclusively), religion, non-urban community effects, ethnic and cultural traditions.

The authors have, I believe, successfully indicated that education is a total process involving a particular type of community with a particular type of educational institution whose services and staff should be deliberately chosen to meet the needs of that community.

BEHAVIOR THERAPY TECHNIQUES; A GUIDE TO THE TREATMENT OF NEUROSES.

By Joseph Wolpe and Arnold A. Lazarus. Toronto: Pergamon of Canada, Ltd., 1966, pp. ix + 198. \$3.50.

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Because behavior therapy is a relatively new approach in psychotherapy, counselors may welcome a short book like *Behavior Therapy Techniques*, which describes the processes in, and outlines the theoretical bases for, these techniques. The book would be an informative supplement to *Revolution in Counseling—Implications of Behavioral Science*, edited by John D. Krumholtz and published in 1966. (The latter book was reviewed in the first issue of *Canadian Counsellor*.)

Joseph Wolpe and Arnold A. Lazarus are leaders in the field of behavior therapy—Wolpe has been publishing his results since the early fifties. The authors' combined experiences are described in the central chapters of *Behavior Therapy Techniques*, and are illustrated with brief case histories. They add a resumé of their own and other workers' results, and compare these with results of psychotherapy using other methods. They append an up-to-date bibliography and supply in appendices verbatim reproductions of some of the instruments they use. Their presentation is clear and their aim, "to facilitate the process of self-education" by those interested in the process, is certainly accomplished. As the title indicates, the techniques described are used with neurotic patients only.

In the Introduction and in Chapter 2, entitled "Basic Principles for the Practice of Behavior Therapy," the authors discuss underlying theory. They define behavior therapy here as "the application of experimentally established

principles of learning to overcome [neurotic, therefore unadaptive] habits." (p. 1) Although learning theory and conditioning procedures are their main concern, the authors do not sidestep the probability that the relationship between therapist and client has an importance of its own. They say that "the active implementation of the conditioning procedures described in this book adds to the generalized benefits which accrue when people establish close rapport The patient enjoys the nonjudgmental acceptance of a person whom he perceives as possessing the necessary skills and desire to be of service, but, in addition . . . the benefits of special conditioning procedures which have independent validity." (p. 10) While this may be so, the reader may well find little in the authors' examples to indicate that "nonjudgmental acceptance" will be the uppermost impression in the mind of the client, and much that emphasizes "special conditioning procedures."

Whether the authors have in fact proven "independent validity" for behavior therapy is a central problem: the book is argumentative about this, and in some instances defensive. The reader can learn what really happens in behavior therapy sessions, and will find clear evidence of clients' relief from neurotic behavior claimed for them. He may, however, finish reading the book with some reservations about some of the broader aspects of the process—about manipulation of clients and others (for instance, in Case Study 3 on pages 52-53). And he may feel some discomfort about the moral issues connected with its use, despite the authors' cogent discussion of these on pages 20 through 23. The reader who may be in a position to make use of behavior therapy—for instance in suggesting referral of a counsellee to a behavior therapist—will, of course, wish to consider the merits of these techniques with an open but critical mind.