

terminal illness and of her mother who died a few months later. She responded to the images with greater depth of feeling than before and began a new level of healing the losses in subsequent sessions. A wife, who had verbally dominated previous conjoint sessions, resisted the idea of collage because she said her husband was the artist. However, she picked out so many images in the first tasks that she made three collages. I noticed that my clients wanted to look at every picture that was in the boxes and were not able to complete four tasks in one session. I found that watching them work gave me additional information about their behaviour. However, it is clear that these tasks are not sufficient in themselves for client assessment. Landgarten states that MPC has not been validated with empirical research and recommends the use of other sources of data, interviews and standardized measures. Unfortunately Landgarten does not refer to the literature on photo therapy nor suggest any basic books on art therapy. You will not become an art therapist by reading this book. Nonetheless, Landgarten does give a thorough presentation of one technique that can and is being adapted to the practices of many different kinds of therapists. I've seen hospice nurses, facilitators of adolescent groups, and music therapists use MPC in their practices. After reading this book, they might become even more sensitive to the creative processes they are eliciting.

Gil, Eliana. (1993). *Play in Family Therapy*. New York, NY: The Guilford Press. U.S. paperback.

Reviewed by: Katharine Oscroft, Edmonton, AB.

It was 1981 when Carl Whitaker first proposed the notion of play therapy as a paradigm for thinking about family therapy. Since that time a few system-oriented writers have attempted to incorporate Bateson's idea of the paradoxical meta-message of play into their thinking and clinical direction, or have encouraged therapists to include play in their family sessions.

However, until the publication of this simple hands-on introduction to play therapy techniques, adaptable to family work, little has been written from a practical perspective.

Gil has written her book to address two practical questions: How can family therapists meaningfully engage even the very young members of a family in the change process and how can child therapists facilitate the child's caregivers entry into the child's world in a healing, supportive and participatory manner.

The perspective of this book is that play is not only a symbolically rich ground through which to gain an understanding of the child's inner and outer worlds, but also the medium through which enhanced communication, understanding and emotional relatedness between family members can be achieved at both verbal and nonverbal levels. To this end Gil presents methods through which the therapist and caregivers become active participants in a therapeutic play process.

The book is broken into two sections, The History and Rationale for Family Play Therapy Techniques and Clinical Examples. As her previous books have shown, Gil is a gifted clinician, both thoughtful and creative in her approach to clinical decision-making. The strength of this book is once again in her ability to present technique and provide beautifully drawn clinical case examples which allow the reader to enter her therapy room and leave with enough understanding (and courage) to integrate the approach into their own practice.

The weakest chapter in this book is on family art therapy, which is probably the crossover area between family and play therapy with the longest history. It is noteworthy that Gil took a sabbatical from speaking and writing in 1994 to improve her skills in this area. However, the various techniques are annotated well enough to introduce the reader to the basics of this overall approach.

Gil certainly writes this book from the perspective of a child-centred therapist. Her concern is to encourage, indeed to challenge clinicians to begin to view even the youngest family members as interested and gifted communicators. This book provides the essential clinical tools for beginning to hear the hearts and voices of these little folks as well as how to use these tools to facilitate healing, playful and nurturing contact within the family.

Cohen, Jeffrey J. & Fish, Marian C. (1993). *Handbook of School-Based Interventions—Resolving Student Problems and Promoting Healthy Educational Environments*. San Francisco, CA: Jossey-Bass Inc. 512 pp. \$61.00 CDN.

Reviewed by: Chris Cooper, Appalachia R.C. School Board, Stephenville, NF.

School wields a significant impact on the lives of children. Not only does it demand a mastery of academics over a long period of time, but it also calls for a mastery of the social skills of life—appropriate behaviour in various situations, the self as learner, the social hierarchy and one's position within it, ethnic and racial differences and the value of competition and cooperation. Although most children learn the "social skills" without undue difficulty, the young person with behaviour and/or emotional problems may require intensive, ongoing interventions just to survive in the system. Therefore, it is incumbent that school practitioners understand fully problem behaviours and the subsequent successful interventions.

The *Handbook of School-Based Interventions—Resolving Student Problems and Promoting Healthy Educational Environments* is the tenth volume in the "Jossey-Bass Social and Behavioural Science Series." As in the previous nine publications in the "Guidebooks for Therapeutic Practice" series, the format of this book focuses on the digest, a clear, concise, summary of the intervention strategy described in the original journal article. Special emphasis is placed on its practical utilization in the school setting. The aim of the handbook