pluralism in the school system for both the students and the staff. The three main objectives of this handbook are: ". . . enhancing multi-ethnic and multicultural understanding . . . building healthy human relationships and self-concepts . . . [*and*] . . . improving the multi-cultural climate of a school" (p. 3).

The book itself is organized into three parts and is well-presented. The first, and major, part of this book consists of various well documented experiential and didactic activities and exercises. They range from short half-hour exercises to full semester-long projects and can be easily adapted for utilization in any classroom and school. These activities encourage students as well as teachers to explore one's own and others' cultural values and roots. They are designed to "develop pride in one's ethnic and cultural heritage, to expose students to alternative lifestyles and cultural options [*and*] to develop understanding and appreciation for the validity of others' ethnicity" (p. iii). The author states that these activities may contribute to a student's self-esteem and may foster a school environment which is appreciative of ethnic and cultural pluralism. Part one also includes exercises and activities designed to enhance healthy school-community relationships by encouraging cultural literacy, supportive human relationships and the valuing of human differences.

Part two of the book provides guidelines for the development, organization, and implementation of a multi-cultural resource centre for use by both staff and students. It includes a list of inexpensive and commercially produced books, literature, and audio-visual material dealing with multicultural issues and different ethnic groups.

Part three provides guidelines and information for leading, managing, and implementing multicultural inservice training programs in a school district. A 16 mm film entitled "What's the Difference Being Different?", which focuses on teachers and students engaged in multi-cultural learning activities, is also available from the publisher.

I would recommend this book to school professionals because it offers creative ways of incorporating multicultural concepts in the school curriculum. Teachers and counsellors can utilize the exercises and activities included in this book to stimulate a discussion and exploration of various cultures within the school system as well as leading group discussions. In addition, school administrators are given valuable information for the establishment of a multicultural resource centre.

Greenberg, L. S., Rice, L. N. & Elliott, R. (1993). *Facilitating emotional change: The moment-by-moment process.* New York: The Guilford Press, 346 pp.

Reviewed by: Anastassios Stalikas, McGill University.

Facilitating emotional change: The moment-by-moment process is a book for those who value the presence of emotions and utilize them in counselling. It is one of the rare books in the area of counselling psychology that combines both

theory and practice and outlines how to work with emotions while providing for the theoretical rationale and the underlying theory of human beings.

In the three sections of the book the authors provide the theoretical, counselling, and research applications of emotions in counselling.

In the first part the authors clearly describe their theoretical orientation (experiential) and their organismic view of human beings. They suggest that human beings have a biological tendency to grow and symbolize, give meaning, and comprehend the world around them. They suggest that emotions make part of a complex organismic system that combines cognitive and affective processes in which sensory stimulations, sensations, cognitive symbolizations and schematizations, and creation of meaning are blended together to create emotions.

They argue that emotions are adaptively and evolutionarily important for the survival of the individual, and suggest that we construct emotional schemes that organize and guide our experience and journey in life. Adopting a constructivist approach to human functioning, the authors present a synthesis of conscious cognitive processes and automatic emotional schematic processes that blend to provide meaning and direction to our behaviour. In that light emotions are viewed as motivating factors that pull us or push us towards different directions. Emotions are viewed as essential in creating meaning and in organising one's experience.

This theoretical presentation blends several concepts and borrows theoretical constructs from the work of Piaget (schemata, organizational ability, preconscious ability to symbolize), Mahrer (potential for experiencing), Pascual-Leone (constructivism), and Bowlby (relatedness and attachment). Also prominently present are the basic tenets of existential philosophy such as the ability to construct reality, the idea of the self as ever forming, and the potential for growth.

The second part of the book presents a complete manual of how to work with emotions in the counselling setting, outlines the principles of experiential therapy, and the steps that counsellors follow in working with the client emotions. The authors identify two levels of facilitating emotional change. The first level deals with the general generic preconditions for in-session emotional change to take place: (1) the therapeutic relationship, and (2) the empathic presence of the therapist. They suggest that these two preconditions are quintessential for therapeutic process to take place and that a good therapeutic relationship and an empathic presence of the counsellor are the initial steps to be undertaken for any work with emotions to be initiated.

The second level of facilitating emotional change involves the identification of six "treatment tasks." The appearance of these tasks in counselling signals the opportunity to work with important emotionally-laden issues that would facilitate client change and progress that are considered crucial in facilitating emotional change. These tasks include, focusing, two-chair dialogue, two-chair enactment, empty chair/unfinished business, emphatic affirmation, and evocative unfolding of emotions. Even though these "tasks" are not unknown to counsellors, since they have been identified as change markers by previous theorists and researchers, their systematic presentation

and their identification as distinct therapeutic phenomena that can be used to produce emotional change is valuable. Each task is defined or described. The way that change occurs is detailed, and the therapist operations are outlined. The phenomena are explained from the constructivist experiential approach.

The detailed presentation is appreciated even though at times the connections between theory and practice are weak, and the examples following the presentations are not a perfect fit. For example, in the systematic evocative unfolding section the authors outline how the counsellor facilitates the client to reenter a scene that was emotionally-laden but they fall short in describing how the counsellor judges the extent of the client emotional shift or arousal necessary to move to the next stage of interventions. If I were to use this technique I would not have a clear understanding of how and what I am to do to assess the client's emotional engagement.

The third part of the book, a few pages long, presents research conducted to verify, validate, or explore the theoretical tenets or the counselling elements of experiential therapy. The section is informative and provides the readers with a picture of the stage of research in this area of counselling.

All in all, this is a well-thought-out and readable book. The language is very good and the presenting style very adequate. The organization is excellent and the numerous examples, the specific suggestions, and the presentation of both the theoretical and applied aspects of working with emotions make this book a necessary one that every counsellor who values emotions and wants to use them in their practice should read. The authors have done an excellent job in organizing material, presenting ideas and suggesting a theory and a therapy that values emotions.

Linde, Charlotte. (1992). *Life Stories: The Creation of Coherence.* New York: Oxford University Press. (softcover) 256 pp.

Reviewed by: Larry Cochran, University of British Columbia.

Approached from a linguistic perspective, a life story involves the oral narratives (and associated discourse units such as chronicles and explanations) a person tells over a lifetime that indicate the kind of person one is and that are significant enough to be retold over extended periods of time. Through interview accounts from thirteen persons of how they ended up in a particular occupation (since career is such an important topic in life stories), Linde investigated the way persons attempt to make life stories coherent. While her investigation of coherence was primarily concerned with linguistics, it has considerable relevance for career counselling.

Coherence is important because life stories are a basic resource for "creating and maintaining personal identity" (p. 98); they "express our sense of self, who we are and how we got that way" (p. 3). However, the coherence of a life story is precarious. As a sequence of oral narratives, a life story is discontinuous (told on different occasions to different people) and open to