

"Consulting with the System", "Consulting Processes and Procedures", "Consulting with the Individual", "Staff Group Consulting" and "Parent and Family Group Counselling and Consultation". A total of thirty-two articles by thirty contributors are found in these sections. Half of the articles originally appeared in two journals — *Elementary School Guidance and Counselling* and *The Personnel and Guidance Journal*. The remainder are taken primarily from a variety of counselling related journals and publications. Many of the articles are of excellent quality, which is hardly surprising when the reputations of their authors are considered. Among the contributors, in addition to the editors themselves, are Donald Blocher, Oscar Christensen, Thomas Gordon, John Krumboltz, Ronald Lippitt, and Virginia Satir.

The editors describe consultation as "a process in which the consultant is available to the consultee in order to produce change in the system, growth for the consultee, or an improved relationship with the consultee's client" (p. xvi). Within this framework, the counsellor assumes a distinctively proactive posture. He becomes an agent of institutional change and not merely an advocate of the "status quo".

The reviewer's overall reaction to *Consultation: A Book of Readings* is a very positive one. The editors present a generally sound consultation rationale and they have organized their well selected material with a reasonable degree of overlap and minimal amount of repetition. The chosen format of the book provides a consistent developmental frame of reference but,

at the same time, it permits the reader to integrate ideas from a wide variety of sources. The editors' introductions to the various sections are excellent. In addition to providing a brief summary of article highlights, they share their own ideas concerning the theme of a given section. Several thought-provoking questions are posed in each introduction which encourage the reader to formulate personal opinions concerning issues raised and suggestions made by the contributors. Although the book is intended to be of relevance to counsellors at all school levels, most of the material relates directly to the consulting role of the elementary school counsellor. This is not to say, however, that junior high school and high school counsellors won't find at least certain sections relevant and useful. The book might have been made more complete by the inclusion of some articles dealing specifically and in some depth with counsellor training in consultation and the evaluation of consulting programs and approaches.

Generally speaking, *Consultation: A Book of Readings* constitutes a very good introduction to and overview of the consulting process. With its well balanced combination of theory and practice, the book should have broad appeal. While it would seem to be particularly appropriate for use by elementary school counsellors in training and those working in the field, the book could also be a valuable reference for counsellors at other levels, psychologists, administrators, teachers, and any others with a vested interest in maximizing the development of human potential in the schools.

Search for Significance

Donald Lombardi, Nelson-Hall, Chicago, 131 pages + xiii.

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This small book is a guide for coherence and satisfaction in living as it might be understood and developed when one is committed to the assumptions and principles of Adlerian psychology. It emphasizes in a straightforward manner the humanism and sense of man as a social animal who must search for significance. Essentially, its thesis is that the primary interest in understanding a person should be his individuality.

The initial chapters unfold naturally to describe this striving we all hold in common. They discuss our felt weakness as children, our efforts to overcome that inadequacy, our capacities to differentiate, or not, physical from psychological realities and our risks to be imperfect. The final chapters examine the concept of "lifestyle" in a manner which helps us to understand how individual we are in our strivings. Life style consistency, formation and identification are considered. Mistaken lifestyles are identified and the last chapter proposes a challenge of living which centers on ways we may become socially useful and co-operative.

This book's thesis is based primarily on explanations of Adlerian theory and case history data. Yet, some of the most significant experiments in social psychology, developmental

psychology and the psychologies of perception and learning are discussed in terms of their implications for the ideas contained in this book.

In his preface, Donald Lombardi mentions he has tried to write clearly and simply. He has achieved this. More finely, it is evident the book is written with a caring attitude toward the reader and with honesty. Upon finishing reading the book, which can be managed comfortably in one sitting, I experienced a perception of having finished a close conversation with the author about his beliefs.

I recommended this book as a valuable one for counselling practitioners who work with young persons. The book would be a provocative one for laymen and for undergraduate students in some counselling and developmental psychology courses.

The supplementary references supplied for each chapter are helpful and some are unique for a book of this kind.

Except for an unattractive dust jacket, the design of the book, which includes figures and tables, is complementary to its content.