

depending on their research background, readers may be either bored and critical, or frustrated. While the collection of readings is interesting, the very nature of the book means that it will

be dated in a few years so that if the editors wish to maintain their original stated purposes, they will have to update the material with a new edition every few years.

Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers, A. J. Lange and P. Jakubowski, Champaign, Ill.: Research Press, 1976.

Reviewed by:

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Lange and Jakubowski have achieved a rare balance. They manage to present an excellent description of assertive training procedures without getting caught up in the glib, "everything you wanted to know but were afraid to ask," syndrome.

The authors define assertion within the framework of a humanistically oriented value system. They seek to increase personal freedom by fostering direct, open and appropriate interpersonal communication.

By so doing, they avoid two of the major limitations inherent in many of the current approaches to assertion training, namely, the tendency to encourage assertion at all costs and the tendency to equate assertion with winning.

Advocates of "assertion at all costs" suggest that assertive behavior is the desired norm and should be practiced at all times. Unfortunately, they do not realize that assertion thus becomes another form of what Ellis describes as *musturbation* in his book *A New Guide To Rational Living*. This is further complicated by the fact that assertive responses are not always the most

appropriate form of behavior. For example, being assertive with a traffic policeman may lead to a ticket instead of a warning.

For those who equate assertion with winning, assertion training often becomes a boot camp for interpersonal guerrilla tactics. Individuals who adhere to this approach can frequently reel off long lists of their assertive victories.

The authors counter this belief by the basic respect for humanistic values incorporated into their material. In fact, they point out that some of the so-called assertion skills, such as broken record and fogging, can be extremely destructive because of their potential for use as manipulative ploys.

On the practical side, the book provides adequate explanation of basic assertion training concepts and practices. Both the cognitive and behavioral aspects are described and some 20 structured training exercises are explained in detail. Procedures for organizing training programs are outlined and a variety of theme oriented groups, suitable for use in different settings or with different populations, are discussed. Assessment procedures are also outlined.

The only shortcoming is the lack of a subject index. This is offset somewhat by the comprehensive table of contents.

This book will be of value to professionals who want to lead assertion training groups as well as those who are trying to keep abreast of current trends in therapeutics. I highly recommend it.

Helping People Change: A Textbook of Methods, F. Kanfer and A. Goldstein, Pergamon Press Inc., 1975.

Reviewed by:

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Helping People Change is a refreshing addition to the counsellor's library. Essentially, this text is a compilation of readings put together to give the practitioner a useful summary in the methodology or techniques of various coun-

selling approaches. The areas included are behavioural, cognitive, phenomenological and group process.

The chapters are devoted to a major set of procedures for helping people change. Each procedure is clearly explained and illustrated with counselling examples to highlight the principles or theories. For instance, the section on desensitization by reciprocal inhibition is laid out to the last detail, including identification of the exact steps for Jacobsonian relaxation. Each chapter includes a useful bibliography of the procedures as well as related research.

The authors are careful to point out: "significant helping procedures have been included, if there existed sound research evidence the procedure was in fact helpful in effecting change." p. viii, (1975). I tend to agree with their attempts to exclude the more trendy or less substantive counselling approaches.

I suggest that the book accompany or follow a formal training course as definitive context development is needed in order to effectively and carefully utilize the methods. It seems to be very useful as a resource text for the practicum and a supplementary text for the practising counsellor. In my view it is not an appropriate text for parahelpers even though the authors seem

to recommend this. A number of the counselling strategies require a relatively sophisticated understanding of the theory and constructs involved in order for the method to be applied constructively.

The major weakness I see is the writers have attempted to cover too many procedures in too short a space, and as a result, several topics are dealt with in a less than comprehensive manner.

Thus, here we have a useful resource for counsellors (school and non-school types) especially for those who have the theoretical underpinnings set and want to review the applied counselling components.

Group Processes in the Classroom, (2nd edition), R. A. Schmuck and P. A. Schmuck, Dubuque, Iowa: Wm. C. Brown Publishers, 1976, 217 pp.

Reviewed by:

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This book is about how the processes of group interaction combine to help or hinder cognitive and affective learning in the classroom.

It emphasizes the teacher as a member of the classroom group and hence emphasizes the need for teachers to have some knowledge of group processes so that they can mobilize them effectively to foster student learning and to enhance the development of each student's self-esteem. This emphasis is one of the big features of the book for me.

Chapter 1 offers a social psychological perspective on classroom group processes.

Chapter 2 presents an overview of the research, done directly in public schools, on group life in schools.

Chapter 3 gives a summary of the expectations of teachers and students and how those expectations affect the classroom group processes.

Chapter 4 focuses on group dynamics' studies which help us understand the relationship between leadership and classroom climate.

Chapter 5 gives us some insight into the attraction and hostility factors among peers that

influence the academic performance of the individual student.

Chapter 6 looks at the shared expectations for group members — these are part and parcel of norms.

Chapter 7 emphasizes the importance of communication in classroom group processes. It gives ideas for checking out the communication pattern in the classroom and suggests some skills for improving communication dialogue in the classroom. I have used and taught these skills and similar ones developed by Thomas Gordon in my classes (teachers and early childhood students); my students have tried them out in their classes; they've worked.

Chapter 8 discusses cohesiveness and what contributes to or hinders its development in the classroom.

Chapter 9 describes the stages of development classroom groups pass through in developing their formal and informal social patterns. The theories of Schutz, of Parsons and Bales and of Gibb are presented in nutshell form.

Chapter 10 explores some external organizational characteristics that have a direct impact on classroom life.

Chapters 3 through 9 end with implications for teachers and with action ideas for change. I have tried some of these with my students and they in turn have tried them with their classes — they certainly have accomplished their purpose.

The extensive list of references at the end of each chapter provides us with opportunity for further reading in related areas.