making of rules and the like, while the chapter which deals with corrective or remedial interventions in the cognitive area describes tutoring, reinforcement and others.

It is likely that school counsellors will be most interested in the chapters dealing with Humanistic/Life Skills and their remediation. In fact, the chapter on Humanistic/Life Skills is probably the most creative in the book. In it, Catterall and Gazda present a very useful model for a life skills curriculum. They describe six "strands" which are developed "for all students through a continuous cycle process which goes through three phases and nine steps" (p. 198). It sounds complicated, and it is to some degree, but it is also potentially very useful. The strands are:

(a) Understanding/Valuing Self and Others
(b) Clarifying One's Values
(c) Improving Communication Skills
(d) Solving Life's Problems
(e) Adopting More Satisfying Roles
(f) Making Creative Decisions.

They also identify and describe a host of resources and ideas for the teaching of each of these strands. This chapter, if published alone, would provide an excellent compendium of many of the best resources on the (American) market today. For this one chapter 268 references are cited!

The basic assumption of the chapter on the remediation of life skills is that the schools have a role to play in providing therapeutic interventions in the lives of those students who have "deficits" in these life skills. I would have liked more in the way of discrimination among the interventions they present: counselling, encounter groups, mediation, reality therapy, desensitization and the like. Are all these interventions equally applicable to the public school setting? What degree of therapy is appropriate in a school? Are all these therapies equally effective? What competencies are required of the users? These are important questions and I do not think the authors address them in sufficient detail. More useful to school counsellors may be their discussion of liaisons with appropriate agencies, which is found in the same chapter.

Finally, the authors come to grips with the problem of choosing the "best" strategy. To their credit, they make the point that the state of the art—and it is an art, not a science—does not justify a mechanical matching of problem to strategy. They point out that the whole topic is complicated, imprecise and lends itself to no "cookbook" approach. Instead they focus on the Learning Facilitation Team and on the dialogue of team members as providing the best answer to the question of selection of strategy. The importance of total school atmosphere is highlighted by the provision of a well thought-out list of questions which lead to the identification of a number of factors in making a school-centered plan of action.

Also provided is a "Flow Diagram and Strategy Selection Chart". This borrowing from computer technology may give a spurious air of scientific exactitude to the process of strategy selection, but if the reader has understood the topics in the book to this point, the flow chart may be properly used as an aide-memoire and not as a mechanical device. As the authors say, "Looking at the flow diagram and the strategy selection chart makes the process look deceptively clear-cut and organized. In real life it will seldom happen this way (p. 364). The real benefit of these devices may well be to remind us that there is a whole variety of different helping strategies available to us and also that there should be some logic or reason underlying our choice of strategies in particular situations.

The purpose of *Strategies for Helping Students* is essentially humanitarian and reformist from a humanistic standpoint, but it is strongly influenced by a technological impulse—the impulse to develop a technology of human interactions. This may be the modern tone and it may even be the most efficient way of operating. But it does not lend itself to a graceful style. The language of the book is unfortunately stiff and cold. It tends to be the language of the engineer rather than that of the humanist. I found myself wishing for the passionate involvement, the sense of immediate personality which is found in a Herbert Kohl, a John Holt or a George Dennison. Certainly, the humanistic ideas are all there, but if we believe with the French sage that "Le style, c'est l'homme," then we must wonder.

In sum, this is a very scholarly, useful and thought-provoking book for counsellors, counsellor educators, teachers who want to get a new lease on their professional lives, and school administrators who care about what happens to kids in our schools. Catterall and Gazda have accomplished an impressive piece of work.

To Be a Therapist, Jerry M. Lewis, M.D., Brunner/Mazel Inc., New York, New York, 1978, 186 pp., $13.95.

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Drawing upon extensive experience as a clinician, researcher and teacher at Pennsylvania's Timberlawn Psychiatric Hospital,

Lewis delineates the particular emphases of the residency training program he has developed there. Favoring an ecclectic approach in this training seminar, Lewis draws from the diverse theories and techniques of objective-descriptive, existential, interpersonal and psychoanalytic psychiatry and the study of effective or competent human systems.

Lewis describes this book as an effort to "bridge the gap seen between knowledge of psychotherapy and training methods" (p. xii), and it reflects his view that the novice deserves far more training in basic aspects of the therapeutic process than he usually receives. As a provocative contrast to Lewis' concepts, this reader recalled the views expressed by Joann Chenault in "A Proposed Model for a Humanistic Counsellor Education Program" (*Counsellor Education and Supervision,* Vol. 8, No. 1, Fall 1969, 4-11), one of the tenets of which is that counselling effectiveness is not a function of technique, but a matter of facilitated personal growth.

Personal growth is vitally important within Lewis' model, however, for a major concentration within it is on heightening the student's awareness of the sources of empathetic interaction and the dynamics of both successful and failing human systems and psychotherapeutic efforts. Recognition of one's own levels of functioning follows. The research and teaching guides of various colleagues such as Ornstein, Carkhuff and Weintraub provide a structure in which personal and professional awareness are increased. The most interesting research cited is that of W.R. Beavers, involving the study of competent families as a base for considering the dynamics and goals of successful therapy. Both human processes share the goal of personal growth which increased individuality and autonomy (p. 118), the attainment of which is achieved through a collaborative, rather than authoritarian distribution of power. Consequently, the successful therapist according to Lewis, will carefully monitor the levels of negotiation, personal acceptance, and emotional expressiveness being achieved within the therapeutic relationship.

Expecting to discover in so recent a text much that was innovative, this reviewer was surprised to find little that was new either in content or methodology compared to my own counsellor-training program of a few years ago. This raised some diverting questions: How similar are the training programs for counsellors and psychiatrists? The characteristics of the trainees in both? Was my program more "au courant" than we gave it credit for? In the final analysis, just how much of the mental and emotional attunement of the individual and his potential for refining it, is actually determined long before he receives formal education? Are there really psychiatrists out there hanging up their damp diplomas who haven't yet adequately considered such issues as their impact upon the psychotherapeutic interaction or the varying appropriateness of detachment or disclosure? If so, surely the major value of this text will be its usefulness for those redesigning training programs in any of the helping professions. Lewis' recipe is certainly nourishing, even if, for my palette, it could use a dash more Worcestershire!

The MMPI: A Practical Guide, John R. Graham, New York: Oxford University Press, 1977, 261 pp., $9.75.

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The MMPI: A Practical Guide contains nine chapters, six of which have a direct bearing on interpretation. Such topics as the underlying rationale of the MMPI, its various forms, scoring the protocol, and profile coding are but briefly discussed in the first two chapters. The final chapter is devoted to a discussion of six of the commonly available computerized interpretation services.

Graham devotes a chapter to the numerous research scales that have been developed, as well as a chapter on some of the more popular clinical scales, in spite of acknowledging their serious limits in construction and validation, and their lack of suitability for routine clinical application. In fact, the MMPI has not been standardized with contemporary populations and we may be utilizing outdated norms.

Particularly important in this *Guide* is its emphasis on configural interpretation as opposed to the simple examination of single scales. The two-scale classification is the approach of choice because such a large percentage of profiles fit into this system.

The writer's method of presentation is logically consistent interpretively and geared to ease of practical application. Cautions in using the MMPI, as well as the limits to the use of this book, are adequately enumerated by the author early in his writing. As well as the traditional list of references presented at the end of the book, a number of chapters include the specific sources consulted in their preparation, a novel but not entirely necessary addition.

No clinician should use this book who is not