

effort comments on the common practice of teaching poetry to the elderly as a consoling or distracting therapy, noting that it may best be taught as an art.

Well worth reading.

Warehouses For Death: The Nursing Home Industry, Daniel Jay Baum, Burns and MacEachern Ltd., Don Mills, Ontario, 1977, 191 pp.

Reviewed by:

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Daniel Jay Baum's "Warehouses for Death" delves into the nursing home industry in Canada. Comprised of eight chapters, this book questions the practice which has grown in Canada, of providing more and more homes for the institutionalizing of the aged rather than finding a sensible alternative means of looking after them. It deals with those elderly who have surrendered themselves to a system of such things as large institutions, uniformed professional staff, inflationary costs, questionable standards, firm government policies and a myriad of other inconsistencies too numerous to list. Seventy pages of notes on the eight chapters liberally deals with nursing home practices and variances in each of the provinces.

Besides examining specific 'homes' in Canada for areas of deficiency or constructive living arrangements, nursing home employees are discussed as an important influence on residents. Other influences are traced to government legislation.

Baum presents the nursing home situation as a function of the total societal context. We deny the aged their rights to participate in work, our government fixes their income (which inflation further diminishes), and after a lifetime of being socialized to value activity, participation in the community and so on, we proceed to enter them into a new lifestyle of enforced "leisure." Often this lifestyle is by necessity (at present) spent within the limited confines of a nursing home.

Within the detailed and constructive analysis, a warm human tone is maintained throughout, with frequent quotes and anecdotes inviting the reader to experience life in nursing homes as an older person.

One comes away with the conviction that our approach with respect to the elderly must be radically altered in certain ways. Should be read by all counsellors working with a nursing home population.

Bandler, R., & Grinder, J. *Frogs Into Princes: Neurolinguistic Programming*. Edmonton: Real People Press, 1979.

Reviewed by:

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It's difficult to describe *Frogs Into Princes* as just another "How To" book for counsellors which has just come on the market, even though the style of writing and organization of the book may give that initial impression. The reason it does not belong in the 'How To' category is that it offers several challenges to the reader which are not easily dismissed. It is necessary to be skeptical and with this reader-set it turns out to be lively and provocative for the most part. Some of the outrageous claims which draw attention include the following: (a) most therapists by attending to the content of the interviews are essentially counselling themselves; (b) 80-90% of all learning and verbal behaviour is a function of the unconscious mind, and (c) since all therapies are based on a belief system, the resulting perceptions are confused as being the reality and this places limitations on the therapist as well as client.

These claims are combined with an invitation to quickly verify them in your own experience which can lead the reader to want to "jump in."

This book follows on the coattails of the authors' earlier publication of similar title: *Structure of Magic I* (1975). Essentially, the authors build on the concept presented in the 1975 book of a "meta model" which is a verbal model designed to show the counsellor a way of listening to the form of verbalization as opposed to the content — the basis of neurolinguistic programming (NLP). The reader is taught how to attend to the three major ways a client has of representing his/her experience. The three levels of experience are *Visual, Auditory and Kinesthetic* and the counsellor must become skillful in detecting which level is pertinent to which client and when. Having done this, the next step is to assist the client in changing his/her experience through changing the language programming of the client and hence the perception of reality. Intriguing practices called anchoring, bridging, mirroring and accessing are employed to help the client re-sort and integrate the experience which then leads to change in behaviour.

A major intervention technique of the model is that of "re-framing." This appears to be a highly valid approach to assisting clients in re-organizing their perceptions of the problem leading to effective

tive change. Although this concept seems to be reworked and handed down from Watzlawick et al. (1967); Bandler and Grinder have clearly refined the approach illustrated how it can be used. Overall, one can see how the NLP is influenced by the formulations of Perls, Satir, Minuchin and Milton Erickson.

On the weakness side of things, the term "neuro" is not clearly defined in the text, hence a title of linguistic programming would seem adequate. The anecdotal approach to giving evidence is somewhat off-putting. The format of the text is not easy to read as it was put together from transcripts of a workshop given for a group of professionals. Don't look for organization in terms of content areas — they don't exist. Overall, the approach is best described as "rambling."

Bandler and Grinder provide many critical comments of conventional psychotherapy and counselling practices. Some are well stated and cause the reader to "re-frame" his or her views of what is done in counselling. The result of this raises many good questions. To this end the authors have succeeded in doing what they want their clients to do — sort out and reintegrate their experiences.

The use of metaphors, paradoxes and clever case histories have a way of attracting the reader to push on. In my view the trip through the land of Neuro Linguistic Programming or Frogs to Princes is one that's worth it!

Boak, T. *Personalizing Teacher — Pupil Communication*. St. John's, Newfoundland, Memorial University of Newfoundland, 1978. 41 pp.

Reviewed by:

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This little text wins points immediately for its come-hither cover . . . bright rosy red and white with a pink apple poised just beneath the white title lettering. In fact, before I was through reading the book, I'd gone to the 'fridge to turn image into real-life crunch. Boak would be pleased. One of his major themes is the crucial need for teachers to tune into authentic feelings and tap the learning material that day-to-day experiences provide. The book is opened by a poem entitled, "The Death of Spring" which describes the suppression of a boy's personal discovery of Spring through the blooming of a tulip by his teacher's dogged insistence he tune into a text-book version of Spring instead. In

Boak's introduction he says, "I hope this paper will help you take a look at your attitudes to schooling and your ways of relating with children and will give each of you some suggestions as to how to learn to communicate better with others" (p. 4).

Factors affecting classroom communication examined by Boak include classroom structure, teaching style, curriculum presentation and teacher characteristics. The reader is urged to delve into his own repertoire of emotions; to explore his own needs in various situations. Twenty of forty pages take a workbook format (something against which I usually rebel), in which an assortment of hypothetical situations reflect the need for genuine, empathic reactions to feelings. The book's strength here is not in originality of material, but in its earnest, conversational style. To make best use of it, however, the reader really would need to transfer his efforts to "real-life" situations, possibly by using the Teacher-Rating Scale for use with a videotaped class session.

From a counsellor's point of view, there is little to object to in this straight-forward, practical guide for new teachers. Leaving communication skills up to the training institutions, however, is naive at best. What can this book say to those of us "in the field" who could each pinpoint many colleagues who lack these interpersonal skills? How prepared are we to tackle staff development? In reaching one teacher, we could influence the educational experiences of one hundred pupils. As communication experts" is that part of our staff function? If so, perhaps this is a good resource on which to develop our own teaching strategies.

Garkuff, R. R., & Anthony, W. A. *The Skills of Helping: An Introduction to Counselling Skills*. Amherst, Massachusetts: Human Resources Development Press, 1979. 259 pp.

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The need for effective helping is urgent today, not only in the counselling arena, but in all sectors of society. Personal problems are going unmet in the home, schools, community, and places of employment. For those well-intended people who would help if they knew how, *The Skills of Helping* serves a functional role. Included is the complete range of helping skills needed for dealing with all varieties of emotional problems. It goes beyond previous works by authors to break down