

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.

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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.

Reviewed by:

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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

to another level of detail the behaviours of both the helpee and the helper. By doing so, it becomes the most updated version of the Human Resource Development (HRD) model, which contains more cited research attesting to positive helping outcomes than does any other therapeutic orientation.

People seek help because they have emotional problems that are distressing them and blocking the normal functions of their lives. They justifiably hope to leave the helping encounter with their problem solved. This expectation however, is often not realized for a variety of reasons, most of which can be reduced to the limited skill repertoire of the chosen helper. In many cases, as would be anticipated by their preparatory training, helpers are capable of listening to the helpees' problems, but cannot direct the interaction to its successful resolution.

The Skills of Helping is unique among helping texts in two respects. First, it lays out an orderly range of interpersonal behaviours that people in need of help would progress through toward the successful resolution of their problems. Helper skills are matched to each helpee behaviour. Secondly, the HRD model does not stop at providing the helper skills needed for responding to the helpee's problem(s). It goes beyond to provide both the interpretive skills which enable clients to understand what they must do to solve their problems and the additional initiative skills which teach helpees how to perform the behaviours which would solve their problems.

A total sequence of helper skills are delineated which effectively move the helpees from involvement in the helping process, through exploring where they are, understanding where they need to be, and finally, how to get there. When this process is enacted, frustration and depression on the part of the helpee is replaced by relief and optimism for having solved their problems.

Both practitioners and counsellor trainers would benefit from this text. It is written in a straightforward manner which makes a complicated subject understandable. Examples of the helpee-helper interactions, from beginning to problem resolution, are presented along with the relevant information needed to learn how to perform the various skills. All that is left for the reader is the training experience which allows for the practitioner to practice the skill and receive appropriate feedback.

Where other texts focus on theory, research findings, or skills training exclusively, this text presents a balance of the three which makes it most suitable as a basic training text.

Anyone genuinely interested in becoming a helper of people with emotional or interpersonal

needs, should read this book and be able to perform the skills within. Unfortunately, the genius of Robert Carkhuff has not yet been fully recognized by the helping profession. *The Skills of Helping* illustrates clearly the interpersonal model that the author has developed, which has untied the Gordian knot of helping. The number of people in need of help are approaching the point of being unmanageable. Therefore, as a profession and as a society, we can no longer afford the luxury of playing with less effective helping models.

Coleman, C., & Edwards, B. *Brief Encounters*. Garden City, New York, 1979. 400 pp.

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Brief Encounters is yet another book written in the "teach yourself" style. The authors have addressed themselves to the growing numbers of people, single and committed, who want to gain maximum benefits from relationships that "may not last forever." Recognizing that American society has become "super-mobile," Coleman and Edwards' opening theme is that we must learn new relationship skills for optimal adjustment. The ensuing chapters are filled with advice and practical suggestions, liberally punctuated by examples drawn from experiences of the authors, their friends or members of Ms. Coleman's People Sampler groups. Chapters often end with assignments designed to help readers to re-assess life-styles and change behaviour patterns.

There is an unmistakable bias toward the sexually liberated viewpoint and life-style. This is perhaps, not surprising as the book represents the joint efforts of two women who became single again when in their forties. Two chapters are devoted to the histories of their personal recoveries from mid-life divorce crises to start new careers and friendships. In the early chapters of the book, the writers exhort the positive aspects of short term male-female alliances with an almost crusading fervor. For the most part, however, the suggested skills are meant to enhance both same-sex support systems and heterosexual relationships.

The authors note that since our relationship needs change over time, we must learn to identify needs honestly and make explicit contracts with those willing to fulfill them. Several chapters provide detailed instructions for "gentle- aggression"