My greater concern is about the inclusion of a number of self-evaluation scales both within the text and in the appendix. Guided use of such scales can be informative for individuals when given a basis for comparison and an opportunity for discussion. Individuals left to their own devices and interpretations could easily lead themselves and others astray. Essentially this is a cookbook which tries to provide a method for analyzing the ingredients, as well as a recipe which is appropriate for all occasions.

M. K. Kerr
University of Winnipeg

Wright, Mary J. and Myers, Roger C., *History of Academic Psychology in Canada.* Toronto: C. J. Hogrete Inc., 1982, 260 pp. $19.80.

For disciplines, as for human beings, development consists of a search for identify and a resolution of developmental conflicts. The *History of Academic Psychology in Canada*, by Mary J. Wright and C. Roger Myers, chronicles this search and the conflicts which emerge but leaves us wondering just who the adult is. Years ago, Mary Wright introduced me to psychology and confirmed my assumption of its importance as a field of study. Reading this 260 page book has made me aware of the struggle that psychology had in order to gain credibility in the university. The underlying themes of the book are psychology's origin as "mental and moral philosophy," and the continuing conflict within psychology between research and application.

There are inherent difficulties in gathering the memoirs of friends and colleagues and making of them a coherent story. Because each chapter of the book is devoted to the history of a psychology department in a particular university, we read a series of biographies rather than learning of an overall pattern of development and the concomitant achievements. We hear of the development of the "M test" from several perspectives; we note that the early textbooks in use across Canada were those written by Titchener, James and Woodworth; but we get no closer to what it all meant.

We do, however, become aware of the problems and pitfalls which befell the young discipline. We are given salient examples of the early days of psychology in Canada in George Ferguson's history of psychology at McGill, in how hiring decisions were made, and in the limited acceptance of the products (e.g., intelligence tests) and language of psychology. The early lack of acclaim awarded psychology at Western, the "younger son" role of psychology at the University of Manitoba, the continuing story, moving west from province to province, of overburdened professors with high student/faculty ratios and slow promotion rates, all evoke the struggle for recognition.

The most positive image of psychology is found in the major projects undertaken, often in relation to important historic events. Testing and selection projects stand out as early examples: Bott's muscular re-education of wounded veterans, the University of Ottawa's work on bilingualism, the sensory deprivation studies at Manitoba, the mental health movement in the prairie provinces, and the establishment of a centre for advanced study in theoretical psychology at the University of Alberta, are major accomplishments. As we move west across the country, we are struck by the continuing close ties of psychology with philosophy and education, and by the movement west of the graduates of McGill and Toronto to the younger universities.

We are left, however, with questions about what psychology is and where it is going in Canada. A more substantive look at the field of psychology would help: what are the current assumptions on which Canadian psychology is based? What are the critical perspectives and directions of psychology today? Should we, for example, be taking national measures of achievement? What are the research funding priorities in Canada and where do these priorities appear to be leading us? Volume II, please.

Janet G. Donald
McGill University

Evans, David R., Hearn, Margaret T., Uhlemann, Max R., and Ivey, Allen E., *Essential Interviewing: A Programmed Approach to Effective Communication.* Monterey, Cal.: Brooks - Cole Publishing Co., 1979.

This text offers a practical programmed approach to teaching the basic skills associated with conducting effective helping interviews. A brief introductory chapter provides an overview of the book, some suggestions