

text to highlight points and to enhance the reader's interest. The author has attempted to increase the book's attractiveness to the reader by keeping it short, including a variety of illustrations, and discussing issues in general terms.

While the suggestion on the jacket of the book is that it is geared to any adoptee in late childhood or early adolescence, the book deals most directly with the concerns of children who are currently being placed for adoption. The chapters concerning the preparation process for children and parents, meeting, and post-placement issues are especially relevant to these children, but would be of little interest to a child adopted in infancy.

In attempting to maintain a positive approach, the author has neglected to discuss certain delicate issues, such as abuse by natural parents and placement breakdowns. These are common experiences for children placed for adoption late in childhood, and omission of these issues from the discussion may serve to increase any negative feelings the child may have resulting from such experiences.

Legislation governing adoption varies from province to province and country to country. Much of the information contained in the book refers to the legal process, and its applicability will vary across Canada. Any social worker or counsellor referring a child to this book should first note the discrepancies, and indicate corrections to the child. This is especially true in the section regarding the sensitive issue of contacting one's natural parents. In British Columbia and a number of other Provinces, no provision is made for contact between adoptees and their natural parents, and the suggestion in the book that such contact is possible (if inadvisable) would be misleading.

In sum, the intent of the book, to provide adopted children with some factual, interesting, and positive information regarding adoption in general, is admirable and sorely needed. Due to variation in the laws governing adoptions, and the author's reluctance to deal with some of the more delicate issues related to adoption, the book should, however, be used selectively.

Forsyth, Dorelson, R. (1983). *An Introduction to Group Dynamics*. Monterey, California: Brooks/Cole.

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In comparison with many other areas of psychology taught in university, there is, in my view, a relative dearth of good textbooks for a basic course on group dynamics. In this context the arrival of Forsyth's *An Introduction to Group Dynamics* is a most welcome addition.

As the title suggests, this book is intended as a text for a basic course in group dynamics. Forsyth states that in writing the book he "sought to maintain a balanced stance when presenting ideas, evidence, and viewpoints, between theory and research, theory and application, traditional with contemporary topics, and the psychological with the sociological viewpoint" (pp. v-vi). This is a lofty goal, but in my view he by and large succeeds. In particular he is to be complimented for the balance he brings between theory and research and theory and application. His writing is informed, interesting, forceful. His frequent use of relevant examples links theory and research with application in

a way that is uncommon in an introductory text, without sacrificing conceptual and methodological rigour which is so fundamental in a basic text.

The author indicates that each chapter was written to stand as a single unit so that any sequence of topics can be followed. The book itself is divided into 5 parts and organized in a straightforward, logical fashion with chapters proceeding from the more general to the more particular. Part 1 treats "Orientation and Methods" in two chapters; the four chapter titles of Part 2, Basic Group Processes, are inspired by Tuckman's group development sequence, the presentation being organized around forming, storming, norming, and performing. Part 3 deals with Social Influence Processes, also in four chapters on power, leaders and leadership, conformity and deviance, and the environment and group behaviour. Part 4 focuses on Problems in Groups with one chapter each on deindividuation, group think, and conflict between groups. Part 5 concludes with three chapters on "Applications" in the areas of organizations and industry, in educational, judiciary and athletic contexts, and finally in interpersonal skills training in groups, the latter prepared by Thomas V. McGovern.

There are a number of features in the organization of the book and of the material within each chapter that I find very useful and worthy of note. First of all, as a way of both providing examples and giving continuity to the material presented, three groups are introduced at the beginning and referred to at later points: the survivors of the Andes airplane crash, the advisory body to President Kennedy prior to the Bay of Pigs invasion of Cuba, and Reverend Jim Jones and the members of his People's Temple. These are captivating examples of groups in action and are richly illustrative of a variety of principles, issues, and problems in understanding groups and group phenomena. The fact that these groups are unique and thus unrepresentative of the more typical groups is not a drawback in this case because the examples are used judiciously at various points in the text. Further, Forsyth uses numerous other examples less removed from the daily experience of readers to build convincing arguments or to buttress points.

Each part of the book starts with an overview and each chapter begins with an outline and concludes with a summary. This strategy is not only helpful in a text with such remarkable breadth, but particularly when one knows that each chapter was written with a number of independent subsections that examine single aspects of an area while still forming an integral part of a chapter. This, added to the fact that there is an extensive, current, reference list of some 1,200 entries, makes the book an excellent reference work. The book also has an excellent glossary of terms.

Another feature of the book is the intermittent use of boxes to highlight studies or issues of special interest. I find Forsyth's use of these boxes is particularly good. The "boxed" material is relevant, it adds to the clarity as well as to the depth and breadth of coverage. An important feature of these boxes is that they tend to be on one page and the boxed material is virtually always not only conceptually, but also *physically* related to the relevant text. This is an important structural feature since it is frustrating when the reader must interrupt the flow of a text or flip back a page or two to read the "box," something I've frequently noted in books which use this feature.

Perhaps the major limitation of the book is that it is short on the historical underpinnings and development of the study of groups, and little attempt is

made to integrate the experimental and more clinical-humanistic approaches to groups. But then a basic text cannot do everything.

Overall I find this book well written, readable, and interesting. The content is accurate, current, and of substantial breadth and depth. It provides an excellent overview of our knowledge on basic group processes as well as of the variety of theoretical positions. I would give it a very high recommendation as a text for a basic course on groups. I would recommend it also for counsellors and counsellors-in-training who want to review or learn more about small group dynamics. Forsyth has attempted to write his book in a way that "teaches" group dynamics rather than simply exposing basic principles and research findings. His liberal and judicious use of examples as he integrates theory and research on groups goes a long way toward attaining that objective. All readers will appreciate Forsyth's efforts.

Watts, A. G., Super, D. E., & Kidd, J. M. (Eds.) (1981). *Career Development in Britain: Some Contributions to Theory and Practice*. Cambridge: Hobsons Press.

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The papers included in this book were presented at conferences and seminars organized by the National Institute of Careers Education and Counselling in Cambridge, England. The fact that the social-structural approach, with its heavy emphasis on the role of opportunity structure in career choice, is a recurring theme in many papers, gives *Career Development in Britain* a very distinctive character. While most writers often cite from the career development literature in the United States, they do not lose sight of the British context at any time. The book is not simply what its title implies; it indirectly provides a stimulating comparative study of career development in Britain and the United States. Most of the writings tend to display a strong theoretical orientation. As such, the reader who is looking for an account of the career education and counselling practices in Britain will be rather disappointed. However, for someone seeking to achieve a deeper understanding of vocational theory, especially from a sociological perspective, this book is a valuable source.

The first chapter by Donald Super provides an illuminating study of a wide range of career development theories. While he covers a lot of ground, a few models/theories, such as, the decision process model of Hershenson and Roth, the cognitive developmental model of Knefelkamp and Slepitzka, and social learning theory of Krumboltz, Mitchell, and Jones go unrecognized. The reader is, however, introduced to some newer approaches in the study of career development, such as, career path analyses of Card, and Sewell and Hauser and Super's own life-span, life-space approach stressing personal constructs. Super does not simply describe various theories; he offers a critical evaluation of the theories in terms of empirical research and their implications for practice.

In Chapter 2, Jennifer Kidd undertakes an extensive review of research on self-awareness and occupational awareness in Britain and the United States to demonstrate their critical influence on the career development of young people. She questions prevailing assumptions and suggests some bold new directions for