

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

future research including, for example, the notion that the role of self-concept in career development after all may not be as significant in the British context as it has been believed to be in the United States. In the following chapter, Bill Law and Rob Ward are more intent on demonstrating the importance of motivation in educational choices and at work. Interestingly enough, the critical role of motivation is discussed from the points of view of both the psychological theory—Maslow's hierarchy of needs, and the sociological explanations of Riesman and Roberts.

In Chapter 4, Teresa Keil draws heavily from the British data to discuss the part played by the social structure and status in enhancing, limiting, and determining the occupational opportunities and career development of an individual. Then, Nicola Cherry provides a different kind of analysis by examining the subtle relationships between ability, education, and occupational functioning. On the strength of her own longitudinal data, she develops the position that even the unqualified are able to progress to more demanding jobs because there are in existence processes other than selection through certification in a free market model. Watts examines various facets of career patterns in Chapter 6. Included in the discussion are such topics as the hierarchical career lines within an organization, intra-organizational mobility, mechanisms of adaptation to career blockages, Super's life stages, and the changing roles of men and women.

The protagonists of the psychological and sociological approaches to career development meet head on in the next two chapters and the result is a lively and scholarly discourse. In Chapter 7, entitled "The socialization/opportunity-structure theory of occupational location of school leavers: a critical approach" Peter P. Daws' primary objective is to demonstrate that Robert's theory is flawed and that many of the inferences drawn from the theory for practitioners are indefensible. Daws criticizes Roberts' work by discussion and argument in three domains: conceptual, sociological, and psychological. In the next chapter on "The sociology of work entry and occupational choice," K. Roberts reiterates the sociological/structural position despite Daws' criticisms. He offers cogent arguments to support the sociological theory which, according to him, best explains work entry and occupational choice in the British society. He remains unyielding and uncompromising in maintaining the primacy of the sociological theory of occupational choice.

Bill Law takes an altogether different approach in Chapter 9, entitled "Career theory: a third dimension," when he proposes a low autonomy/high autonomy dimension to the existing two: differential vs. developmental and psychological vs. sociological. Law expects career development to proceed along a continuum of no autonomy, self-consciousness, self-determination, multiple awareness, and personal striving, somewhat parallel to the stages described in the cognitive-developmental model of Knefelkamp and Slepitzka.

The last two chapters have a clear practical orientation. Jennifer Kidd reviews major American instruments for the assessment of career development and provides some valuable insights into the problems of adapting these measures for other cultures. If any such attempts are to be made, she cautions that differences across cultures in such areas as values orientations, opportunity structures, career patterns and norms of upward mobility should be carefully examined. Watts, Law, and Fawcett discuss the impact of all major theories

and go on to suggest the community-interactionist approach based on the work of Willis and J. R. Roberts and outline a corresponding guidance model. Broadly sociological in orientation, this approach makes a special note of the influence of parents, peer groups, school, neighbourhood, and subculture on career development.

Overall, *Career Development in Britain* provides a wealth of conceptual material for the serious student of vocational theory and career development. While there has been a significant flow of career development ideas from the United States to Britain in recent decades, the British perspective on career development remains predominantly social-structural, reflecting the conditions of the British society. This orientation is amply demonstrated in the writings just reviewed. The papers in the book are generally well organized, show remarkable clarity of thought, and reflect a high level of scholarship. For those of us who are mainly exposed to the North American literature in career development, reading *Career Development in Britain* should be a most refreshing and exhilarating experience.

Klepsch, M., & Logie, L. (1982). *Children Draw and Tell: An Introduction to the Projective Uses of Children's Human Figure Drawings*. New York: Brunner/Mazel.

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This delightful book will make some readers regret not having collected children's drawings before. By means of a series of good reproductions it demonstrates that every drawing has its own story to tell, and that it is worthwhile learning how to understand it. Having said this, I must continue with a word of warning. The book is directed primarily to child care professionals with no previous training in projective psychology. In his introduction Dr. Di Leo suggests that, "to those beginning a study of the projective uses of child art, this work offers the necessary contextual information" (p. vi). I am afraid the book does not fulfil that promise. It offers neither an adequate theoretical introduction for beginners nor will it enable them to use the test. A two-and-a-half page chapter on "art as a projective technique" followed by a three-and-a-half page chapter comparing self report, observation, and projective techniques simply does not provide sufficient depth for serious discussion.

The literature review is exhaustive, but consists mainly of an uncritical collection of research summaries. The methodological problems of research in projective techniques are formidable. Until recently most studies in this area suffered either from lack of clinical sophistication or methodological inadequacy. Such studies neither do justice to a test's potentialities nor demonstrate its validity. Unfortunately, the authors lump together studies of various levels of sophistication without discussing the implications of their findings. The critical reader will conclude that human figure drawings do not constitute a valid personality test, and do not discriminate between diagnostic groups. Not a single test sign has been shown to have a clear cut interpretation. What about the use of drawings for research purposes? Here too applications are limited. It