

not add much to the value of CCDO, but would make it a lot more fun.

Volume I, then, is a dictionary and classification tool. Volume II, to be published soon, is to be a career counselling document, providing narrative discussion of actual work performed, entry, advancement, and transfer within occupational groups, and the relationship between training and "on-the-job" expectations. This should be just what we've been waiting for in the planning of those ubiquitous guidance courses which we are all becoming responsible for in the schools.

Weighing in at five and a half pounds, the CANADIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS, at \$1.80 per pound, is the best book bargain in Canada. Any member of CGCA who doesn't own one by the end of 1973 will be out of date!

Disponible en français sous le titre: "Classification canadienne descriptive des professions 1971."

## CHANGING CHILDREN'S BEHAVIOR

By John D. and Helen B. Krumboltz. Englewood Cliffs, New Jersey: Prentice-Hall, 1972. Pp. xix + 268.

Reviewed by William C. Brooks, Student Personnel Services, Nova Scotia Teachers College, Truro, Nova Scotia.

If you have been waiting for a practical, problem-solving approach to children's behavior, here is your book. The Krumboltz's technique with children, whether used in the school or the home, is easily understood and avoids the many, too-technical words often tossed at people eager to understand and deal effectively with the human behavior they see and whose brunt they bear.

The straightforward format deals with: Strengthening Existing Behavior, Developing New Behavior, Maintaining New Behavior, Stopping Inappropriate Behavior, Modifying Emotional Responses, and Changing Your Behavior. A very useful feature is the index to the plentiful, real, live examples used to illustrate the Behavioral Principles comprising each section. The reader immediately gets the feeling that the authors have "been there" and know of what they speak.

The usual criticisms of the behavioral approach are handled smoothly; almost without realizing it, the impression is made that this approach is not inhuman and mechanistic. The Krumboltzes come across quickly as people deeply caring about other people. This method, really a way of thinking about behavior, is one way they have found to help people improve behavior and like themselves better as a result of the change. With all their expertise, however, the authors do not make the reader feel subhuman in his own often rather inefficient and inconsistent responses to children. Instead, the Krumboltzes

carefully point out that many of the inefficient ways of responding to children are perpetuated because they *have* worked at some point for a variety of reasons. The authors try to take the reader where he is, help him put past inadequacies away and deal with present behavior.

The scope of this book is a real strength. Examples have been drawn from every setting. Their one drawback is in the simplistic, one-dimensional quality necessary to illustrate each point. This reader wished for a protracted behavioral example using many people. A careful analysis of such a complex situation would be a helpful model to use in learning to break down global situations.

Although this book easily establishes itself as a pragmatic and useful work, there are several weak spots. The authors seem to assume, for example, that all problems, once carefully broken down into component parts, can be solved using their approach. This seems too easy in my experience; some children have had such deeply ingrained behavioral failures that very little methodology we currently have available can change their perception of reality.

The impression is created that any willing person can become proficient enough to create change in any child. This impression fails to give the novice behavioral change agent a feeling for consultation and referral, if necessary, to other more highly-skilled professionals.

Although the examples used suggest the elapse of time, the reader often gets the idea that change is automatic and instantaneous which it rarely is. Emotional responses as dealt with by the Krumoltzes mean avoidance of danger and the overcoming of fears and anxieties. While these are emotional responses, one should not infer that other emotional responses, (love, hope, and elation) are meant. Perhaps the authors would point out that elation when carefully fractured into simpler, discrete responses could be seen as a pattern of responses to many stimuli in the environment of the responder, therefore open to the behavioral approach.

On balance, this is a must book for people working intimately with and concerned about childrens' behavior and its implications.