

over, by critically opposing the intellectualized or educated approach to child rearing which invariably focuses on the vulnerability of the child, he discredits the significance of his own publication which follows a similar pattern.

The author justifies the emphasis that he places on the mother as opposed to the father in the cause of Momism because of the abundance of research available in the one area and the scarcity in the other. It does not logically follow, however, that because Dad is not predominant in the literature that Dad is not the procurer of the

disease. Although Sebald recognizes this discrepancy he avoids developing the father's contribution to the disease in any great depth. Consequently, Sebald's work is not a provocative contribution to the already expanding literature on motherhood, but rather echoes the theories of Freud, Adler and Berne.

Despite these limitations the most profound theme that Sebald submits is that raising children is the most challenging and responsible job in our society while simultaneously being one of the most dangerous.

If I Tell You, Will I Feel Less Scared? Gregory SASS, Toronto: McDonald House, 1975, 91 pp.

Reviewed by:

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Board of Education
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I can only concur with views expressed about this book in the publisher's release; the experience of reading this book is truly moving and filled with a sense of sharing the intimate frustrations and agonies of children who seem so worthy of love, respect, and a sense of belonging but are so deprived of these qualities in life.

The need for greater understanding of these children, if not all children is definitely demonstrated by the author. Perhaps these children make us aware of their particular problems, but we should not overlook the vast numbers of similarly "disturbed" children who go undetected, unnoticed, without any sense of being able to talk with someone. The book is not as such an

indictment of education but rather it shows us how far we have yet to go in order to achieve a more rationally sensitive environment for the growth of children both at home, in schools and in society.

For those persons about to embark on a career in teaching it is an excellent work to sensitize the prospective teacher to some of the behaviours, thoughts, feelings, and fantasies of children who may await them. For those concerned with "disturbed" children it is a moving book in that it transmits one into the world of this type of child. Hopefully, the experience will serve to assist such teachers in their work. For educators generally, the book is an awakening which may perhaps disturb the educational system sufficiently enough that the problem becomes not one just for the parents of these children but one that must concern the public at large.

I would highly recommend this book and intend to do so in a number of courses and committees for which I am responsible.

Readings in Psychological Tests and Measurements (3rd ed.), W. Leslie Barnett, Jr. (ed.), Baltimore: Williams & Wilkins, 1976, 415 pp.

Reviewed by:

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The publishing of another edition of a popular book creates the expectation of new, interesting and useful information. This third edition of Barnette's readings, first published in 1964 and revised in 1968, may be somewhat disappointing to those familiar with the earlier editions. The editor has deleted 19 articles from the second edition and balanced this with 19 additions to maintain the previous total of 52. Of these, 35

are journal articles, six are excerpts from books, six are papers and five are reports. An earlier section on "Response Sets" has been deleted and replaced with a new section on "Testing the Disadvantaged" which contains an excerpt from Jensen's now-famous *Harvard Educational Review* article on racial differences. Each entry is introduced by an editorial comment and several have been specially adapted.

The collection has been directed toward "advanced undergraduate majors in psychology who have already been exposed to a required course in Elementary Statistics." The focus is on empirical studies containing material that is "unusual and interest-promoting". There is a wide range of application oriented studies and relatively few theoretical articles.

It should be noted, however, that this edition has been somewhat compromised by a large number of rather dated articles. The most recent entry was first published in 1971 and the earliest, in 1948. The median date of publication is 1965, which serves to indicate that the current edition is not an extensive update, as is suggested in the preface. This observation is reinforced by the fact that the preface, itself, is essentially an edited reprint of that contained in the second edition. Further, while the existence of the 1974 revision of the APA's *Standards for Educational and Psychological Tests* is acknowledged by a

footnote, the excerpt included remains that of the 1966 document. The section on "Automation, Computers, and Multivariate Techniques" is unchanged from the second edition, even though many important developments have taken place in the processing of test data since 1966, the date of the most recent article in the section.

For those who wish to have an overview of the historical applications of psychological testing, this book will reasonably satisfy that need. For those who already have Barnette's second edition, that need has been met.

The Counselor and The Law, Thomas Burgum and Scott Anderson, Washington, D.C.: APGA Press, 1975, 116 pp.

Reviewed by:

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This book is directed at counsellors in schools and should be read by those who are concerned about the legal responsibilities that a counsellor may have to clients, to the parents of clients, to the school or to society generally. The book focuses on the counsellor, considered part of "school personnel," and distinguishes him from a psychiatrist or psychologist.

Most articles on law and ethics stress the potential civil liability of a counsellor or a psychologist. This book in addition spends a substantial amount of time stressing some of the potential problems a counsellor might face being charged under the equivalent of the Canadian criminal code. While the authors reflect American law, the criminal code would be interpreted in much the same way in Canada. Areas of criminal responsibility with which the book is concerned include counsellors becoming an accessory after the fact to crimes committed by a client, encouraging an illegal abortion, improper giving of drugs (as in the case of the counsellor who provides his own personal tranquilizers or her personal birth control drugs to a teenage client), encouraging civil disobedience, or in general, contributing to the delinquency of a minor.

Civil liability is probably more dominant in a counsellor's thinking. It is doubtful that after reading this book a counsellor would come away with the feeling that he had no need for malpractice insurance. The authors assume that when a counsellor assumes the role of a professional

he will respect the law and ethics as they apply to that profession. A failure to do so can have serious consequences for the offending counsellor. The authors discuss both individual and group counselling and possible malpractice claims. This discussion includes birth control, abortion, prescription and administration of drugs, problems under the illegal search and seizure section of the American law, libel, slander and the invasion of the client's right to privacy.

The book has a number of strengths and weaknesses. It is readable and down to earth, but the unfortunate use of extensive footnotes in the body of the text interferes with the flow of the material. One would have wished that the footnotes and case quotations would have been gathered either at the end of a chapter or at the end of the book.

One would also have wished more discussion of the right to privacy and a clearer annunciation that confidential or privileged communication is a right that belongs to a client and not to the counsellor. Although the authors raise the issue of "legal protection for whom?" it would have been helpful to discuss in more detail the fact that counsellors in every situation can be forced by the client to reveal to others or to testify in a court of law about things that went on in the supposedly "confidential" relationship between them. One often assumes the interest of the counsellor and the interest of the client are similar. However, this is sometimes not the case. Should a counsellor be sued for malpractice, what happened in the interview between the counsellor and client is within the realm of court enquiry. This could include a subpoena of all the counsellor's notes and information on which a claim of malpractice may be based. A counsellor could be cross-examined at discovery proceedings before trial.