

BOOK REVIEWS / REVUE DE LIVRES

List of Reviewers:

J. HARVEY HASSARD
University of Western Ontario

ROGER D. MARTIN
University of Saskatchewan

J. BEAUBIEN
University of Alberta

MARV WESTWOOD
McGill University

RITA H. PIEROG
Halifax, Nova Scotia

Guidance: Program Development and Management, (3rd edition), Herman J. Peters and B. Shertzer, Columbus, Ohio: Charles E. Merrill Publishing Company, 1974, 615 pp.

Reviewed by:

J. Harvey Hassard
Guidance Department
Faculty of Education (Elborn College)
The University of Western Ontario
London, Ontario

Guidance: Program Development and Management was originally published in 1963 and revised in 1969 to serve as a set of principles for management of guidance services. The third edition contains current references to guidance and personnel practices. Its main focus is to provide a frame of reference which will result in more effective guidance functions for children and youth. It is detailed yet flexible enough for the variety of guidance programs operating in different settings.

This edition is intended for the reader who has already studied principles of guidance and counselling, for the person who is responsible for the management of guidance and for the person who is training counsellors in administration of guidance. It also appeals to school counsellors at all levels, guidance-oriented teachers, administrators and parents who are concerned with educational development, course planning and career exploration.

Among other changes, the third edition incorporates new case studies representing various points of view and settings for guidance programs. It also seeks to combine principles of action with practice, resulting in an updating of each chapter.

The introduction gives an overview of program development and management. The emphasis is upon the development and management of sociological findings and material resources of the community in order to make them available to all youth. It stresses adequate guidance staff and services to create opportunities for self-examination and decision-making necessary for educational progress, career development and personal fulfillment.

Six guidelines, serving as chapter topics, provide a design for program development and include theoretical structure, cultural considerations, developmental patterns, budget and facilities, staffing the guidance program, and accountability, evaluation and research.

As a reference or text for courses in administration and coordination of guidance and personnel services, this volume serves a very useful purpose. It contains a well-documented blend of principle and practice in different educational orientations. It is almost encyclopaedic in scope. Each chapter is preceded by a brief introductory overview and four or five key ques-

tions which provide a cognitive outline. The final chapter illustrates four guidance programs in action. The appendix contains seven sections dealing with ethical standards. Annotated bibliographies at the end of each chapter help direct the reader to useful sources.

The value of this volume depends upon its relevance to the user. It is too formidable for use of the general reader interested in guidance. For the person who wishes to specialize in the management and improvement of guidance programs, it can be a useful resource. The content is entirely American and does not make reference to Canadian sources or settings. However, Cana-

dian readers may find it helpful in developing approaches which may be adapted to Canadian use.

This book may be compared to other books, for example, George E. Hill, *Management and Improvement of Guidance* and Hollis and Hollis, *Organizing for Effective Guidance*. It covers the same basic material in somewhat similar format. However, Peters and Shertzer pull together a variety of themes with updated material making it valuable for any professional interested in improving guidance in the educational scene through more effective development and management of programs.

The Innovative Psychological Therapies: Critical and Creative Contributions, R. M. Suinn and R. G. Weigel (Eds.), New York: Harper and Row, 1975, 248 pp.

Reviewed by:

Roger D. Martin
Department of Psychology
University of Saskatchewan
Saskatoon, Saskatchewan

In many ways this book of readings is refreshing because the emphasis is clearly on relatively timely material and leading articles from the professional journals and also includes interesting material not previously published. The editors state that their purpose in collecting the articles was to help keep the professional informed, to provide a compilation of a variety of models of intervention techniques for students, and to provide possible new direction for researchers. Because of the plethora of articles in the therapy field, the scope has been delimited to include only behavioral, psychological, and social therapies. The term *critical* has been taken to mean any therapeutic approach which has an impact on current theories or practice; the term *innovative* is defined by the editors as a significant and enduring breakthrough.

The readings are divided into four specific areas: 1. Behavioral Therapies covering learning-based treatment approaches and including eight articles; 2. Group Procedures broadly defined to include both therapy groups and personal growth situations over eight articles; 3. Mental Health Delivery Systems covered in five articles and dealing with such contemporary topics as crisis centres; and 4. Paraprofessionals. An overall

introduction is provided for each section and a summary critical article completes the section. Obviously, the articles chosen for inclusion in this set of readings have been selected with more care than is usual for this type of book.

Content covers a very wide range including case studies, descriptions of programs, specific techniques, theoretical articles, outcome research studies, and critiques. Client groups include autistic children, children in classroom settings, neurotic adults, homosexuals, schizophrenics, and mixed in-patient populations. Treatment modes also sample a broad variety including token economies, self-monitoring systems, covert sensitization, psychodrama, milieu therapy, intensive marathon groups, and such unique treatments as controlled alcohol consumption through trained discrimination of own blood alcohol concentration.

Articles tend to be current, ranging in publication years from 1965-1975. There are a total of 392 references and because there is little overlap, this provides a useful source of further information on the topics covered.

The main value of this book will likely be as a text-supplement for undergraduate advanced courses in counselling or for a refresher for masters level professionals in the areas of counselling/clinical psychology, social work, pastoral counsellors, school counsellors, and related people in the helping field. One criticism of the book is that there is no summary or drawing together of the material. Another possible weakness is that some of the research articles follow an extremely simple research methodology while others are comparatively more sophisticated; therefore,