practice and supervision are particularly noticeable in this text — whether it is on an individual or group level. Much of what we do in the training of counsellors is an attempt to teach through providing structured experiences. The Walter and Marks text provides a framework which can assist trainers in developing such activities and further indicates where one can expect the change to most likely occur.

The conditions for increasing the amount of change are described as well as explaining the change processes involved. The reference ‖tion is best described as comprehensive — ‖s is a refreshing addition to what currently exists.

Part II of the book may be of most value to the practitioner in that it outlines the applications of experiential techniques. For the counsellor or the counsellor educator this may be one of the better resources for assisting in the design of experiential learning activities. Teaching methods and their relationship to the change processes are examined. The methods range from the "classical methods" exemplified by process observation and fantasy.

The guidelines given for planning and designing groups are of particular value for those interested in group counselling. In the reviewers mind, this section has the most potential value to the practitioner and yet it is not as fully developed as it could be, given the very complete overview of theory in Part I. However, in view of what is provided, I found this a challenge to develop methods further for my own practice building on the basic guidelines given; i.e., the summary grids regarding participants, group size, physical resources, and scheduling. This section provides the leader of groups with directions for practice ‖ite unavailable anywhere else, particularly ‖nning, design and leading aspects of groups.

In view of the extensive information provided and the overall organization of this book, it strikes me that the readers will find the Walter and Marks text one which they would want to consult frequently —whether it be to give insight to the theoretical foundations of experiential learning activities to their work in counselling.

Finally, for the professional who is involved in establishing learning environments, especially group environments, this book comes as a welcome addition to place among your most frequently consulted textbooks.

Montrose, D.H., Shinkman, C.J. *Career Development in the 1980s: Theory and Practice.* Springfield, Ill., C.C. Thomas Publishers, 1981.

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The purpose of this book is to present the latest thinking of the major career development theorist with the leading practitioners of career development programs in post-secondary education. Counselling strategies and program directions are outlined and presented. The uniqueness of this book is the integration of career development theory and practice of the adult from high school through to retirement. The appropriate audiences of *Career Development in the 1980s* includes graduate counselling students, practitioners in post-secondary education, business and agency settings.

The book is subdivided into three parts. The first part focuses on a representation of the major theorist, such as Holland, Super, Krumboltz, and Crites. Part II focuses on counselling issues, resources for intervention, and counselling strategies as they apply to higher education. The third part highlights important contemporary and future issues of career development, such as programs for organizations, assessment resources, staffing, and midcareer development strategies.

Montrose and Shinkman characterize the seventies as a time of initiation of a broad range of career development programs for higher education, while the eighties will be characterized by more selective programs for what is expected to be an older student population. Higher education in the 1980s is seen as being more involved with older students who are continuing their education, for either job retraining, job advancement, and self-development. Thus the topics in this book attempt to integrate past theory based practices with what is expected to be the constituency of the eighties, i.e. women, minorities, and the adult exploring career changes or more vocational satisfaction.

This book is well organized and written in an interesting manner. The material presented in this book is mostly new and with the exception of the theory section written by practitioners. The theoretical part of the book does not present any new insights into career development nor does the material give the reader any idea how these theories will add to

new practices in the eighties. The theoretical part serves only as a background for the issues, intervention resources and counselling strategies for higher education and organizations.

Some of the issues that are covered in *Career Development in the 1980s* include: the evolving nature of career development in liberal arts colleges; roles, goals, and relationships of career counselling on campus; conceptual scheme of career development of the individual within organizations; systems approach for developing a career development approach for organizations; and gaining support for career counselling within an organizational structure. For the most part these issues are well presented and discussed. Typical is the discussion on whether top management ought to get involved in career programs within their organizations. Questions that managers might ask are presented followed by the authors' responses. For example: "Won't we be creating a lot of expectations than we'll be able to fill? Give employees an inch, and they'll want to take a mile!" The authors respond with very humanistic assumptions about employees desiring career mobility. They advise managers that by assisting employees to realistically face their career options, the employer will benefit by having more cooperative employees. When there is no dialogue within an organization about possible rewards (e.g. career opportunities) there is far greater risk within an organization than when the realities are not discussed.

The reader of *Career development in the 1980s: Theory and practice* is not only presented with persistant issues that confront the career counsellor but workable strategies. In the section on career implementation for women, the counsellor is advised to assist women in evaluation career opportunities, seek support among other likeminded women, and approaches to career development th utilizes their unique status as women (e.g sensitivity to others and stress reduction) to name only a few. The strategy section of this book is clearly presented with research to back up the practices. This part is clearly the most valuable for the career counsellor.

I recommend this book for those who seek information on the applied aspect of career development. Although the book focuses on higher education, there is general applicability for the counsellor no matter what the population. The theory part of *Career development for the 1980s: Theory and practice* does not offer the practitioner any innovative understanding, however, the rest of the book is well organized, clearly presented, with novel and fascinating information.