ample, out of the potential for being dictatorial, leadership can be developed. Opposed to dictatorial potential is the potential for weakness. Yet empathy can emerge from weakness. Churchill combined both leadership and empathy in what was perhaps the most fully actualized and sensitive leader the world has known in the twentieth century. Using Perl's "top-dog—under-dog" construct the author illustrates how manipulation reduces feelings of intimacy, stops meaningful contact, and blocks communication.

Subsequent sections of the book detail manipulative relationships between parent and child, husband and wife, employer and employee, teacher and student, and between lovers. These sections are generously supplied with examples of particular interest to the counselor. Consider the ploy labeled *putting the cat on the teacher's back* and expressed by the statement, "I could learn English if it just were made more interesting." Or, *playing the home against the teacher* implied in the remark "I couldn't do my homework last night because we had company." These manipulative strategies along with others which are well-known to counselors are analyzed by Shostrom and suggestions for their modification are given. Various manipulative techniques used by teachers include use of the pet system, use of the spy system, embarassing, detention, suspending. These, too, are examined and remedies are pointed out.

It is to the author's credit that he goes beyond describing manipulative behavior and makes an honest effort to suggest ways of breaking manipulative patterns, methods for initiating constructive, actualizing behaviors, and leads the reader along the "inner journey" from manipulation to actualization.

GUIDANCE IN THE ELEMENTARY SCHOOL: THEORY, RESEARCH, AND PRACTICE

By Eugene Koplitz. Dubuque, Iowa: William C. Brown Company Publishers, 1968. Pp. 372. $4.35.

Reviewed by Myrne B. Nevison,
Faculty of Education,
University of British Columbia.

Guidance in the Elementary School is one of the books produced last year to orient school personnel to counseling services. Koplitz has planned it as a basic text in an introductory course or as a series of readings to stimulate thought in an advanced seminar.

Koplitz supports the position that guidance is designed to help all children develop their potentialities rather than to serve as an adjunct service to those with special problems. In this he is supporting the point of view of Blocher and others that all young people should have opportunities to discuss their interests and progress with a knowledgeable adult.

The section on theories and conceptualized approaches consists of a series of papers by well-known writers, most of whom believe that the counselor is a developmental specialist who spends most of his time counseling with individual children, and working with both teachers and parents as equal members of the team. G. Roy Mayer probably emphasizes more than the others the phenomenological approach and insists that the most important source of information is the child himself. None of these writers, however,

seem to think the counselor should work primarily with teachers on learning problems.

In the sections dealing with techniques, Richard C. Nelson has valuable suggestions on the use of play material as a major vehicle for the child to *express his concerns,* and Edward Landy gives useful illustrations on counseling parents of troubled children.

Since there is a distinct lack of research on viable programs in elementary schools (and Richard Byrne just mentions one they are currently studying), Koplitz has included many studies on the development of children. While these may give insight into the many research studies available, they add relatively little to the understanding of the counseling process with children. Definitive papers on human relations groups, individual counseling processes, and evaluation of effectiveness of different approaches would have been a welcome addition, but are understandably absent.

The paper by Anna Meeks on the predictions for practices in 1970 gives some valuable perspectives. She concludes that the typical elementary school will have at least one full-time, professionally-prepared counselor on the staff. This counselor will spend 60 percent of his time working with children and the rest with teachers and parents. He will be responsible for conducting workshops for teachers on the reasons underlying children's behavior and the kinds of help best able to meet these needs. Groups will be important to foster self-understanding and relationships with peers. The counselor will be employed on a 12-month basis in order to study all incoming first graders so as to improve their placement on productive curricula.

Meeks thinks the training program for such counselors will consist of two years of graduate work including courses in depth on child development, personality development, theories of counseling and learning, human relations, goals of guidance, the elementary school curriculum, school administration, and organization of guidance services. In addition, there will be courses in psychology, anthropology, sociology, statistics, and research techniques.

CAMPUS COUNTDOWN

By W. P. Reddin. Scarborough, Ontario: McGraw-Hill of Canada, 1967. Pp. 237. $3.95.

Reviewed by James Jamieson,
Counselor, Office of Student Services,
University of British Columbia.

There has always been a need for a Canadian publication designed to aid senior-high-school students who are considering university careers. W. J. Reddin, an associate professor in the Department of Business Administration, University of New Brunswick, has written a book which describes the universities and colleges in Canada under topics such as courses offered, facilities and services, and history and government.

Since universities are in a state of constant change, any material describing them is frequently out of date before it is published. The strength of *Campus Countdown* lies in its many chapters devoted to general orientation towards university. The opening chapter consists of letters from university