

must examine his past, his forebears, his society and its institutions to determine the quality of their intentions toward him and his generation. . . . If all goes well, he has made differentiated, informed commitments to some aspects of his society and selected those causes which he will continue to support. . . . Some societies and some parents cannot afford, and will not allow, the scrutiny involved in establishing fidelity. Some adolescents cannot pose the questions, protecting themselves with the shared code of peer group uniformism (p. 206)." Especially valuable is the large section on current research on activism and apathy.

Other welcome additions to a text on adolescents are Staton's chapter on sex education, Bell's on marital expectations, Kohrs' on the disadvantaged and lower class youth, and Johnstone's and Rosenberg's on privileged youth. All these aspects are often neglected in traditional texts on adolescence. More typical but nevertheless valuable, are the chapter by Borow on the world of work and Hackman on vocational counseling.

The knowledgeable counselor will find the sections on physiological change (by Garrison), on theories of adolescence (by Beller), and on the interaction of nature and nurturance (by Nichols) more routine and less up-to-date.

All in all, this is a good book for counselors.

DECISION MAKING

By C. Safran, H. W. Zingle, and A. E. Hohol. Toronto: Holt, Rinehart and Winston of Canada, 1968. Pp. viii + 224. \$4.20.

A father (counseling psychologist) and son (high-school student) review.

Reviewed by J. M. Cram,
Graduate Studies,
University of British Columbia.

Essentially, what this new Alberta junior-high-school text says is that life is an endless pattern of decision making and that certain facts, plans, and strategies can be used to make decisions that are useful and realistic. The idea is excellent. The plan is well laid and it almost works.

Aimed specifically at the grade-9 student, the material in the book shows him, in a series of chapters and lessons, why decisions are necessary and how to interpret his own marks, aptitudes, study habits, abilities, interests, and values before deciding what course of studies or action to follow. A particularly clear interpretation of expectancy tables and their use by students is included. Sections follow on the use of leisure, occupational information and on the world of work—all good stuff!

But good stuff for all students? The authors have adapted for human use the decision making model of the cautious scientist, complete with "minimum risk," "sound procedures," and "reduced error margins," leading to "sound dependable decisions." What about the decisions of those who would rather be involved in action than trained or entertained? Where is the section

providing ideas for non-threatening discussion of dropping out or social protest? Anyone who has counselled drop-outs, delinquents, rebels, or the highly creative gets the nagging feeling that this book is aimed only at those who accept the goals of grown-up society and just want to find out how to score.

There is no doubt that this decision-making course, in the hands of an imaginative and creative teacher or counsellor, could be of great value to most students. But what happens when it is taught by a cautious, sound, dependable teacher? A dreary thought, indeed!

Reviewed by Glen Cram,
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Decision Making, which is the new guidance text for Alberta schools, seems to be a good choice for grade-nine students. It contains examples of aptitude tests, interest scales, and other grading systems by which students can get an idea of what they are best suited to do when they leave home and go out into the world. Various case studies are given illustrating which types of individuals are suited for which jobs and occupations.

Two or three sections are devoted to the future: how leisure time should be spent, the effects of automation on the "working class," and job openings in the future.

There are some drawbacks to this book, however. Future predictions go only to about 1970 making them of not too much use to the present grade-nine student. This also means that the book will be dated by that time and will have to be replaced. Another fault is the including of small, slightly funny jokes, such as the one about the fully automated airplane on page 163. A whole section is devoted to the explaining of this joke, its optimistic and pessimistic sides. All of this could have been shortened.

If I were to take this course, the part I think I would be most interested in is the taking of the various aptitude and interest tests. These, I feel, should be used as much as possible by any student.