

the execution of inadequate knowledge in training and unemployment (p. 110)."

Another point the authors bring out that is worth noting is that more often than not the counselling profession has misused its efforts to assist the client to adjust comfortably into the working world. Instead, "they spend most of their time with clerical work, case finding, public relations work, travel, writing reports, scheduling appointments. . . . There is obviously not much time left for the crucial activities of counselling. As a result, the counsellor is often forced to limit his contacts with a client to finding a job for him—and in the most expeditious manner (p. 122)." The authors then clearly define the role of the counsellor in the following terms: "the core of the counsellor's job is to help the individual to develop both insight into himself and a realistic picture of the outside world, and to help him function more effectively in relating himself to that world (p. 127)."

Finally, in Part Five, the authors give a succinct picture of the unemployment scene existing in today's world and suggest ways in which different agencies should cooperate and help solve this difficult problem of the unemployed through the establishment of a national advisory committee on counselling manpower in the country.

Although one may at times find points of disagreement in the book with respect to theory or methods suggested, it is nevertheless one of the most useful books on the topic of the unemployed in recent years. The book defines the issues clearly and discusses them in a positive and clear-cut manner. Undoubtedly it will have an important impact on the use of manpower counselling and should in some measure help solve the unemployment problem so urgently affecting us now.

## BEHAVIORAL COUNSELING: CASES AND TECHNIQUES

Edited by John D. Krumboltz and Carl E. Thoresen, New York: Holt, Rinehart and Winston, Inc., 1969. Pp. xi + 515.

Review by Rosemary Holten,  
Counselor, Antigonish, N.S.

"We wanted to prepare a useful cookbook for counselors and psychologists. This book is as close as we could come considering the advanced state of our ignorance (p. iii)." Thus, engagingly, the editors begin the preface to their textbook. Their intention has been realized, most successfully, in a survey of new and revised methods of behavioral counselling.

Editorial comment fully introduces each technique and weaves together the various techniques described and exemplified. Well-chosen selections give accounts of counselling methods that have proved promising or effective in helping clients, accounts so carefully documented and precisely detailed that they may easily be duplicated by other counsellors who, in turn, are urged "to try, to modify, to evaluate, and to improve these ideas for themselves (p. iv)." The editors selected articles because they were accounts of practical, innovative, exciting work done by practising counsellors and psychologists, and not further to enshrine the name and fame of authorities.

The format of the book supports the editors' claim that the book is designed to be a useful text in training programs for counsellors, psychol-

ogists, and social workers. Its primary organization centres round a variety of techniques, but a supplementary diagnostic table of contents provides quick reference to particular problems and to all age and educational levels.

Goals are clearly defined. Authors chose the behavioral approach because it had proven successful. The behavioral objectives are three: to assist the client, if necessary, to formulate his goal; to help him to achieve his goal; to assess the extent to which his goal is, in fact, realized. Stress is placed on mutuality of interaction, first between client and counsellor, and then among client, counsellor, teachers, parents, and peers. The occasional failure is described as faithfully as the more numerous and notable successes.

Problems vary from personal fears and general or particular anxieties to deficiencies in decision-making, academic, vocational, and social skills. Particular behavior problems include hyperactivity, aggression, procrastination, fear of speaking up in class, fear of tests, interpersonal and sexual anxieties. Help is offered for the underachiever, the juvenile delinquent, the autistic child. Clients are assisted to formulate educational and vocational goals, to study more efficiently, to improve academic performance, to increase physical self-control and social competence, to make important personal decisions more effectively, to assume responsibility for personality and vocational problems, to learn job-seeking and job-holding skills.

The authors offer a variety of techniques—positive reinforcement, of course, but also extinction, modeling, role-playing, cognitive structuring, simulation, confrontation, counter-conditioning, desensitization, group therapy, as well as modifications and combinations of these. Flexibility and adaptability are keynotes, and failures and partial successes are accepted as challenges to attempt new methods. The only limitations accepted are ethical ones.

The editors' hope that their book will be a useful text has been fulfilled. The format is attractive, the style lucid, bright, and lively. The book is comprehensive, provocative, compelling. Case histories are genuine, appropriate, often poignant, and counselor response uniformly practical. The book as a whole conveys a sense of urgency and purpose which makes as strong an appeal to the more experienced counsellor as to the ardent neophyte. For the counsellor who is action-oriented, who believes that effective communication is dynamic and mutual, its involvement with and concern for the client speak to the heart. Contemporary as today, this book is as optimistic as tomorrow.

#### COMPUTER-ASSISTED COUNSELING

By Donald E. Super. New York: Teachers College Press, Columbia University, 1970, Pp. 133. \$7.50 hardcover; \$4.50 paperback.

Review by William E. Schulz,  
Counselor, Winnipeg, Manitoba.

In his introduction, Donald E. Super states that the purpose of *Computer-Assisted Counseling* is to bring together "a collection of papers, most of them published for the first time, which give a balanced perspective on development in the computer-assisted guidance and counseling of students and clients." Super succeeds admirably in this stated purpose. Contributors to