

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

this compilation include: William W. Cooley, David V. Tiedeman, Frank J. Minor, Jo Ann Harris, Joseph T. Impellitteri, John W. Loughary, Deloss Friesen, Robert Hurst, Martin Bohn, Jr., Roger A. Myers, and Donald E. Super.

The book begins with several comments by Cooley on current guidance activities. Counselors are helping students with their immediate day-to-day problems, instead of developing a guidance curriculum which provides students with planning and coping skills. Cooley's comments on obstacles to the development of guidance curricula should have particular relevance to educators in Canadian schools where guidance classes have been continued.

The next six chapters of the book contain excellent accounts of existing computer-assisted guidance and counseling programs. The programs described range from the highly theoretical, but satisfying, model (Information System for Vocational Decisions) described by Tiedeman, to the more elemental storage and retrieval system (Computerized Occupational Information System) outlined by Impellitteri.

Counselors and administrators will readily acknowledge the importance of occupational information, and, initially, will probably be most interested in a retrieval system as described by Impellitteri. The function of Impellitteri's Computerized Occupational Information System is "to store up-to-date information about selected occupations and to present the stored information to ninth-grade students via typewriter printout, tape recordings, and slide projections (p. 62)." In spite of the advantages of this system in helping to transmit occupational literature, educators would also be well advised to consider the more ambitious (although less fully developed), developmental "career model" used by Tiedeman. The career model would seem to be the direction towards which most new and existing programs will move.

The Educational and Career Exploration System (ECES), developed largely through the efforts of Super, Myers, and Minor, is the system which at this time is most fully developed (and most fully described in the book). Super comments that the system provides for fully interactive programmed presentations and has shown good evidence of use in practical situations.

Myers, in chapter ten, considers the following important questions: (1) What are the developers of these systems trying to accomplish? (2) Will the counselors accept them? and, (3) Will they work? In dealing with the first question, Myers mentions that computer systems can be used to "take the place of certain client-counselor conversations . . . while freeing the counselor to concentrate on aspects of his role which cannot be simulated or supplanted (p. 111)." Concerns of impersonalization and dehumanization immediately arise. Loughary, Friesen, and Hurst, writing on Automated Counseling Simulation, explain their simulating a relatively simple counseling situation, namely educational planning interviews with ninth-grade pupils. Although educators and parents will be quite willing to use computers for information storage and retrieval, this reviewer sees counselors voicing considerable resistance to even this type of counseling simulation. Nevertheless, the Automated Counseling Simulation model appears functional and is well-planned and flexible. Loughary et al. have done an excellent job of outlining and clarifying the difficult concepts of counseling simulation.

Some further answers to the questions raised by Myers are provided in other chapters of the book. The authors of chapters seven, eight, and nine discuss counselor, student, and parent reaction to computer-assisted guidance systems. These pertinent chapters, again, should be of special concern to pupil personnel directors and administrators.

Super's final chapter, "Computer-Assisted Counseling: Present Status and Future Developments," will be of vital interest to anyone seriously considering implementing computer counseling. Super's comments range from the theoretical concepts underlying the systems to the specific computer-terminals being used.

This book should also be of interest to anyone who has studied or read about the various career theories. Here now are practical applications of some of the propositions of key theorists such as Tiedeman, Super, and Roe. One example, is the Computerized Vocational Information System, as described by Jo Ann Harris, where the job descriptions were based on the two-dimensional (level and interest) system developed by Roe.

*Computer-Assisted Counseling* has provided many answers to questions dealing with the relatively new area of computer application to guidance services.

Pietrofesa, John J., and Vriend, John, *The School Counselor as a Professional*, F. E. Peacock Publishers, Inc., Itasca, Illinois, 1971. (paperback) 213 pages, \$4.25.

Review by Harley Forden,  
Ontario Board of Education, Toronto.

This is the first book in Peacock's Counselor Resource Series, edited by Wm. Van Hoose and E. Adamek.

Both of the authors, currently professors in Guidance and Counselling at Wayne State University, are well-qualified to author this work. Their daily concerns are still with the practice of counselling in the schools—an outcome of their years in schools in the inner city and suburbia. Both know the nitty-gritty of our dilemma.

They are writing to those of us who are committed to school counselling as a career—and they do so in a straightforward manner—about the pressures we face, both formally and informally, in the school, school system, and society. What this writer finds most attractive are their practical suggestions for overcoming these pressures, their breadth of knowledge of the variety of issues we must look at, and the variety of means we can create or take advantage of to become better counsellors, better professionals.

The five chapters thoroughly cover the premises, problems, and promises of professionalization, the counsellor as an agent of change in the school community, counsellor relationships to other pupil personnel workers and to other school personnel, legal and ethical counsellor behaviour, and professional and personal growth. This last topic is developed in a particularly helpful way.

The Appendices unite under the same cover, important statements regarding ethical standards, counsellor preparation, counsellor role, policy for school counsellors and implementation guidelines. These were all previously