

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

published in several separate places by professional counsellor organizations. Their unification here is a valuable service.

In their list of outstanding books in our field, you will find many of those tested by time and experience. It seems unfortunate that they neglected *The Planning of Change*, second edition, by Bennis, Benne, & Chin, and Merle Ohlsen's *Group Counselling*—and you will likely be able to name others. Nevertheless, the list is well done as is the whole book.

It is a volume we will use often. It would also make an outstanding text addition for introductory courses for would-be counsellors.

## VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT

Herman J. Peters and James C. Hansen, Editors. Toronto: Collier-Macmillan, 1971, Pp. 483. \$6.00 paperback.

Reviewed by William E. Schulz,  
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The editors' stated purpose for this book is "as a text in courses variously labeled 'occupational information,' 'vocational development theories,' 'vocational guidance,' 'school resources,' and the 'information services,'" The anthology is divided into nine sections: (1) Work, (2) Society and Career Development, (3) Vocational Development Theories, (4) Vocational Guidance: Information, (5) Vocational Guidance: Counseling, (6) Vocational Guidance: Elementary, Junior High, Senior High, College, (7) Vocational Guidance and Careers, (8) Vocational Guidance and Career Development of Women, and (9) Career Development: Adulthood. There are a total of forty articles, mostly written in the late sixties, except for articles on vocational theories. The articles are selected from many and varied sources, ranging from the wellknown (for counselors) *Personnel and Guidance Journal* and the *Vocational Guidance Quarterly* to the lesser-known *Industrial and Labor Relations* and the *American Journal of Orthopsychiatry*.

Space does not allow for a review of all the articles or even the nine sections; consequently, comments are restricted mainly to articles in the sections on vocational theories, vocational information, vocational counseling, and career development of women.

All but two of the eight articles dealing with vocational development theories, were written in the 1950's. So when Ginzberg (p. 105) says: "Several months ago my associates and I published the results of a research investigation into the determinants of occupational choice," the reader must realize that the "several months ago" was 1951. The same is true of the articles by Super, Roe, Holland, Tiedeman, Blau and associates, and Bordin and associates. This reviewer would have preferred more recent publications from these leaders, although the articles do serve to outline the early postulates of the major vocational theories.

The article, "Current Status of Research on Vocational Development," written by Joseph Norton, especially for this book, is truly outstanding. Norton discusses the research generated by vocational theories and points out that much of this research neither supports the theories, nor has much counselor applicability. Norton's view has received considerable support in recent years from writers such as Osipow, Carkhuff, and Brayfield.