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REVIEWES

ADOLESCENCE: SOME CRITICAL ISSUES

By John J. Mitchell. Toronto: Holt, Rinehart & Winston of Canada Ltd., 1971. Pp. 153. \$3.20.

Reviewed by Heleen J. Masciuch,  
University of Alberta.

This is an essentially theoretical and very readable book in which Mitchell touches mainly upon the areas of Adolescent Sexuality, Alienation During Adolescence, Drugs and the Adolescent, and Healthy Behavior. Mitchell shows his bias toward humanism throughout the book and he has tried to cover some vital areas which have been noticeably absent in texts on adolescence in the past. This he has done quite well, although this reader felt it unfortunate that he did not go into an even broader discussion of these areas. However, this is also part of the strength of this book — due to its brevity and loose style, the reader tends to continuously think and reflect more deeply about the subject, tending to make a few hypotheses on his own.

The feeling that Mitchell seems to understand and care about adolescents comes through the book many times.

This book is useful for light reading on the subject of adolescents, or for an undergraduate psychology course dealing with this area.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT  
IN THE SCHOOLS

By Edwin L. Herr and Stanley H. Cramer. Boston: Houghton Mifflin, 1972. Pp. 356.

Reviewed by William E. Schulz,  
Queen's University.

Herr and Cramer's explicit objective is to further vocational development. By carefully explaining the stages of their systems approach to vocational guidance, they succeed in stimulating the reader to redouble his efforts to institute an effective vocational guidance program in his school.

Bearing in mind that many of the subscribers to the *Canadian Counsellor* are school counsellors, I felt that this book was particularly suitable. The authors make every attempt to explain strategies for implementing and sustaining vocational-guidance programs at the elementary, junior-high- and senior-high-school level. These strategies include specific techniques for individual counselling for decision-making, the use of persuasion, practice, and attitude development groups, and, finally, suggestions on bringing about change in the total school environment.

Also described in a practical yet effective way is the use of a career-guidance resource centre, where the following are integrated: career information, the placement program, follow-up services, vocational testing, vocational group-guidance activities, and liaison with the local business-industrial community.

The authors clearly point out that many high school students are very immature in terms of vocational development, and it is important for the counsellor to know what a student needs at a given time: "reassurance, information, reality testing, emotional release, attitude clarification, or work exposure." Because (and unfortunately) counsellors are still mainly involved with information dissemination, they should find these well-described additional aspects of vocational guidance extremely worthwhile.

Chapter two is a truly excellent résumé of the major theories of vocational development. Of the recent books in this area, only Isaacson's chapter on theories of career development (*Career Information in Counselling and Testing*) is as concise, comprehensive, and lucid.

The attempts made to formulate behavioral objectives for vocational guidance is a welcome addition. Far from just stating the behavioral objectives, the authors have listed a whole series of activities that aid the accomplishment of these objectives.

The chapter on information services is somewhat disappointing, for little of what is said has not already been said earlier. Herr and Cramer appear to be aware of this weakness, for they admit that they "have chosen to devote a relatively large amount of space to technological delivery systems and less space to more traditional ones." Much of the chapter dealing with "the American occupational structure" is relevant for Canadians as well. Using recent data from the U.S. Department of Labor, as well as 1975 projected data from the National Commission on Technology, Automation, and Economic Progress, the authors vividly describe the changing American occupational structure. This changing scene includes: a massive shift to knowledge work; the problem of separating leisure from the habit-forming nature of knowledge work; the increasingly large supply of people available for unskilled jobs; the large number of employment opportunities in the service-producing industries; and the prediction that the 1970's will be a period of strong economic growth accompanied by extreme growth in the work force.

This book is to be highly recommended both as a textbook for counsellor-educators and as a fine resource book for practicing counsellors.