

component. Part Four is where Zunker definitely should have invited guest contributors to address each of these areas of specialization (women, ethnic groups, and individuals with disabilities), as these chapters appear to be seriously outdated.

Part Five is new and a valuable contribution to the practice of assessment, supporting the current trend towards a "constructivist" approach to counseling that moves away from standardized tools and typologies. The focus here is on using the "assessment interview" to both diagnose faulty cognitions that may keep the client from acting on his/her career plan and on helping the client to understand the integration of all life roles in career development. The case studies provided to illustrate this approach are rare and valuable addition to the discussion.

Overall, the book is well written, avoiding excessive use of jargon. On the down side however, it is not very accessible to visually-oriented learners, with no pictures and very few diagrams. The closest facsimile to this textbook is Herr and Cramer's *Career Guidance and Counseling Through the Lifespan: Systematic Approaches* which has covered exactly the same topics (the Table of Contents is virtually identical) and deals with each much more expertly and in more depth. I would chose Herr and Cramer's textbook for my students, supplementing the topic of assessment with Zunker's material.

Vanzandt, C. E. & Hayslip, J. B. (1994). *Your Comprehensive School Guidance and Counseling Program: A Handbook of Practical Activities*. New York: Longman. 134 pp., \$31.95 CDN.

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This handbook was written by two counsellor educators who obviously have a great deal of practical experience. These authors "felt a need for functional training material for school counsellors."

The content is current and reflects the authors' understanding of the field with respect to the development of comprehensive school guidance and counselling. At present 38 American states and three Canadian provinces are espousing the comprehensive approach. Schools are realizing that guidance and counselling must be viewed as an integral part of the total school program and must move away from being perceived as only an add-on or a frill.

The organization of the handbook is refreshing. Eleven chapters, with related appendices, provide a total management scheme (the Big Picture) of guidance and counselling programs with identification and description of the components (the Little Pictures). Counsellors are then able to synthesize the experience and put it to practical use.

The first chapter helps counsellors conceptualize comprehensive, developmental guidance and counselling and answers the "why" question in relation to the role of the counselling profession and the counsellor's work in schools. Succeeding chapters deal with the "how" question.

Chapter 2, *Conceptualizing the Program*, discusses some of the fundamental skills a counsellor needs to adequately plan and ultimately implement a guidance and counselling plan that is sequential, focused, integrated and accountable. It also includes the skills of seeing the Big Picture, developing a flowchart, and applying group process techniques.

The next chapter, *Examining Program Models*, describes specific program models, including the solution-based model, and ends with a discussion of infusing career development into subject matter. Three stages of career development—awareness, exploration, and preparation—are reviewed.

In Chapters 4 and 5 the focus is to determine program priorities and to assign responsibility. The important notions of conducting needs assessments and sharing responsibilities for delivering a school guidance and counsellor program are introduced.

Organizing Program Support, Chapter 6, aptly notes that the best plan in the world will sit on a shelf, unused, if one doesn't have the support of all the human and material resources needed to get the job done. Suggestions are included on how to mobilize these critical support systems through the appropriate use of program policy statements, administrative support, an advisory committee, resources and budgets.

Chapter 7, 8, and 9 respectively cover the areas of *Developing Public Relations Strategies*, *Establishing Program Leadership and Supervision*, and *Ensuring Personal Development*. Ideas for creating an inviting atmosphere and for promoting the image of school guidance and counselling programs through accountability, professional services, professionalism, publicity, student activities and events, and visual displays are presented. Important qualities of leadership and the categories of supervision competencies, knowledge, skills and traits, are mentioned. The authors clearly state that counsellors need to have an on-going personal plan of action for their own professional development.

No book on developing comprehensive guidance and counselling programs could be written without a chapter on *Conducting Program Evaluation*. Strategies are presented to evaluate the program, financial resources, counsellor performance and student competency.

Vanzandt and Hayslip believe in the power of cooperative learning and reflect this bias in activities that are designed for small groups. Each chapter ends with a reflection page which can be used individually and/or with a group. This approach enables counsellors to be more involved. The final chapter, *Synthesis*, is a means of processing "the group experience." It is the integrating section of the entire handbook and allows counsellors to see the Big Picture by putting the pieces (components) back together again. This chapter provides three activities to complete the synthesis. It helps counsellors develop important insights into the complexity and significance of team planning and focused programming. Once counsellors complete the activities in this handbook they will be able to develop and implement a comprehensive school guidance and counselling program.

The appendices are useful and contain a course outline for counsellor educators, school counsellor competencies, and the American School Counselor Association statements on ethical standards and counsellor roles.

This handbook would be most useful for university or college students who are involved in counsellor education classes. It should be required reading for all counsellor education students who plan to work within a school setting. It would complement the assigned textbooks, which are more theoretical, by Gysbers, N. and Henderson, P. (1988). *Developing and managing your school guidance program* or by Myrick, R. D. (1993). *Developmental guidance and counselling: a practical approach*. Student services directors/supervisors, school counsellors, and counsellors in private practice would also gain useful insights from this handbook.

Although the content is not new, the handbook presents it in an interesting and interactive format. I highly recommend its use.