

## ABOUT THE AUTHORS

### LLOYD W. WEST

Lloyd W. West is an associate professor in the Department of Educational Psychology at the University of Calgary. He obtained a Ph.D. degree in counselling psychology from the University of Alberta in 1968. Lloyd's current interests include interpersonal communication, evaluation research, and the implications of systems theory and attribution theory for group counselling. His previous research has focussed largely upon the self-disclosure patterns of adolescents.

### THOMAS F. LIPINSKI

Thomas F. Lipinski received his B.Sc. (Specialization in Psychology) degree from the University of Alberta in 1976. He intends to pursue degrees at the Master's and Ph.D. level in Counselling Psychology. His experience in the field of psychogerontology has currently involved research and basic coordination for a film on aging. Tom has produced a videotape on Reality Orientation and aspects of organic brain syndrome which was presented at the 1976 Annual Conference of the Psychologists Association of Alberta.

### MARC RICHARD

Marc Richard is presently a Professor within the Faculty of Education, Graduate Studies Section, University of Ottawa. He received his Ph.D from the University of Ottawa in 1975.

### PIERRE-PAUL TURGEON

Pierre-Paul Turgeon is a Professor of Counsellor Education, Faculty of Education, Graduate Studies Section, University of Ottawa. He received his Ph.D from the University of Alberta in 1968 and is presently President of the Canadian Guidance and Counselling Association.

### G. BARRY MORRIS

Barry Morris obtained his Ph.D. from the University of Alberta in 1974. He is currently on staff at the Faculty of Education, Brandon University. His present research interests deal with teacher attitude and psychological health. A major concern is the development of an educational philosophy for the future. By erasing the myths traditionally associated with the field of education, he believes that a theoretical position can be derived which is based upon psychosociological principles.

### CHARLES C. ANDERSON

Charles C. Anderson completed his undergraduate education (M.A., M.Ed.) at the University of Glasgow (Scotland) and his graduate education at the University of Cambridge (England) where he received a Ph.D. in Moral Science. After teaching in schools in Scotland and England, he came to Alberta in 1957 as Associate Professor of Educational Psychology in the University of Alberta. He was appointed Professor in 1963. His current interests include: the impact of viewing television programmes on children, the teaching of reading, and the political dimension of consciousness.

### FLORENT (FRANK) DUMONT

Frank Dumont is on the staff of the Counsellor Education Department of McGill University and currently serving as its chairman. He has enjoyed careers in banking, the religious ministry, "doodle-bugging" (oil seismography), residential construction as well as education. He has studied at Columbia University, the Sorbonne, the University of Massachusetts and other post-secondary educational institutions. His principal professional interest at the moment is child-rearing patterns and their impact on psychosocial development of the child and adolescent.

### GARY TORBIT

Gary Torbit is an Associate Professor in the Department of Counsellor Education at McGill University. He completed his undergraduate, M.Ed. and Ph.D. degrees at the University of Alberta. His interests include developmental counselling and consultant/collaborator models as applied to the area of Elementary School Counselling. Research, in Counsellor Education, has focused on teaching models for facilitating the acquisition of interpersonal skills in counsellor trainees, and selection criteria used in admitting counsellor applicants into training programs. Dr. Torbit is currently the Acting Director of the Counselling Centre, Faculty of Education, McGill University.

### JOEL P. KLEIN

Joel Klein received his B.A. in English Literature from Cornell University, and his M.A. and Ph.D. from the Ontario Institute for Studies in Education, University of Toronto. Areas of special interest include counsellor training, Rorschach analysis, and

the measurement and development of security and independence in children. Research activities involve the implementation of psychoanalytic concepts of body image in behaviour modification procedures, the role of humour in psychotherapy, the development of the affectionate response in children, and its relationship to learning.

JOHN A. B. ALLAN

John Allan received his Ph.D. from the Institute of Education, University of London, in 1971. Prior to

this he worked as a school counsellor in California and London for five years. He is currently an Assistant Professor in the Faculty of Education at the University of British Columbia where he is training school counsellors. One special area of interest is counsellor preparation for the elementary school which involves practice in classroom discussions, peer counselling, parent-child drop-in, creative drama, effective education and counselling with art and story-writing.