

thoroughly grounded in the research data concerning the MMPI. While this book can be very valuable to the experienced clinician, it may too readily be used as a "cookbook" by the student and novice. Yet, given the proper grounding in the rationale of the MMPI, these are precisely the people for whom this *Guide* could be most useful.

This *Guide* to the MMPI is a noteworthy addition to the literature. It should be considered a must by all serious clinicians.

Learning to Learn to Move: Confidence and Control, Office of Audio Visual Services, University of Guelph, Guelph, Ontario, sound/color film (25 min.). Available in 16 mm (\$255.00) and videocassette (\$90.00).

Reviewed by:

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This documentary provides an excellent overview of a program developed at the University of Guelph for underachieving children. As the title suggests, *Confidence and Control* describes a treatment rationale aimed at enhancing a child's ability to cope with problem-solving situations. The film demonstrates how poor learning strategies can be improved by the use of adapted games and gross motor activities.

The film reviews the problem as viewed by Dr. Stott and Professors Charteris and Bruce. In particular, the shy, overly apprehensive and the hyperactive, impulsive child are discussed. The activities utilized in the program are shown in enough detail to provide the viewer with a solid understanding of this approach. An interesting aspect of the film is the opportunity to see both learning disadvantaged and normal children engaged in various tasks at different stages of progress.

Confidence and Control is an overview, not a recipe of specific do's and don't's. It offers an informative and thorough presentation which should prove to be of interest to a variety of disciplines: special education and physical education teachers, occupational therapists, and psychologists. The level of information is suitable for students in these professions who are involved with the remediation of learning disabilities. Since the format includes excellent examples of the problems described, it may also be of assistance to parents in the management of learning disabled children.

Employment Search Program, Office of Audio Visual Services, University of Guelph, Guelph,

Ontario, 1975, 4 black and white video cassettes (2 hrs., 40 mins.), \$400.00.

Reviewed by:

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"So you've got a university degree—so what!?" The reality of this statement is becoming ever so clear for many university graduates today. Their degree gives them knowledge—but little or no experience, and the feeling that they have the right to a good job—but no skills to help them in the search for this job. Consequently, the number of university graduates who are joining the ranks of the unemployed and underemployed is ever increasing. In light of this situation the value of the *Employment Search Program* (ESP), which is strongly directed toward university graduates (or other post-secondary students), becomes apparent.

This program, which consists of four black and white cassette videotapes, aims at dealing with all the aspects of the job-hunting process:

- Tape 1 attempts a self-assessment or analysis;
- Tape 2 handles the various techniques of writing different types of resumes;
- Tape 3 looks at various job location strategies and how to write letters of application; and
- Tape 4 shows how to handle interviews.

Its coverage of these areas appears to be very complete. It incorporates all of the important elements in finding an appropriate job—the same ones considered by Canada Manpower to be important enough to provide the key issues in their Creative Job Search program. The various suggestions or 'how-tos' dealt with under these various topics are presented in a clear and concise manner which draws on a variety of resources (university graduates looking for job, personnel officers from various industries, etc.).

Accompanying the videotapes is a manual which consists of notes designed to be used with the tapes. While parts of this manual are simply verbatim copies of what is being read by the narrators, it nevertheless provides a good, overall outline or guide to what is presented in the tapes. Since it does pick up all of the important ideas in this program, its value as a resource material, independent of the tapes, should not be overlooked by counselling centers or libraries.

The use of a videotape format is both problematic and advantageous. Whenever one attempts to use this format they must face the cold reality that, like it or not, they are competing with television. University students by and large have spent countless hours being dazzled and dazed into a state of numbness by

Hollywood productions. Hence, their expectation level is high—so high that if confronted by this program the possibility of boredom could likely be high. Some of the narrators used in the ESP may have fairly good speaking voices, but they soon visually lull one into the world of day dreams as they are shown lethargically reading their scripts. The creative moments of role playing and mime are excellent, but alas, they are too few and far between to keep the level of interest high. On the positive side, videotapes lend themselves with ease to individual or group use without the necessity of having a counsellor present. In light of the colossal work loads that confront many counsellors, this aspect is a definite plus. It would also appear that these tapes (in whole or in part) could be easily combined into job search workshops, seminars, and so forth—a combination which may serve to glean from this program the valuable information it contains while overcoming the problem of boredom. In this way practical exercises in writing resumes, doing job searches, and so forth, could be incorporated to increase the effectiveness of this program. Furthermore, in so doing one weak area of the ESP could be strengthened, namely its self-assessment procedure. The method employed by this program is primarily one of listing (for the purpose of self reflection) numerous factors that relate to work—the task, the working conditions, and the individual's qualities. While this procedure does indeed focus one's attention on the complex nature of the world of work, perhaps it would be more valuable to the student to supplement this with the use of some of the standardized interest tests available (for example Super's Work Values Inventory and the Strong-Campbell Interest Inventory). In this way the student could be aided in formulating a sound, and perhaps a more complete self analysis which, for many, would otherwise be a difficult task.

In the final analysis I see this program as having the potential for being a valuable counselling tool in a vitally important area—the area of vocational counselling for university and other post-secondary school graduates. Unfortunately, in a time when many institutions are having to tighten their purse strings, the \$400.00 price tag attached to these videotapes is perhaps an important consideration for many. Are the *Employment Search Program* videotapes worth this much? When one looks at alternatives, such as the "Creative Job Search Technique" films which are available on a free loan basis from Canada Manpower, perhaps the answer would be a simple 'no'. While the CJST films are not without fault, and they are not specifically designed for graduates from post-secondary educational institutions, they do cover the same

information and may keep you within your budget for this year. If, however, budget matters are not of great importance, you may find these tapes to be a valuable addition to your counselling center as resource materials, materials to be used by individuals or small groups on their own, or as part of a program to help graduates find a job.

It Couldn't Happen to Me, Office of Audio Visual Services, University of Guelph, Guelph, Ontario, sound color film (28 min.). Available in 16 mm (\$285.00) and videocassette (\$245.00). Rental fee \$30.00.

Reviewed by:

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It Couldn't Happen to Me includes comments by medical personnel and educators regarding teenage sexual behaviours, as well as informal discussion by teenagers about their lack of birth control practices and resultant pregnancies.

It is suggested that among the reasons for lack of teenage use of available contraceptive methods are: lack of ability to communicate with parents and educators, reluctance to consult a physician, ignorance as to methods available, and guilt associated with planned birth control and sexual activity as opposed to spontaneous relationships.

Despite the increase in variety and availability of contraceptive methods, teenage pregnancies are on the increase in both rate and total numbers.

One group of pregnant teenage girls discuss their reasons for not using birth control and whether they will do so in the future. Another discussion, that includes teenage boys, centres around who is responsible for contraception.

Mention is made of the moral issues, but overall the comments focus on knowledge and general attitudes of the teenagers involved.

I would have liked the presentation to include comments from teenagers who use birth control on a regular basis, to provide a positive role model for that behaviour.

The material in this videotape would be useful to stimulate discussion in counselling or educational programs for teenagers and parents.