

Herman, A. *Guidance in Canadian Schools*,
Calgary, Alberta: Detselig Enterprises,
1981.

Reviewed by:

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Guidance is a complex field in which it is increasingly difficult to see the forest from the trees. Dense thickets of facts can easily overwhelm and discourage the beginning student. Much of the existing literature on the topic is based on a psychotherapy model and much is presented from an American perspective. Al Herman has now compiled a manageable small book on the topic which is at once lucid, interesting, and Canadian.

Guidance in Canadian Schools remains faithful to its title by presenting a bird's eye view of the broad scope of guidance activities practiced in Canadian school settings. It begins with a discussion of the historical context of guidance which gives the reader a clear sense of the early efforts and orderly develop-

ment of the field. This section is likely to fascinate the beginning student and create a "déjà vu" experience for the more mature reader.

Building upon a well developed historical foundation, the book continues to present summary discussions of the need for guidance in contemporary schools, the aims and objectives of guidance, the organization of guidance services, perspectives on human development, alternative theoretical orientations, student appraisal, use of student records, professional ethics, and much much more.

In dealing with controversial issues, Herman makes consistent use of neutral, inoffensive, and descriptive language which is unlikely to raise the hackles of adherents to any specific perspective. Non-sexist language also is used throughout the text.

In short, *Guidance in Canadian Schools* easily ranks as one of the best introductions to the field both written and published in Canada.