

BOOK REVIEWS

STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION.

Edited by Martha L. Farmer. Metuchen, N.J.: The Scarecrow Press, Inc., 1967. Pp. xii + 211. \$5.40.

Reviewed by Eila M. Lamb,
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Farmer's book was intended as a basic reference text in the emerging and very exciting field of continuing adult education at the college level. The book contains a series of articles examining the historical background of the evening college and university extension services, and outlining among other things the student personnel services, their administrative organization, admissions problems in dealing with the evening student who wants a degree, activities for the mature student, personal counselling, placement services, the qualifications and training of evening personnel workers, as well as the implications of automation and cybernation for the evening college movement. While there are some major flaws in the book (it is incredibly dull to begin with), it does have something very worthwhile to say about this particular field.

"Evening students . . . are and have been the most neglected group of students known, yet their importance must be realized in terms of enrollment predictions (Palais, p. 43)." Some indication both of the phenomenal growth rate of the evening college student body and of its growing importance in the total educational picture is given by one staggering fact: during the 1961-62 school year the evening student population rose to account for over 50 percent of the total college population in the United States. This trend is continuing.

The first half of the book moves stodgily and unimaginatively gaining momentum gradually and finally generating much excitement in the closing chapters. In so doing it reflects, perhaps, the tremendous shift in the point of view regarding the importance of the evening institutions, the unique needs of adult students, and the necessity for adequate student personnel services to meet those needs.

Speaking from some personal experience, both as a part-time, mature university student and as a sometime counsellor of adults, I found the finest articles to be those by Braund on the functions of this type of counsellor, Kaback on the professional preparation of this counsellor, Kendall on the

community-centered service approach to evening school planning, and Dannenmaier with a new approach to the dilemma of leisure time.

Braund sees the counsellor functioning as a "go-between" to help the mature student relate his educational excursion to his private and career life, both past, present, and future.

Knerr examines the problems of evening college admissions policies and points out two very special characteristics of the evening or part-time student relating to these policies: first of all there is the fact that his main pre-occupation and responsibility remains outside the academic community and lies instead within his field of employment or his home; and secondly, the fact that his motivations (which are generally high), his interests, and his plans vary greatly from those of his counterpart on the day programmes. Cognizance of these factors should be uppermost in the minds of both staff and administrators, particularly those who have the responsibility for planning meaningful curricula for the adult, in addition to the planning of adequate personnel services for this student, both of which are all too frequently lacking.

One of the better articles in this volume is Kaback's in which he examines the need for separate student personnel services for adults, emphasizing the fact that this student needs assistance in the integration of his "three lives," his job-centered life, his home life (often as head of the household), and his third life as a participant in continuing education. He also looks at the special personal qualifications and the professional preparation required for this type of counselling.

Kendall argues that service to business, industry, and labour should be one of the principal functions of the evening college programme. It must be a community-centered approach not only providing research into problems and goals of the community's various organizations but also demonstrating the interrelationships among the different groups. Personally I felt great merit in this approach both from a pragmatic viewpoint (all of our institutions should be maximally useful to their respective communities) and from a good public relations viewpoint (these same communities would probably be more willing to provide some financial support to the universities). Kendall feels that there is a relationship between counselling and general community improvement. Hence the guidance center must act not only as a referral service for those seeking counsel but it must also make other responsible agencies aware of improvements needed in the community. "The object of the guidance center should be, through the counselling process, to prevent the waste of human achievement caused by maladjustment (p. 188)."

For me the most thought-provoking article was Dannenmaier's which proposes another approach to the ever-increasing problem in our society of non-expendable leisure. In addition to the three standard approaches toward a solution of this dilemma—the multi-pleasure approach, legislative action, induction of a non-work ethic—he proposes a fourth, the establishment of a pseudo-economic system. This system would consist of a highly structured and carefully coordinated series of activities which would gratify those needs ordinarily serviced by work. The individual could make his unique contributions to society but no economic return would be forthcoming. Introduction

of such a system would necessitate a revision in our educational order, one which would formally incorporate adult education. Dannenmaier envisions ready entrance and departure from the system so that the individual might move as economic fluctuations may demand. Such movement could be on a full- or part-time basis. That individual who finds himself with excess leisure would be referred to a central counselling agency where a professional counsellor would assist him in finding an activity entirely appropriate to his talents and psychological needs. What a fascinating and feasible proposal!

This little book is useful reading for anyone interested in adult education. Certainly the last half of the book is well worthwhile for any counsellor but particularly for that person who is contemplating a career in the counselling of adults.

DIBS IN SEARCH OF SELF

By Virginia M. Axline. New York: Ballantine Books, 1964. Pp. 220. \$.75. (Paperback)

Reviewed by John G. Paterson,
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In Canada today we are faced with serious questions relating to the role of the elementary-school counselor. At first glance it would appear that this little book has little to offer, as we struggle with these issues. After reflection, this reviewer is convinced that this story portrays exactly what elementary counseling is all about—a warm relationship between an adult and a child.

Virginia Axline is well known for her work with young children and the technique she developed in her book *Play Therapy*. The counselor familiar with play therapy will not find new skills or techniques in this new book. *Dibs* is the story of a seriously disturbed young boy who was fortunate to have the understanding and help of a skilled therapist. In the true sense of the word this is a "case study," even though the author never resorts to "professional jargon" or detailed reports of her "findings." The book is written in a way that makes it fascinating reading for all people interested in children.

The author, through *Dibs*, makes careful observations and comments about child development and human behavior. This book offers the counselor valuable information through a legitimate method of learning, personal experience. The author's understanding of parents is especially revealing. In this story assistance to an entire family is accomplished through the therapist reaching a lonely frightened boy.

The book is worth reading as a carefully prepared documentary. It is a *must* for counselors who work with young children. As counselors we are all concerned about relationships between people. Whatever else we decide an elementary counselor must do, he will continue to work with children who need help. That is what this book is all about.

INTERVIEWING CHILDREN AND ADOLESCENTS

By John Rich. Toronto: MacMillan, Pp. viii + 119. \$2.50 (Paperback) 1968.

Reviewed by Margaret Carr,
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Interviewing Children and Adolescents describes the factors involved in an interview between an adult and a child. It stresses the fact that "in any interview there is always interaction between or among the people concerned (p. 3)."

For the counsellor, in particular, there are many interesting aspects of the interview discussed—qualities, functions, and sources of conflict or disagreement in an interview; verbal and nonverbal communication; the ways in which hostility or aggression may arise during the interview; and the assessing and recording of interviews.

A number of imaginary interviews are given and the implications of the verbal communications analyzed. The author also gives a detailed list of what to look for when observing a child.

This book on interviewing is very short, easy to read, and one which any counsellor would find useful. Dr. Rich states in the introduction that for every situation there is a different technique, but that each situation has one thing in common, "an adult and a child are communicating with each other (p. vii)." For the beginning counsellor this book gives a realistic view of what might occur in different situations and suggestions of ways in which some of these incidents might be handled.