

lead to an identity of positive self-worth. Counselors, teachers, principals, and parents interested in education will find this a very interesting and thought-provoking book.

#### REFERENCES

Glasser, W. *Reality therapy*. New York: Harper & Row, 1965.

### UN PROGRAMME D'ETE POUR LES ENFANTS QUI ONT DES PROBLEMES D'APPRENTISSAGE

DAVID BARNES

Voici un compte-rendu d'un programme d'été pour enfants qui pourraient poursuivre des études académiques normales mais qui ne réussissent pas leurs classes. Ce programme comprend de la gymnastique et une foule d'autres activités physiques, des travaux d'adresse, des exercices sensoriels, de mémoire et d'expression personnelle. On encourage les enfants, on les loue sans jamais les presser.

Dans les années qui suivent, les résultats scolaires de ces enfants s'améliorent sensiblement et ils semblent ne plus avoir de crainte devant l'effort à fournir.

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### DIMENSIONS OF EFFECTIVE COUNSELING: COGNITIVE FLEXIBILITY AND PSYCHOLOGICAL OPENNESS IN COUNSELOR SELECTION

By Thomas W. Allen and John M. Whiteley. Columbus, Ohio: Charles E. Merrill, 1968. Pp. xiv + 192. \$3.60.

Reviewed by Margaret Carr,  
Graduate Studies,  
University of British Columbia.

In *Dimensions of Effective Counseling*, Allen and Whiteley, in collaboration with Norman Sprinthall, Ralph Mosher, and Rolla Donaghy, are reporting on two research projects which were carried out in the area of counsellor selection.

In the section on "Cognitive Flexibility as a Dimension of Counselor Effectiveness," the authors discuss a research project on teacher effectiveness from which they derived a parallel study in counseling. The major finding in the counseling study was that "cognitive flexibility-rigidity as predicted on the basis of projective tests demonstrated a reasonably high positive relationship to supervisors' ratings on the same dimension (p. 61-62)." However, the authors caution that this does not necessarily mean that a counselor will promote effective change in pupils if he behaves in accordance with the proposed model. More research is needed in counselor outcomes.

The second study reported is a pilot study on psychological openness in which the authors are testing the hypothesis that "the effectiveness of the

counseling performed by students in an introductory counseling practicum will be directly related to the degree of psychological openness characteristic of them (p. 87).” In this study it was found that this conception of the personality of the counselor could be a potentially useful one for further research in the area of counseling.

This book is particularly valuable to anyone interested in doing research in counseling. Each of the studies is presented in detail and includes: a review of the literature in the particular area, the process involved in the development of the particular theory, a careful description of the methodology employed to test the predictions, and a detailed description of the instruments used in testing the hypotheses. In the appendices the scales developed by the authors and the method used for rating each scale are presented.

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### A STRATEGY FOR GUIDANCE: A POINT OF VIEW AND ITS IMPLICATIONS

By Edward C. Roeber, Garry R. Waltz, and Glen E. Smith. London, Ontario: Collier-Macmillan Limited, 1969. Pp. x + 286.

Reviewed by Eila Lamb,  
Graduate Studies,  
University of British Columbia.

*A Strategy for Guidance* is an informative, useful and thought-provoking book. Disregarding for the moment that the area of concern for the reader is guidance or pupil personnel services, the key word in the title is *strategy*. For those who share the belief with this reviewer that students can often be assisted with their problems through teamwork and cooperativeness among school administration, teachers, parents and the counselling staff, here is a volume which goes a long way toward spelling out “how to get things done.”

The book has been designed by the authors to serve as a basic text for an introduction to guidance at the graduate level in departments of education or counselling and guidance. However, for anyone such as an educational administrator or school counsellor who is concerned with the development of guidance programs, it is a very valuable and practical guide.

Roeber, Walz, and Smith note that the major purposes of *A Strategy for Guidance* “are concerned with presenting a point of view regarding the so-called guidance services and with clarifying the counsellor’s work as it relates to administrators, teachers, parents, and pupils (p. vii).” Without limiting themselves to a particular theoretical stance, the authors have succeeded in taking a definite stand on the role and the responsibilities of the counsellor. While guidance programs are examined, an equal amount of attention is devoted to a thorough analysis and discussion of the counsellor’s role. An added strength is the use of some excellent case studies which illustrate the application of their ideas in school guidance programs.