

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.

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*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.