

published in several separate places by professional counsellor organizations. Their unification here is a valuable service.

In their list of outstanding books in our field, you will find many of those tested by time and experience. It seems unfortunate that they neglected *The Planning of Change*, second edition, by Bennis, Benne, & Chin, and Merle Ohlsen's *Group Counselling*—and you will likely be able to name others. Nevertheless, the list is well done as is the whole book.

It is a volume we will use often. It would also make an outstanding text addition for introductory courses for would-be counsellors.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT

Herman J. Peters and James C. Hansen, Editors. Toronto: Collier-Macmillan, 1971, Pp. 483. \$6.00 paperback.

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The editors' stated purpose for this book is "as a text in courses variously labeled 'occupational information,' 'vocational development theories,' 'vocational guidance,' 'school resources,' and the 'information services,'" The anthology is divided into nine sections: (1) Work, (2) Society and Career Development, (3) Vocational Development Theories, (4) Vocational Guidance: Information, (5) Vocational Guidance: Counseling, (6) Vocational Guidance: Elementary, Junior High, Senior High, College, (7) Vocational Guidance and Careers, (8) Vocational Guidance and Career Development of Women, and (9) Career Development: Adulthood. There are a total of forty articles, mostly written in the late sixties, except for articles on vocational theories. The articles are selected from many and varied sources, ranging from the wellknown (for counselors) *Personnel and Guidance Journal* and the *Vocational Guidance Quarterly* to the lesser-known *Industrial and Labor Relations* and the *American Journal of Orthopsychiatry*.

Space does not allow for a review of all the articles or even the nine sections; consequently, comments are restricted mainly to articles in the sections on vocational theories, vocational information, vocational counseling, and career development of women.

All but two of the eight articles dealing with vocational development theories, were written in the 1950's. So when Ginzberg (p. 105) says: "Several months ago my associates and I published the results of a research investigation into the determinants of occupational choice," the reader must realize that the "several months ago" was 1951. The same is true of the articles by Super, Roe, Holland, Tiedeman, Blau and associates, and Bordin and associates. This reviewer would have preferred more recent publications from these leaders, although the articles do serve to outline the early postulates of the major vocational theories.

The article, "Current Status of Research on Vocational Development," written by Joseph Norton, especially for this book, is truly outstanding. Norton discusses the research generated by vocational theories and points out that much of this research neither supports the theories, nor has much counselor applicability. Norton's view has received considerable support in recent years from writers such as Osipow, Carkhuff, and Brayfield.

Since this book of selected readings was suggested as a course text in information services, one would expect the section entitled "Vocational Guidance: Information" to be particularly detailed and comprehensive. However, this is not the case. Of the four brief articles selected for this section, Goodson's article was probably the worst choice. She used six pages to say little more than that elementary schools should have attractive factual occupational materials for each grade level.

Samler raises several basic concerns about occupational information, including his concern that writers of occupational information generally present only the picture of the "Economic Man" (worker's salary, pension, training, working hours), and neglect to mention the concept of the "Psychological Man" (worker's role, values, attitudes, status). In another article in this section, Norman briefly discusses the use of preliminary information.

The article by Harris (also included in Super's *Computer-Assisted Counseling*) entitled "The Computerization of Vocational Information" was the most satisfying. Harris does a fine job of clearly describing a computer-assisted guidance program. She emphasizes her position with the concluding statement that the computer's purpose is "to provide instant information for human consideration." This type of system, as opposed to the more involved simulated counseling systems, should readily gain acceptance.

This section could have been wider in scope and might have included articles on the use of career information with groups, the collection and presentation of vocational information, and systems for classifying vocational materials.

The authors of the articles in part five, "Vocational Guidance: Counseling," realize the complexity of vocational counseling today, and they all underline the importance of studying an individual's vocational goals as an expression of the total person. Thompson, in particular, comments on the complexity of factors affecting vocational decisions. His set of nine propositions clearly emphasizes the personality dynamics involved in vocational counseling: dynamics such as the reason for requesting vocational counseling, the differences in job temperament, and the differences in job attraction value.

The articles in the two special sections dealing with careers for the disadvantaged and for women (previously the two sections might have been neglected or lumped into one category) are current and worthwhile. The authors provide a good picture of the changing concepts of women's lives. Turner deals directly with the differences in ambition between men and women and raises many other interesting and controversial issues by his somewhat sweeping generalizations.

"Counselors and Girls," by Edwin Lewis, should be of interest to counselors working with high-school and college girls. Many suggestions are offered for the counselor. One example: the counselor is asked to keep in mind that girls are much more advanced in vocational planning than boys.

Most guidance workers who wish to use this compilation as a text for a vocational theories or information services course will be disappointed. But the use of *Vocational Guidance and Career Development* for supplementary course readings or for specific vocational readings on topics such as women and work, societal factors in work, the disadvantaged, or the original vocational theories, will prove more than satisfying.