

ADOLESCENT DEVELOPMENT

By Elizabeth B. Hurlock. New York: McGraw-Hill Book Co., 1967 (3rd Ed.). Pp. 719. Price \$11.60.

Review by Wes Penner,
Edmonton Public School Board, Edmonton, Alberta.

The prodigious growth of research on adolescence is reflected in the pages of *Adolescent Development*. The material is highly organized, the bibliographies at the end of each chapter remarkably extensive and comprehensive. In fact, the book may best be described as a hybrid—a cross between an encyclopedia and a dictionary. Hardly a psychological construct, expression, or old wives' tale relating to adolescence has escaped author Hurlock's book.

Hurlock's attempt at systematizing, analyzing, and organizing all topics relating to adolescents—including topics such as adolescent female breast development (p. 50), the reasons for and variations of petting (p. 556), the common forms of expression of affection (p. 553) have resulted in a heavy and thick book but not one that is particularly helpful in understanding adolescents.

Systematically defining, as Hurlock has done, words that should be understood by all undergraduate psychology students, serves only to distort and oversimplify the definitions and serves, above all, to insult the reader's intelligence.

Finding practically every paragraph, which, incidentally, characteristically stand independent of the preceding and succeeding paragraphs, printed in bold relief truly gave the reviewer the impression that he was reading an encyclopedia or a dictionary.

Adolescence, just like childhood or old age, is not a period of time that can adequately be explained in terms of stages, trends, and constructs. To be properly understood adolescence must somehow be experienced and identified with—the present reviewer did not experience, identify with, or even feel encouraged to meet the rototized adolescents described in Hurlock's book.

**CARRER PLANNING / SNOIIdO
AND JOB HUNTING / TNNOITVAIcCOO**

By Rosemary Gaymer. Published by: Maclean-Hunter Ltd., 1970.

Review by David Greenall,
Co-ordinator, Vancouver City College,
Special Programs Division.

Rosemary Gaymer's book is actually two complementary books in one, both of which are intended as resource books for present and prospective university students. Two similar areas, "Career Planning and Job Hunting" and "Occupational Options", are examined and placed back-to-back in one volume. Which book precedes the other may depend upon which cover the reader sees first or upon the reader's purpose in using the book. Which book should proceed the other, or is more important than the other, depends entirely upon the purpose or need of the reader who is using it.

The section of the book entitled "Career Planning and Job Planning", which are seen by the authoress as two parts of an inseparable, continuing process, deals with the art of career planning in general, career planning as a continuing process, self assessment, using your self assessment and gives an orientation of job hunting and job hunting methods, on and off campus.

The section of the book entitled "Occupational Options" has four parts. Part one divides the world of work—areas of the world of work that might be encountered by the university graduate—into basic categories of work, or occupational groups. Part two is an occupational cross reference which lists occupations alphabetically and indicates how each occupation fits into the groups outlined in part one. It attempts to show that many occupations are interrelated, that many occupations can be approached from different angles, and that many occupations have several different, clearly defined aspects. Part three answers some basic questions. For example:

"What can I do as a"?"

"What are some of the occupations connected with.....?"

Part four lists the various settings or environments in which an university or college graduate might do his or her work.

Although the authoress is not telling us anything which is new or exciting she is to be congratulated in that she has brought together in one volume much of the information which a vocational counsellor dealing with college or university students should know and probably does not know.

My first reaction to the layout and organization of the book was that the authoress was forcing length by using wide margins and exaggerated spacing between sections, but upon closer examination, after knowing the purpose of the book, I can see that this is not true. She should be complimented on both her style and organization which make the book what it is intended to be, a practical and useful counselling aid.

It is, therefore, my opinion that the authoress has achieved her goal. Her book is a resource book for present and prospective university students and vocational counsellors.

FUTURE SHOCK

By Alvin Toffler. New York: Random House, 1970, pp. 432. \$10.95 (Paperback \$1.95).

Review by Robert Bagshaw,
Capilano College, West Vancouver.

The content of *Future Shock* will be discussed often in the seventies. British historian, Arnold Toynbee, suggests that, change and man's ability to cope with change will be the major problem for psychologists in the seventies. He predicts man's effort at coping with change will fail.

The purpose of *Future Shock* is to help people understand the future and to cope with both personal and social change. Toffler not only deals with the content of future changes, but emphasizes that the consequences of the rate or pace of change, can be is important as the direction of change. At this