

ously, his self-perception theory contends that the individual monitors his own behavior and relies largely on similar external cues for self-knowledge. Bem cites considerable evidence to suggest that even our subjective internal states are interpreted on the basis of external cues. Bem's theory thus predicts that both our attitudes and our concept of self follow from and are derived from our behavior. Veridical self-knowledge does not come from introspection *in vacuo*. The implication for counseling is clear. If we wish to improve attitudes or develop self-concepts we must first help our clients to modify their behavior. Feedback from more effective ways of behaving will then result in changed attitudes and changed self-concepts.

*Beliefs, Attitudes, and Human Affairs* merits inclusion as a module for a basic text in psychology. Despite the current excess of printed material for our perusal, it should also be "read wholly, and with diligence and attention" by all those who serve in the area of human affairs — from politicians to counselors.

## JOB EXPERIENCE KITS

J. D. Krumboltz, Science Research Associates, Guidance Staff, et al. Toronto, Ontario: Science Research Associates. Kits \$154.70; Complete Set 20 Answer Pads \$11.90; Specimen Set \$3.85.

Reviewed by J. Cram, McGill University,  
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The S.R.A. Job Experience Kit is designed to give high-school students vicarious experiences across an assortment of professions and occupations. It consists of 20 work simulation experiences which according to the publisher give the student an opportunity to solve problems typical of each occupation, and to be exposed to "real job activities." It is also designed to generate career exploration. The authors suggest that it be used on an individual or group basis in guidance classes.

The Job Experience Kits, like every other S.R.A. product, are brightly packaged and efficiently set up. When first opened by a teacher or counsellor they appear almost too austere, sanitary, and none too durable. However, when high-school students of all ages met them they very quickly became involved in choosing a career to explore. The process of exploration most certainly had face validity for these students since they almost invariably completed the kit they selected.

Some kits seemed more meaningful than others. *Truck driver* was too involved for the eighth grade potential truck driver. "It's just too hard."

*Elementary Teacher* presented classroom situations very realistically but "dealt mainly with reading — other subjects were hardly mentioned."

*Veterinarian* caused one student to say "you have to be very observant — my knowledge of horses and dogs helped me considerably."

*Draftsman* proved too easy for boys who have had training in technical drawing. However, it was "easy to understand to a person who never had any basic training."

*Lawyer*, to a future lady attorney was "fun to read and I could imagine myself in the same position."

High-school students liked the kits and appear to learn from them, and that is their purpose. If counsellors use the Job Experience Kits as part of an enjoyable micro-information centre, and not as teaching tools, they are well worth the money.

## EARLY CHILDHOOD EDUCATION: PERSPECTIVES ON CHANGE

By Evelyn Weber. Worthington, Ohio: Charles A. Jones Publishing Co., 1970. Pp. xiii + 202. \$7.50.

Reviewed by Harold Altmann,  
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The text is a result of a one-year survey, by the author of Early Childhood Education Programs, mainly in the United States. The text can be divided into three divisions (1) theoretical trends in early childhood education; (2) programs in early childhood education; and, (3) directions for change in early childhood education.

In the first part of the book, the author reviews the theoretical influences in the field. Special emphasis is given to the field of child psychology and the works of Gesell, Piaget, Bloom, and Hunt. Dr. Weber pays particular attention to two dominant theories — conditioning theories of the stimulus-response reinforcement family, and the cognitive theories of the Gestalt field family. The author suggests that early childhood education up until the 1960's has emphasized "character training" or "social and emotional adjustment" according to a middle class code of ethics. She endorses those programs that involve experiences in cognitive development. Dr. Weber sums up this section of the text by stating that psychological theory has been so rapid in recent times that it has led to a great deal of confusion in the ranks of early childhood educators:

Many, so imbued with the necessity of waiting for a genetically determined unfolding of growth, find it hard to accept a focus upon intellectual stimulation. The split, often involving overtones of hostility, exists between those with a growing concern for cognitive development and those devoted to adjustment and the affective domain (p. 44).

Part (2) of the text entails a description of the programs that the author observed, and this section includes over half of the text. She describes many of the unique programs in detail as to why new programs have developed and the theoretical framework supporting them. The author herself notes in the text that she did not attempt to give the details of funding, specific locations, and populations, along with research techniques utilized in the programs. While teachers and helpers can benefit from unique ideas of programs being described,