

My greater concern is about the inclusion of a number of self-evaluation scales both within the text and in the appendix. Guided use of such scales can be informative for individuals when given a basis for comparison and an opportunity for discussion. Individuals left to their own devices and interpretations could easily lead themselves and others astray. Essentially this is a cookbook which tries to provide a method for analyzing the ingredients, as well as a recipe which is appropriate for all occasions.

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Wright, Mary J. and Myers, Roger C., *History of Academic Psychology in Canada*. Toronto: C. J. Hogrete Inc., 1982, 260 pp. \$19.80.

For disciplines, as for human beings, development consists of a search for identity and a resolution of developmental conflicts. The *History of Academic Psychology in Canada*, by Mary J. Wright and C. Roger Myers, chronicles this search and the conflicts which emerge but leaves us wondering just who the adult is. Years ago, Mary Wright introduced me to psychology and confirmed my assumption of its importance as a field of study. Reading this 260 page book has made me aware of the struggle that psychology had in order to gain credibility in the university. The underlying themes of the book are psychology's origin as "mental and moral philosophy," and the continuing conflict within psychology between research and application.

There are inherent difficulties in gathering the memoirs of friends and colleagues and making of them a coherent story. Because each chapter of the book is devoted to the history of a psychology department in a particular university, we read a series of biographies rather than learning of an overall pattern of development and the concomitant achievements. We hear of the development of the "M test" from several perspectives; we note that the early textbooks in use across Canada were those written by Titchener, James and Woodworth; but we get no closer to what it all meant.

We do, however, become aware of the problems and pitfalls which befell the young discipline. We are given salient examples of the early days of psychology in Canada in George Ferguson's history of psychology at McGill, in how hiring decisions were made, and in the limited acceptance of the products (e.g., intelligence tests) and language of psychology. The early lack of acclaim awarded psychology at Western, the "younger son" role of psychology at the University of Manitoba, the continuing story, moving west from province to province, of overburdened professors with high student/faculty ratios and slow promotion rates, all evoke the struggle for recognition.

The most positive image of psychology is found in the major projects undertaken, often in relation to important historic events. Testing and selection projects stand out as early examples: Bott's muscular re-education of wounded veterans, the University of Ottawa's work on bilingualism, the sensory deprivation studies at Manitoba, the mental health movement in the prairie provinces, and the establishment of a centre for advanced study in theoretical psychology at the University of Alberta, are major accomplishments. As we move west across the country, we are struck by the continuing close ties of psychology with philosophy and education, and by the movement west of the graduates of McGill and Toronto to the younger universities.

We are left, however, with questions about what psychology is and where it is going in Canada. A more substantive look at the field of psychology would help: what are the current assumptions on which Canadian psychology is based? What are the critical perspectives and directions of psychology today? Should we, for example, be taking national measures of achievement? What are the research funding priorities in Canada and where do these priorities appear to be leading us? Volume II, please.

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Evans, David R., Hearn, Margaret T., Uhlemann, Max R., and Ivey, Allen E., *Essential Interviewing: A Programmed Approach to Effective Communication*. Monterey, Cal.: Brooks - Cole Publishing Co., 1979.

This text offers a practical programmed approach to teaching the basic skills associated with conducting effective helping interviews. A brief introductory chapter provides an overview of the book, some suggestions

for using the material, and the conceptual framework on which the material and the method for its presentation are based. The remainder of the book defines, illustrates and offers "structural learning experiences in eight basic skill areas that are crucial to interviewing of all types." (p. 8). The first four skill areas presented emphasize listening to and developing an open relationship with the client while the last four enable the interview to help the client focus and act on problems. Listed in order of their appearance in the book, the eight skill areas are:

1. focusing and following — verbal and nonverbal attending skills;
2. effective inquiry — open ended and closed questioning;
3. reflecting feeling — identifying and paraphrasing for feelings;
4. reflecting content — paraphrasing for content and summarizing;
5. communicating feeling and immediacy — identifying and communicating interviewer's feelings to client, focusing on the here and now;
6. confronting — identifying discrepancies (e.g., between clients' words and actions) and confronting client with them;
7. self-disclosing — (interviewer disclosing to client as a means of helping client focus on problems and resources);
8. structuring — development (identifying problems or needs), inventory (developing mutual definition of specific problems), priority (determining order in which to consider problems), goal formulation (redefining problems as goals), action plan formulation (generating action plan), action (implementing and modifying plan), and termination (ending client-interviewer relationship).

Each skill is the focus of a single chapter which opens with three to seven behavioral objectives for the chapter, a concise ($\frac{1}{2}$ page) definition of the skill area, and a list of a few behaviors (shown above) which characterize the skill area. The eight skill area chapters close with helpful outlined reviews of each behavior including a description of the behavior, pointers on when and how to use the behavior appropriately, and a multiple choice self-evaluation quiz. Two additional chapters, both of which are entitled "Putting It Together", help the reader "integrate" individual interviewing behaviors into a "cohesive whole".

So far so good. One might disagree with the oversimplified manner in which one or two behaviors are presented (e.g., closed questioning) or the occasional lapse into jargon (e.g., parts of the chapter on structuring), but it is difficult to argue against the selection of "essential" skill areas or the well-organized structuring of the content. On the other hand, there is nothing particularly new or striking about the content *per se*. What distinguishes this text from others on the subject is the format of its structured learning experiences. The authors employ a practical programmed learning approach for presenting the bulk of their material. In this particular adaptation of the approach, Evans, Hearn, Uhlemann, and Ivey begin by reiterating a point from their opening remarks on a particular skill area or presenting a bit of additional information about a given behavior. Second, they provide an interviewing situation, including necessary background material about client and context. This is followed by a few lines of dialogue between the interviewer and the client which ends with a "remark" from the client. The reader (taking the role of interviewer) is then directed to "choose the most appropriate response" from three verbal or, less frequently, nonverbal responses which are written out in dialogue fashion. Having made a choice, the reader/interviewer is instructed to go to one of three frames which tells the reader his or her choice is a) wrong and why it is inadequate or b) correct and why it is the best choice. Depending on his/her choice the reader is then instructed to go on to the next situation or try again. In contrast to other books which make less skillful attempts at this approach, the dialogue in most of these vignettes actually seems like something real people might say in real situations. Even paraphrasing, which can seem patronizing in print, sounds as appropriate and valuable as it often is. Indeed, some bits would pass for edited transcripts of actual interviews. Frequently the authors add to the impression of realism by continuing the same "interview" through several client and interviewer comments and responses. In the integrative chapters another twist is added: the authors effectively illustrate the idea that a variety of responses may be correct in a given situation. The reader still has three alternative responses to choose from, but two of the choices will be correct, albeit for different reasons. By choosing one "correct" alternative the reader proceeds through an extended dialogue in one way. By choosing another "correct" response, the reader moves through the "interview" via other routes with slightly different emphases.

To be sure, an occasional response is so obviously right or wrong that it is either no contest or comes across as being a little too simplistic. But so long as the method is used to teach, review or reinforce the reader's skills and behaviors rather than to evaluate his/her knowledge, this does not detract from the value of the exercise. The

considerable repetition of ideas and behaviors in each chapter can be justified in the same way; even when the authors seem to be repeating the obvious, their redundancy provides effective review and reinforcement. As it is implemented here the programmed approach not only creates interest by actively involving the reader in decision making throughout the entire text, it also allows for points to be made and errors to be corrected immediately *within the context* of explicit, realistic illustrative material.

The implementation of a programmed learning approach is a definite plus, but the text is not without its faults. In fact the first of these relates to the graphics or lay-out problems that seem common to many programmed learning texts. Simply put, the text is awkward to use. Flipping pages back and forth, trying to find the beginning of a new vignette when all the frames look alike, "cheating" by looking down the page where the right answer is given, overcoming the tendency to read everything thereby either reducing the impact of making the right choice or picking up as many bad habits as good — all of these difficulties related to format are apparent. At the very least one might have hoped for the "answer" frames to be shaded differently than the "problem" frames. Better still, the authors might consider adapting this text into a computer learning program. The quality and practicality of the programmed content suggest that a fine computer program could result from such an effort.

A more significant shortcoming crops up in the title, preface, and introductory chapter: the authors tend to claim that their text and its method can be all things to all people. To begin with the reader is misled to believe that the book is about interviewing and effective communication in general. The authors imply that the material presented applies more or less equally to day-to-day interpersonal communication and interviewing of all types. The book is actually much more narrowly focused than that. In fact, it does an excellent job of presenting and illustrating communication skills basic to the *helping* interview in which the interviewer acts primarily as facilitator to a client who needs support or assistance in clarifying and solving personal problems, especially problems for which the client already possesses the information and skills needed to resolve the difficulty. There is overlap of technique, of course, but the book is not particularly effective if we are to view it as a basic text in interpersonal communication. Nor is this likely to be a very helpful resource to someone seeking simply to gather or give information such as a journalist interviewing a confident company president or a physician in the process of trying to make certain that the patient understands complex treatment alternatives. Virtually all of the examples in the programmed dialogues are set in one type context: the supportive counselling or problem solving session with two participants who are labelled as interviewer (i.e., helper) and client (i.e., helpee). Furthermore, all of the publications listed under "Additional Resources" are books on counselling, therapeutic psychology, or the helping interview. Regarding style and depth of content, the straight forward, appropriately repetitive, skills oriented text provides a strong introduction to the helping interview for the uninitiated layperson, student, professional or other individual interested in improving helping skills. While experts or more advanced students will likely gain little new cognitive knowledge, they will find the book and its method valuable for purposes of review and reinforcement of essential skills or as the basis for a self assessment inventory. The fault, then, lies not in the authors' emphasis on the helping interview but rather in their overstatement regarding perceived target audience and breadth of focus.

The introductory material is also somewhat flawed inasmuch as the authors seem to overstate the value of the programmed learning text as a self contained unit and understate the text's usefulness as *part* of a training program for improving interviewing skills. The text is likely very helpful as a means for teaching cognitive information memorably and in context, reinforcing certain skills, and influencing attitudes regarding interview techniques appropriate to the helping interview. While the text gives considerable practice defining and recognizing appropriate responses to clients as well as limited practice in creating such responses, it cannot provide experience in applying these skills in actual practice. For the latter, training practice and systematic, descriptive feedback from others are particularly important. Although they seem to recognize this, the authors nevertheless give practice with feedback too little emphasis here.

On balance the book's strengths far outweigh its shortcomings. Within the limits noted above, this well-written text is useful, engaging, and well worth attention for both its content and its approach.

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Maier, N. (ed.) *Teaching the Gifted, Challenging the Average*. Toronto: University of Toronto Guidance Centre, 1982.

This reviewer was more often impressed than not with the nine descriptions of the "accelerated curriculum for