

Student **persisters** were **requested** to list the first, second, and third factors **concerning** satisfaction that if changed would have better **served them** at the University. Their responses are **graphically communicated** in **Figures 4-6**. Student **persistence respondents** listed the following as the most **frequent** items to be changed first: (1) **registration processing**, (2) **parking availability**, (3) and **television courses**. The second factors frequently cited by student **persisters** concerning satisfaction with the **University** that if changed would have better **served them** included the following: (1) **registration processing**, (2) **parking availability**, and (3) **television courses**. The third factors most often stated by student **persisters** were identical to the **first** and second factors.

CONCLUSIONS

Student **nonpersistence respondents** most frequently cited "Conflict with job and studies." and the least cited items were "Courses too difficult" and "Child care not available or too costly." Student **persisters** cited **fewer personal items** and services to be changed than did their **nonpersistence counterparts**. **Counseling** and advising **services**, **financial aid opportunities**, and **quality** of instruction were mentioned with **greater frequency** by the student **nonpersistence respondents** than student **persisters**. However, in both **cases**, most of the **items** concerning degree of satisfaction with the University that were cited to be changed **fell** within the realm of control of the **University's administration**, staff, and **faculty**.

Book Reviews and Notes

Patricia W. Lunneborg and Vicki M. Wilson. *To Work: A Guide for Women College Graduates*. Prentice Hall, Englewood Cliffs, N.J., 1982. Pp. vi-222, \$6.95.

Accompanying the increased focus on careers available to college graduates, there **has been** a proliferation of popular reading materials designed to **assist** the **graduates** in their career pursuit. Separating Lunneborg and Wilson's book, *To Work: A Guide for Women College Graduates*, from those already flooding the marketplace, is their concentration on **career** issues and concerns central to women. Supplementing this, the authors approach **career** planning in a way **which** is congruent with the **career** options, as well as the barriers, of today's woman.

Although the **editors** announce that the book "To Work" is for women college graduates, it **appears as** though it would be of more assistance to women who are in the process of **identifying** (or redefining) what **career path** would be most suitable to them and their life goals. For example, one audience, who could thoroughly utilize the **information** provided in the book, is **re-entering** adult women. Useful **tools**, which enables the reader to **conduct a self-directed career** search, are available to the reader. The career search thus becomes **non-threatening** and **self-contained**, which may be important factors to women about to enter a major life transition. Another example might be undergraduates who are in the process of choosing life goals.

"To Work" outlines both personal and social **barriers** confronting women in their career development and suggests **methods** by which **they can be** overcome. Exercises, which provide **assistance** to the **reader** in **assessing** her **abilities** and establishing a match between these abilities and the world of work, are included. The book is aimed toward facilitating **women's wise** decision making, **goal setting** and eventual goal attainment.

Supporting a **lifespan** approach to career life planning, the authors outline the various "career **patterns**" women choose in **Chapter 1**. Several written **exercises** encourage the reader to clarify what priority work will **assume** in her **life**. Although this chapter **challenges** the **reader** to **visualize** what **she** wants included in her future, it could have **been** strengthened if the **authors** had **also focused** on ways in which women **can** negotiate with their significant **others**, who may be instrumental in **seeing** that **these** ideals are translated into reality.

Chapters 2 and 3 **center** on personal barriers to **career** development, which women confront, and strategies for overcoming these **barriers**. The **authors effectively** outline these **barriers** and **encourage the** readers to understand and accept their limitations, instead of feeling defeated by them. **Techniques** to **assist** the woman in **overcoming** (or perhaps **lessening**) these barriers are included in Chapter 3.

Reading Chapter 4 may disillusion **women**, when **facts** about the **incongruities** between job benefits for women and **men** are presented. The **purpose of** the inclusion of such **facts** is not to **elicit** a reader's anger but to **assist** her in **realistically assessing the** world of work. Readers **challenged** by these **discouraging** statistics will find strategies for **conquering these** inequalities in **Chapter 5**. This **Chapter (5)** outlines **tactics** for overcoming social **barriers**, found both on and off the job.

Not unique to this career life planning book is the focus on the reader as an individual. However, the approach to this topic extends beyond those activities normally suggested by most authors. The exercises facilitate the reader's exploration of her interests, abilities, and both strengths and weaknesses without the necessity of a career counselor. The inclusion of various references to "resource guides" will also prove useful in the reader's career search.

Once this self-evaluation has been completed, Chapter 7 generates the opportunity for readers to test their interests with career opportunities. A clear and concise discussion of the Dictionary of Occupational Titles (DOT) is included to broaden this exploration. Through the inclusion of short discussions on horizontal versus vertical career development, life transitions, and the impact of external events on employment opportunities, women are confronted with issues which may impact their career path.

Chapters 8 and 9 promise to be the most beneficial to academic advisors, since they are geared towards the undergraduate student. Lunneborg and Wilson's perspective on the liberal arts student will be of special interest to some advisors. Direct feedback, provided by interviews of graduates from varied disciplines, may also give insight to the advisees' needs.

Although the majority of the readers of "To Work" will not equally benefit from Chapters 10 and 11, since they focus on race segregation and re-entry women, these chapters do present some valuable information for these populations. Awareness of unique situations, confronted by minorities and re-entry women, will assist advisors and counselors in addressing these concerns with such students.

Chapter 12 is designed to assist the reader in synthesizing the information they gained in the previous chapters. Secondly, the chapter focuses briefly on putting this information into action, i.e. locating that first job. A lifespan approach to decision making and goal setting is also included.

Several summative comments seem appropriate. Women, who fail to "buy into" the feminist movement, may find the authors' feminist perspective abrasive and consider it to be an inadequate representation of the world of work. In fact, a non-feminist reader may find herself angry with the authors' viewpoint, instead of challenged and stimulated to change the situation. "To Work" presents a broad overview of the many facets involved in career life planning. When covering many issues there is a limit to the amount of information which can be delegated to one individual subject. However, the book does stimulate the reader to further investigate the issues, which are pertinent to her and does provide references for doing just that.

Overall, Lunneborg and Wilson's "To Work" doesn't break any new ground in the field of career guidance, however the book is significant in several ways. The focus on women is refreshing in a field whose information is grounded in male career patterns. It manages to summarize and consolidate a wide range of literature into a concise presentation for the career seeker. Lastly, the focus on application fills a critical void in the literature on women's career choices.

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Margaret G. Anstin. VOYAGE: A CHARTBOOK FOR CAREER/LIFE PLANNING. Kendall/Hunt, 1980. Pp. v-173 (no price given).

Voyage uniquely articulates the basic components of career development. The first half of the workbook progressively leads the student through the stages of Self Awareness and Assessment followed by Career Awareness and Assessment. The remaining chapters focus on the Decision Making process and concludes with the activities associated with Career Placement.

Anstin does a good job of tying together, in a creative and refreshing way, basic concepts of career development and planning. Viewing and utilizing as a focal point the career planning experiences of others in tandem with the students' use of the workbook, provides a sense of identity with and realism of the career planning process and illustrates the developmental approach to career planning. She appropriately sets the stage for student involvement by emphasizing the idea of personal empowerment and control in planning one's career.

The workbook sets forth its objectives early and clearly provides a way for them to be accomplished. Each chapter logically leads to the next; and the assignments throughout the workbook are articulated, creating a developmental learning approach. Many of the exercises pose questions and situations that require a careful examination of one's belief system about career planning. The exercises are cumulative, leading to a summary at the end of the workbook of the "whole" person as related to the career planning process.

Perhaps the most significant contribution of Anstin's workbook is the opportunity given each student to personally examine several career planning stereotypes or assumptions. Early in the workbook, Anstin effectively deals with the reality of change and the viewing of life as dynamic rather than static. Assessing and dealing with the many false premises associated with career/life planning is a step in the right direction for eliminating self-defeating behaviors and in improving successful career planning.

On the other hand, some of the workbook exercises appear to be too elementary or simplistic, lacking somewhat in substance. The job market is a trifle more sophisticated than is suggested and career planning is more complex than just tuning into oneself. Assessing where students are (career) developmentally, what their needs are, keeping them involved and moving progressively through the workbook are areas that are not adequately addressed. In any case, advising delivery systems incorporating career guidance would do well to be familiar with *Voyage*. It depicts accurately the developmental process of career planning and many of the exercises and approaches to thinking about career/life planning can be easily used by the advisor. Advising systems that do not provide career guidance services directly would also benefit from its contents. The information would be helpful if used only to assist students to become aware of the importance of blending academic and career planning together.

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The Learning Traveler. Vol. I. U.S. College-Sponsored Program Abroad: Academic Year. Gail Cohen. Editor. Institute of International Education. 1982. pp. 191, \$8.00
The Learning Traveler. Vol. II. Vacation Study Abroad. Gail Cohen, Editor. Institute of International Education, 1982. pp. 178 \$8.00.

Essentials for the bookshelf of any advisor counseling students for studying abroad are the two volumes of *The Learning Traveler*. They are updated annually by contributors and edited by Gail Cohen of the Institute of International Education. Volume I is a comprehensive listing of 832 programs offered during the academic year in foreign countries by U.S. degree-granting institutions. More than 900 programs are catalogued in Volume II.

The listing for each program includes the eligibility requirements, fields of study, credits, teaching methods, costs, scholarship and work-study opportunities, housing, and application information. Organized by location of the program, the listings are handily cross-indexed by sponsoring institution and by field of study. Thus, an interested student, with a minimum of instruction, may find programs that meet his or her particular needs and contact the directors for further information.

The guides may be used independently by the student, but the advisor has an important role in the ultimate selection of an appropriate program. Wisely, the editor has made no attempt to evaluate the programs listed. Although Volume II includes summer programs sponsored by a variety of American or foreign institutions, organizations, and agencies, all of the academic year programs of Volume I are offered or co-sponsored by accredited U.S. institutions. It remains the prerogative of the student's home institution to determine the transferability of the credit. Thus, the advisor plays a vital role in helping the student use the guides as a tool for finding an appropriate program that fits within the institutional criteria of acceptance.

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Student Development in Higher Education: Theories, Practices and Future Directions. Edited by Don G. Creamer, American College Personnel Association, 1980. Pp. 312. \$18.00.

One glance at the contents and authors of this collection will tell you that you are reading "quality stuff." This examination of the issues surrounding student development (or do you call it "student personnel services," or just "student services"?) will give you much food for thought, but it will not solve some of the problems that it raises. For example, the definition of terms: "just what are we going to call what we are doing?" There are supports for and opposition to each term. As the editor puts it, this book "may even enliven" the debate. The collection of solicited papers is well organized and nicely ordered within each section. The editor has done the preliminary work for the reader by reviewing the content of each chapter in enough detail to let you decide whether you want to read all or part of each one. Readers should read all of them because of the inter-relatedness of the issues and problem covered. To maximize the thought-provoking nature of this collection, all points of view need to be considered. The reviewer found five issues especially well done:

- (1) ethics in student development;
- (2) looking at the entire environment—campus ecology;
- (3) delivery of services in light of decreasing budget support;
- (4) preparation of future professionals in student development; and
- (5) the place of student services in institutional organizations.

Readers will find many other issues equally well treated that are important to them. In conclusion, the book is worth its price and the time required to read it carefully. The editor is to be complimented for bringing together the work of so many persons knowledgeable in student development issues. The book would be an excellent text for "issues" courses in graduate programs, because of its content and the exposure to experts it would give students, and for the bibliographies at the end of articles.

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