

tice of premarital group counselling. The chapter on instrumentation, that is, assessment devices, should also be useful to the novice.

The experienced counsellor might think that chapters such as those dealing with instrumentation and premarital counselling in remarriage or the reconstituted family could have been omitted. The literature is replete with material on the former. The latter is an extremely complex topic and, given the work in progress of Emily and John Visher which culminated in their excellent book published in 1979, *Stepfamilies: A Guide to Working With Stepparents and Stepchildren*, its inclusion was needless. To refer to premarital counselling in this context seems to be stretching any definition of this process. Admittedly, the authors' working definition of marriage as "a multidimensional relationship that functions on many levels" allows a great deal of leeway. Their stress, however, on the idea that marriage begins before the wedding cannot be overstated. As well, there is an adequate discussion of the motivations for marriage, albeit from the point of view of the wrong reasons rather than the right reasons.

In summary, *Premarital Counseling* is useful as an introductory text for the counselling student or the non-professional who wants a basic review of the subject. Little has heretofore been available to this group regarding the practice or efficacy of premarital counselling. There is, nevertheless, a great deal of pertinent material in the literature that is not included in the bibliography. Consequently, the serious reader or researcher will have to look beyond this book for well-documented research findings.

Collins, A. H., Pancoast, D. L., & Dunn, J. A.
Consultation casebook. Portland, Oregon:
Harder House, 1977.

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Following the publication of Gerald Caplan's classic work *Principles of Preventive Psychiatry* in 1964, consultation became a major focus in the mental health field. Hailed as a way of reaching more clients with better service, consultation generally took place between professionals and was directed towards providing specific and generalized problem solving for the consultee who then in turn would work towards preventing problems for the client. Rather than working directly with students,

a school counsellor, for example, would work with teachers or administrators to help them in their work with students. Many professionals hurried to become consultants and in their rush expanded the use of the term consultation to include a wide variety of activities and methods that ignored the special and unique skills and qualities of the consultation relationship. Few professional schools offered training in consultation, and an increasing number of persons were left to learn consultation practice through experience alone, resulting in a wide variety of practices and techniques becoming associated with the high status role — "consultant".

In an attempt to remedy this situation the authors of *Consultation Casebook*, Alice Collins, Diane Pancoast and Jane Dunn, all social work educators at Portland State University, have developed a more systematic approach to consultation training. Since most of their students will experience the role of consultee, that is, receive the services of consultants, the authors wanted to improve their students' ability to benefit from consultation and therefore have compiled a large number of field based case studies, written mostly by persons actually receiving consultation service. The cases are grouped into three chapters: the first chapter presents 14 examples of the need to distinguish between consultation and other forms of intervention such as supervision, collaboration, staff training and treatment; the second chapter presents 10 examples focusing on establishing a consultation relationship; and the third chapter provides 14 cases directed at examining the process and maintenance of the relationship. The fourth and final chapter discusses the need for evaluation and describes ways in which impact can be assessed. Each chapter is preceded by a brief introduction, and each of the cases in the chapter is followed by a set of discussion questions. A brief yet annotated bibliography follows each chapter and an index organized by case setting concludes the work.

The authors have provided a wide variety of cases from diverse settings, and have included examples of unsuccessful yet illustrative material. In addition, they have provided case material demonstrating the expansion of consultation service to "natural consultees," persons who are part of the existing social network of a community. The book, which is a plastic-ring bound paperback, could have been more aptly titled "Consultee Casebook" since its focus is on the experience of the consultee rather than on the actions of the consultant. Persons without opportunities for centered discussion and analysis of the book's contents, may find it limited in that the authors do not give their own perspectives on the cases, and it would take more than the information about consultation provided

by the authors to ferret out the learnings in the cases. However, as part of a course in consultation skills and concepts, this casebook would be a valuable asset. While the book is primarily for social work practitioners, and a majority of the cases are client-centered, there is enough substance here for other helping professionals who want to improve their roles as consultants, or consultees.

Bedal, C. L. *Guidance services in Canadian schools*. Toronto: Ontario Ministry of Education, 1979.

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The lead story in the July 14, 1980 *Edmonton Journal* reported a massive mismatching of skills and jobs in the Canadian labor market. The article reported the first days of hearings of the Warren Allman seven M.P. Task Force on Employment in the 1980's. Some of the major points raised were the changing ideas about goals of education, the value of blue collar work, and the need for institutional training and on-the-job apprenticeship. The main thrust for the Task Force is to find new ways to develop skilled workers, thus both alleviating the manpower needs in Canada and decreasing unemployment at the same time.

A major issue to be faced by the Task Force is the role of schools in the manpower area. The future roles of career education, guidance and counselling in the schools are thus important, yet comprehensive material about school guidance in Canada is unavailable. This report by Carl Bedal offers a good beginning in the development of that information. The author tried to find common themes in the material that he gathered from each Province and Territory. Few themes emerged however, leaving the reader with the conclusion that Canada is diverse about ideas and concepts of guidance as it is about many other issues.

Funded by the Ontario government and based on personal interviews in early 1978, this report concludes that Canadian guidance priorities have substantially changed in the last few years. In the minds of provincial officials interviewed, counselling is being replaced by a growing emphasis on guidance and guidance services. While the aims and practices vary from province to province, a few elements do surface with areas of shared concern. Two major trends appear: first a trend toward career guidance is found in almost every

province and territory. Second, there appears to be a preference for the term "guidance" or "guidance services" over "counselling," with the observation that counsellor training institutions either partly or wholly fail to reflect the guidance emphasis desired by the various Departments of Education. One-to-one counselling and psychotherapy are de-emphasized by provincial departments in favor of a more general approach to guidance.

This comparative study by Bedal includes a brief review of the Canadian literature in six areas which were later discussed in detail with each provincial director of guidance: aims and objectives, services offered, training and certification, relationship of counsellors to other professionals, controversial viewpoints, and the future of school guidance. While this material provides a sketchy background, the more valuable part of the report is the author's attempted synthesis of the personal interview data.

Bedal concludes with 40 summary findings and 17 recommendations. Of most importance to readers of the *Canadian Counsellor* are suggestions that "guidance" rather than "counselling" be used to describe and promote school services in this area; that all teachers-in-training receive some background in guidance; that counsellor educators reconsider their programs and consider putting greater emphasis on career education, testing, test interpretation, consultation, and group activities. The latter are services in which counsellors are perceived as having inadequate training.

In the spring of 1980 the University of Alberta considered a "core" of guidance materials for use at the undergraduate level with teachers. University staff in conjunction with representatives of the Public and Catholic school systems developed an extensive outline; core coverage was possible but no comprehensive Canadian text was available. Bedal feels that Canadian school guidance has a unique identity and offers this report as a start. Members of the Canadian Guidance and Counselling Association are encouraged to study this report and consider their role and the role of their professional organization in the development of school guidance services in Canada. CGCA should also look forward to the report of the Allman Task Force in this area.

Hackney, H., & Cormier, L. *Counseling strategies and objectives* (2nd ed.). Englewood Cliffs, N.J. Prentice-Hall, 1979.

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