

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.

Reviewed by:

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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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Hackney and Cormier wrote this 12-chapter second edition for counsellor-trainees who are about to begin their first contracts with clients in a practicum, field experience, or job setting. It differs from the first edition published six years earlier primarily in form. It does not now have a programmed format. Instead, it has questions and exercises along with content which are designed to help the novice counsellor develop skills and new insights.

This book does not focus on a particular theoretical approach; rather, it emphasizes basic elements reported to be common to some different approaches. These elements include discussions of counselling relationships, communication processes, and counsellor alternatives. It should be a useful presentation to those who employ counselling skills in all of the helping professions.

The first chapter has a quite novel discussion of giving and taking. Mature relationships — whether between parents and children, between friends, or between counsellors and clients — always involve some give and some take. For example, poor takers of compliments, such as people who must give back more no matter how much they have received, eventually will simply run out of energy and/or resources. The spirit of taking, according to the authors, is probably as necessary as the spirit of giving. Just as counsellors learn to give selectively, they can learn to take selectively, in that they accept various client views and perceptions. This action has the effect of giving the client power to make a difference, which results not only in more imaginative solutions but also in the development of co-helpers in the relationship. Openness to taking and willingness to let the client be a giver, according to Hackney and Cormier, open doors that otherwise may remain closed. Normally-functioning persons result.

The second chapter is a presentation of the relationship. It explains in straightforward language how counsellors verbalize client's feelings but how beneficial results also depend on counsellors sharing their own feelings. Some reasons for this, along with some exercises for realistic practice, make this simple chapter really quite a potent didactic experience.

Presentations on such topics as recognizing communication patterns, attending, silence, opening interviews, and terminating counselling follow. Responding to and discriminating between cognitive and affective content precede the very useful chapter on goal setting. The authors explain in the latter chapter that client needs arise from their experiences, which are unique to persons. Often, though, people require help in converting needs to wants. Until persons are able to identify accurately a want, they are unable to mobilize

their capabilities to remove the need. The counsellor's role involves help in translating needs into wants. The discussion on the difference between process goals and outcome goals is most useful.

The last two chapters on evaluation and advanced helping strategies make this a reasonably well-rounded introduction to helping. As a final bonus in this paperback, the appendix contains a "Counseling Strategies Checklist" which supervisors might use to normalize and rationalize feedback to beginning counsellors. This checklist can also be used by counsellors themselves as a quick review of important counselling behaviors.

This book, because of its short and quick presentation, is probably insufficient as a primary text in any course. It assumes considerable usefulness to those who have read widely, gained some counselling practice, and now wish to reconceptualize, at a simple level, the goals, process, and content of counselling. For this latter purpose, it is well worth reading.

Steinaker, N., & Bell, M. *The experiential taxonomy: A new approach to teaching and learning* (2nd ed.). London: Academic Press, 1979.

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Steinaker and Bell have attempted a synthesis of the popularized cognitive, affective, and psychomotor taxonomies along with some instructional technologies which they have labelled the "Experiential Taxonomy." This new taxonomy proceeds from the simplest level — exposure, to the more complex levels labelled in order: participation, identification, internalization, dissemination. The authors suggest that this taxonomy has been tested and researched since 1975, but they conclude their book with the caution that they are still only at "the beginning of a continuing process of research and development" (p. 191). The text is offered as a presentation of a frame of reference, a point of view, an approach, a format, and a plan for implementation and evaluation.

Chapters 1 to 4 present the taxonomy. This orientation is followed by the incorporation of learning principles (ch. 5), a role model (ch. 6), creativity, critical thinking, and problem solving (ch. 7), and teaching strategies (ch. 8). Four chapters follow which deal with various issues in evaluation of the taxonomy with respect to instructional