

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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