

events in the preservice and inservice education and evaluation of teachers. However, it more frequently results in authoritative pronouncements about good (or effective) teaching practice, and performance assessment of technique or decontextualized knowledge of subject matter and pedagogical concepts.

Constructive Feedback describes an alternative which merits consideration by teachers and practitioners involved in preparing, credentialling, educating, and evaluating teachers. The book deals with important issues for those who have an interest in learning the "art." At the same time, Kilbourn's sensitive and objective treatment of these issues has much to recommend it for those who are not yet familiar with the constructive feedback process in teaching.

Audrey M. Chastko
The University of Calgary

Evelyn Gagné & Pierre Poirier
LE CHOIX DE CARRIÈRE DE LA FEMME
DANS UNE PERSPECTIVE SYSTÉMIQUE.
Ottawa: Les Presses de l'Université d'Ottawa, 1990.
133 pp. \$14.95.

This book is the result of four years of research by the authors into some of the factors that are involved when women make a choice between a career that has been traditionally followed by women and a nontraditional career. Each chapter in the book is devoted to the investigation of the influence of a different group of variables on the career plans of girls.

The first experiment deals with the decision-making style of high school and college-level female students in Ontario and Quebec. It investigates the relationship between their decision-making styles and their rank in the nuclear family: first born, youngest, or only child. The experiment was based on work by V.A. Harren (1980) who investigated the decision-making styles of American college students. The decision-making styles of students are considered as being either rational, intuitive, or dependent. The authors found oldest and only children are more likely to use a dependent style, relying on others to influence their decisions, while youngest children are more likely to choose a rational style of decision-making. This seems to relate to the final piece of work in which the researchers found that both women in the workplace, who have chosen a nontraditional career, and college and university students, who are preparing themselves for a nontraditional career, have a higher level of emotional differentiation. Emotionally differentiated individuals are objective, have a more detached view of their interpersonal relations and are more

able to understand the consequences of their decisions and relate them to their own abilities.

In a further series of experiments the authors investigated the influence of a series of psycho-social variables on the career choice of girls enrolled in English high schools in Ontario and Quebec. It was expected that students who were able to make career decisions for themselves rather than being dependent on others for advice would be more likely to choose a nontraditional career. However, the research did not support this hypothesis. A girl's concept of femininity also does not appear to influence her choice of a nontraditional career. The researchers were, however, able to show that a girl who comes from a more privileged socio-economic background, is more likely to select a nontraditional career. Perhaps the most encouraging finding is that contrary to the findings of previous researchers, girls in their last year of high school were more likely to show interest in following a nontraditional career than girls entering high school. The researchers suggest that this is probably because their education makes them better informed of the possibilities open to them.

This book will prove invaluable to anyone doing research in the field of social psychology and the career choices of girls and women. Each chapter has an excellent summary of previous work done in the field and an extensive bibliography. Added to this, the research findings of the authors make an important contribution to knowledge in a field which is currently receiving a great deal of attention from women's groups, government, and industry. The authors make several suggestions for future research which might be of interest to others working in this field.

It is less obvious how this book could be used by guidance counsellors. The conclusions of the authors support work done by many others. Girls who lack self-confidence will have difficulty choosing a career in which they must, in a sense, be a pioneer, and one of the roles of the counsellors is to attempt to instill this confidence. The other advice for counsellors, that we have heard many times before, is that girls lack information about working conditions and opportunities in nontraditional careers, and it is important for counsellors to provide this information.

Catherine Gilbert
Champlain Regional College

REFERENCE

- Harren, V.A. (1980). *Assessment of career decision making*. Springfield, IL: Southern Illinois University Press.