

authors themselves. I found myself readily identifying with the anecdotes and stories presented and I came to better understand the experience of loneliness in my own life. Second, this is a decidedly “reader friendly” book. There is a refreshing directness and transparency evident in the way it is written. I particularly appreciated the authors’ willingness to acknowledge and poignantly share their own encounters with loneliness and to unabashedly disclose their own often strong convictions relative to the topics and issues taken up in the book. Third, the book is well grounded in the extant theory and research pertaining to the topic of loneliness. Indeed, the theoretical chapter, in and of itself, qualifies as a significant contribution to the literature base in this area of study.

My overall enthusiasm for *When You Stand Alone* notwithstanding, there are certain respects in which I believe its relevance and credibility might have been enhanced. First, I would suggest that the discussion of the phenomenon of “love”—based as it is in Sternberg’s rather clinical and theoretically abstract interpretation—would have been enriched through the incorporation of sources such as Erich Fromm (*The Art of Loving*), Milton Mayeroff (*On Caring*), and Leo Buscaglia (*Living, Loving, and Learning*). Second, more attention might have been given to gender differences in the experience of loneliness, as these are suggested, for example, in the writings of Carol Gilligan (*In a Different Voice*) and Mary Field Belenky and her associates (*Women’s Ways of Knowing*). Such consideration of gender related issues is particularly important in this book, given that all of its authors are men. Finally, I would have appreciated a more substantial and representative identification of classic and current developmental sources in the developmentally focused chapter entitled “Alone in School.”

In sum, *When You Stand Alone* is a definite “keeper” and a welcome addition to the self-help and counselling literatures. Apart from being a useful self-help source, per se, for people experiencing loneliness, the book can assist prospective and practicing counsellors in better understanding the phenomenon of loneliness and what might be done to help clients who are experiencing it. Not least significantly, as was certainly the case for me, the book can help counsellors themselves to constructively deal with the experience of loneliness in *their* personal and professional lives.

My hat is off to the authors for the fine care they have provided over the air-waves during the past several years and for creating a book that it has been my pleasure to review.

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Pasternak, M. G. (1979). *Helping kids learn multi-cultural concepts: A handbook of strategies*. Illinois: Research Press Company, 249 pp., (softcover).

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*Reviewed by:* Amritpal Singh Shergill, University of British Columbia.

Michael G. Pasternak’s book entitled *Helping Kids Learn Multi-Cultural Concepts* is a valuable resource handbook which provides educators with a wide variety of strategies and activities for encouraging multicultural literacy and

pluralism in the school system for both the students and the staff. The three main objectives of this handbook are: “. . . enhancing multi-ethnic and multicultural understanding . . . building healthy human relationships and self-concepts . . . [and] . . . improving the multi-cultural climate of a school” (p. 3).

The book itself is organized into three parts and is well-presented. The first, and major, part of this book consists of various well documented experiential and didactic activities and exercises. They range from short half-hour exercises to full semester-long projects and can be easily adapted for utilization in any classroom and school. These activities encourage students as well as teachers to explore one’s own and others’ cultural values and roots. They are designed to “develop pride in one’s ethnic and cultural heritage, to expose students to alternative lifestyles and cultural options [and] to develop understanding and appreciation for the validity of others’ ethnicity” (p. iii). The author states that these activities may contribute to a student’s self-esteem and may foster a school environment which is appreciative of ethnic and cultural pluralism. Part one also includes exercises and activities designed to enhance healthy school-community relationships by encouraging cultural literacy, supportive human relationships and the valuing of human differences.

Part two of the book provides guidelines for the development, organization, and implementation of a multi-cultural resource centre for use by both staff and students. It includes a list of inexpensive and commercially produced books, literature, and audio-visual material dealing with multi-cultural issues and different ethnic groups.

Part three provides guidelines and information for leading, managing, and implementing multicultural inservice training programs in a school district. A 16 mm film entitled “What’s the Difference Being Different?”, which focuses on teachers and students engaged in multi-cultural learning activities, is also available from the publisher.

I would recommend this book to school professionals because it offers creative ways of incorporating multicultural concepts in the school curriculum. Teachers and counsellors can utilize the exercises and activities included in this book to stimulate a discussion and exploration of various cultures within the school system as well as leading group discussions. In addition, school administrators are given valuable information for the establishment of a multicultural resource centre.

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Greenberg, L. S., Rice, L. N. & Elliott, R. (1993). *Facilitating emotional change: The moment-by-moment process*. New York: The Guilford Press, 346 pp.

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*Reviewed by:* Anastassios Stalikas, McGill University.

*Facilitating emotional change: The moment-by-moment process* is a book for those who value the presence of emotions and utilize them in counselling. It is one of the rare books in the area of counselling psychology that combines both