

artificial and gimmicky — a technique employed to conquer straw men.

In the past, I have assigned *The Guide* as background reading for some of my clients and

found that people who read it seemed to progress more quickly. I now have no further use for *The Guide* because in the future I'll be assigning *A New Guide to Rational Living*.

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*Discussing Death: A Guide to Death Education*  
By Gretchen C. Mills, Raymond Reisler, Jr.,

Alice E. Robinson and Gretchen Vermilye.  
Homewood, Illinois: ETC Publications, 1976,  
140 pp. \$8.50 (cloth), \$5.50 (paper).

*A Teaching Unit on Death and Dying*

By The Memorial Society of Edmonton and  
District, 5326 Ada Blvd., Edmonton, Alberta,  
T5W 4N7, 1975, 103 pp.

Reviewed by Ronald K. Dougan  
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Many writers have pointed to the widespread denial of death in North American society. Although death is inextricably bound up with life, the phenomenon of death has become a taboo topic — a fact which children learn at an early age when their natural curiosity leads them to ask questions about death and dying. Parents who learned in their early years that they should avoid talking and thinking about death can hardly be expected to help their own children develop a wholesome and freeing attitude toward the subject.

Two recently published volumes on death education provide concrete and helpful approaches to the task of reducing the effects of the death taboo. *Discussing Death* contains a wealth of resources, activity ideas, and information that can be used by teachers in all disciplines to integrate activities and discussions about death into ongoing classes. Although this death education guide can be most directly applied to classroom situations, it can also be an invaluable reference, curriculum guide and catalyst for any

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*Consultation: A Book of Readings.*

Dinkmeyer, D. and Carlson, J. (Eds.) New  
York: John Wiley and Sons Inc., 1975, 295  
Pages + xvii

Frank Van Hesteren,  
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According to the editors, *Consultation: A Book of Readings* represents an attempt to provide for

adult interacting with children in the school, home, or church. The guide is separated into four age levels: 5-6 years, 7-9 years, 10-12 years, and 13-18 years, and the curriculum concepts and learning opportunities are presented sequentially from the basic to the more difficult. Among the concepts dealt with in the guide are: awareness of feelings, life cycles, grief expression, and death causes.

*A Teaching Unit on Death and Dying* is designed for use with senior high school and junior college students. The purpose of the unit is to stimulate thought and dialogue among high school and beginning college students on the topic of death, and to provide a variety of information and activities to help teachers and students to cope personally with the inevitability of their own death and the death of others.

Among the topics included in *A Teaching Unit on Death and Dying* are: how the dying person copes with death, the grief cycle and the bereaved, suicide, and funerals. Along with an excellent bibliography are provided a thought-provoking Attitudes Questionnaire and a Stress Scale.

Classroom teachers and educators who wish to provide creative opportunities for students to grapple with a subject as crucial as life itself will find excellent resources and guidance in these two volumes.

The subject of death deserves our most serious attention and innovative educational approaches, for, in the words of Paul Tillich's famous question, "if one is not able to die, is he really able to live?"

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counsellors and others in the helping professions the exposure to consultation theory and procedures that training programs have not, at least until recently, provided in any significant way. The book is designed for use in basic courses in pupil personnel work taken by counsellors, psychologists, social workers, and administrators.

The readings in the book are distributed across six interrelated sections that are designated as follows: "Rationale and Theory of Consultation",

"Consulting with the System", "Consulting Processes and Procedures", "Consulting with the Individual", "Staff Group Consulting" and "Parent and Family Group Counselling and Consultation". A total of thirty-two articles by thirty contributors are found in these sections. Half of the articles originally appeared in two journals — *Elementary School Guidance and Counselling* and *The Personnel and Guidance Journal*. The remainder are taken primarily from a variety of counselling related journals and publications. Many of the articles are of excellent quality, which is hardly surprising when the reputations of their authors are considered. Among the contributors, in addition to the editors themselves, are Donald Blocher, Oscar Christensen, Thomas Gordon, John Krumboltz, Ronald Lippitt, and Virginia Satir.

The editors describe consultation as "a process in which the consultant is available to the consultee in order to produce change in the system, growth for the consultee, or an improved relationship with the consultee's client" (p. xvi). Within this framework, the counsellor assumes a distinctively proactive posture. He becomes an agent of institutional change and not merely an advocate of the "status quo".

The reviewer's overall reaction to *Consultation: A Book of Readings* is a very positive one. The editors present a generally sound consultation rationale and they have organized their well selected material with a reasonable degree of overlap and minimal amount of repetition. The chosen format of the book provides a consistent developmental frame of reference but,

at the same time, it permits the reader to integrate ideas from a wide variety of sources. The editors' introductions to the various sections are excellent. In addition to providing a brief summary of article highlights, they share their own ideas concerning the theme of a given section. Several thought-provoking questions are posed in each introduction which encourage the reader to formulate personal opinions concerning issues raised and suggestions made by the contributors. Although the book is intended to be of relevance to counsellors at all school levels, most of the material relates directly to the consulting role of the elementary school counsellor. This is not to say, however, that junior high school and high school counsellors won't find at least certain sections relevant and useful. The book might have been made more complete by the inclusion of some articles dealing specifically and in some depth with counsellor training in consultation and the evaluation of consulting programs and approaches.

Generally speaking, *Consultation: A Book of Readings* constitutes a very good introduction to and overview of the consulting process. With its well balanced combination of theory and practice, the book should have broad appeal. While it would seem to be particularly appropriate for use by elementary school counsellors in training and those working in the field, the book could also be a valuable reference for counsellors at other levels, psychologists, administrators, teachers, and any others with a vested interest in maximizing the development of human potential in the schools.

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#### *Search for Significance*

Donald Lombardi, Nelson-Hall, Chicago, 131 pages + xiii.

Vivian Renner

Ontario Institute for Studies in Education

This small book is a guide for coherence and satisfaction in living as it might be understood and developed when one is committed to the assumptions and principles of Adlerian psychology. It emphasizes in a straightforward manner the humanism and sense of man as a social animal who must search for significance. Essentially, its thesis is that the primary interest in understanding a person should be his individuality.

The initial chapters unfold naturally to describe this striving we all hold in common. They discuss our felt weakness as children, our efforts to overcome that inadequacy, our capacities to differentiate, or not, physical from psychological realities and our risks to be imperfect. The final chapters examine the concept of "lifestyle" in a manner which helps us to understand how individual we are in our strivings. Life style consistency, formation and identification are considered. Mistaken lifestyles are identified and the last chapter proposes a challenge of living which centers on ways we may become socially useful and co-operative.

This book's thesis is based primarily on explanations of Adlerian theory and case history data. Yet, some of the most significant experiments in social psychology, developmental