

sounds like another platitude to be ignored, then you are the reader who will be most affected by *The Children's Rights Movement*.

Bringing together a variety of authors through this common theme of change, this anthology assures that the message will not be easily dismissed. Instead, it will gnaw at you. It will repulse you with horror stories of child abuse. It will anger you, especially when it challenges institutions and your own effectiveness in your role as child-professional. It will annoy you when you are asked to re-evaluate your own beliefs about children. (For example, by grouping infants with sixteen-year-olds under the term "children," unmanageable difficulties are encountered in developing a set of rules or rights that apply to the needs and abilities of either group.) It will prod you to promote change by providing practical examples, since as the editors state: "The rights of children is an abstract, general, legalistic concept. . . . It does not help children until it is put to practice."

This book will be an important addition to the library of any practitioner who cares about children. The list of contributors represents the best in many fields: de Mause, Coles, Ariès, Mead, Friedenberg, Keniston, Bronfenbrenner, and Holt are just a few of the voices who champion the cause of children's rights. Yet, there is another important voice heard in the book: the youth themselves. (What better was there to exemplify the expression of the often-neglected right, the right to be heard?) And, along with their eloquence are reports of their involvement in the movement, found under the chapter, "Young People Act — for Themselves, for Others." This is an important chapter — and one that high school students must be encouraged to read — because only youth commitment will ensure the momentum of this cause. Minorities have to fight their own battles; this was demonstrated by women's groups and the Black movement.

Still, the authors are not ignoring the impact of adults. Concerned adults, professionals and nonprofessionals alike, have to speak for children who cannot help themselves. For the non-professional's concern, "What can I do?" answers are provided in Barbara Bode's "Citizen Action for Children" and the resource listing in Dean Calabrese' "Where to Get Help, Materials, and Information." Professionals will find support and ideas throughout the book. Particularly worthwhile are: Thomas Cottle's "The Child Is Father to the Man" which describes the mixed emotions felt when Cottle meets the "enemy," a father of one of his clients; David Gottlieb's observations on the counter-productive results of government projects set up to assist children; the remarkable similarity of general reflections of a youth-worker, Larry Cole and an adolescent

therapist, Ted Clark; the provocative indications of childcare institutions by Rena Uviller, the director of Juvenile Rights Project.

More than an anthology and an excellent resource book, this collection usefully challenges practitioners, parent-study groups, and young students. It joins such recent books as Hobbs' *The Futures of Children*, Keniston's *All Our Children*, and Fraiberg's *Every Child's Birthright* in speaking on behalf of children. One wonders, however, if all these voices are enough to elicit the practices needed to produce change.

#### References

- Fraiberg, S. *Every Child's Birthright*. New York: Basic Books, Inc., 1977.  
 Hobbs, N. *The Futures of Children*. San Francisco: The Jossey-Bass Pub., 1976.  
 Keniston, K. *All Our Children*. New York: Harcourt Brace Jovanovich, 1977.

*Is There Life After Group?* Lester Libo. Garden City, New York: Doubleday, 1977. \$2.25.

Reviewed by:

Betty Goldwarg,  
 Department of Counsellor Education,  
 McGill University,  
 Montreal, Quebec.

*Is There Life After Group?* is a book that I would recommend for people about to embark on a group experience. As the author has stated, he likes group experiences, and has written the book for people who want to make changes in themselves and in the way they live. Rather than proselytize, however, Libo has attempted to *describe* what a group experience is like in a relatively objective manner. (He uses the term "encounter" to refer to Esalen type experiences, classic T-groups, sensitivity training, growth-oriented workshops, consciousness-raising groups, and religious marriage encounter retreats.)

The book is divided into two parts. In the first section, Libo provides a description of what one may expect from an encounter group. He emphasizes that an encounter experience is valuable in that it allows people the freedom to break away from the boredom of day-to-day living. Although this is not the prime purpose of the book, it is this section that I found most valuable, particularly as a reference for clients who have already participated in a group experience. Because the encounter group is such a powerful medium and because emotions can be so acute during a short time, I feel that it would be extremely valuable for an individual to attempt to digest what he has experienced with the help of pertinent literature. *Is There Life After Group?* outlines quite clearly what is likely to transpire in

an encounter group, and the recognition of oneself in the situation may be quite meaningful.

The second part of Libo's book attempts to facilitate the transition from the group experience to the realities of everyday life. It is Libo's contention that gains made during the group need not be lost when one returns to the routines of daily living. He provides suggestions, recommendations, and exercises to illustrate how the individual can maximize his encounter experience within the limits of the family and work. This section, according to Libo, is the focal point of the book, although I found it less relevant and less interesting than the first part. Indeed, at times I found myself recoiling from the "do-it-yourself", home-remedy overtones. However, recognizing this reviewer's biases, I would still recommend *Is There Life After Group?*, for it is a very readable, informative book that de-mystifies the encounter group movement.

*Practical Counselling in the Schools*, Gary S. Belkin, William C. Brown Company Publishers, 1975.

Reviewed by:

Barbara L. Goode  
Student Services Department  
Beaconsfield High School  
Beaconsfield, Quebec

In his preface, the author defends the role of an introductory textbook in counselling as a ready source providing "a broad panorama of the counselling position, incorporating both its theoretical and practical perspectives." (viii) To focus his selection and exclusion process, Belkin applied three questions to researched material:

- 1) How applicable is the material to the school counselling situation?
- 2) Does the material substantially clarify a counselling issue?
- 3) Is the material conducive to promoting in the counsellor-trainee a feeling of pride and inspiration about his profession and his work?

Applying the same questions to the text itself, this reviewer, with minor reservations, can reply affirmatively to all three!

In the introductory chapters tracing the social and theoretical evolution of guidance, counselling and psychotherapy, Belkin takes considerable pains to compare and contrast counselling with other approaches, surveying the argumentation of various writers such as Donald Blocher and William Perry. This leads him to propose the need for the term "practical counseling" to express the particular blend of assumptions, aims and functions peculiar to counselling, as opposed to psychotherapy. (Basically the rejection of the

medical model in favour of a phenomenological approach.)

Though forewarned in the preface of the author's intent to arouse pride and inspiration in the counsellor-trainee, the intensity of his soap-boxing was somewhat surprising. While current certification and employment discriminations definitely warrant genuine concern from counsellors, this reviewer took exception to Belkin's summary of our present situation:

"The unpleasant reality of the present situation is that a silent conspiracy exists to denigrate the counselling function as a treatment procedure, and this silent conspiracy is tolerated and encouraged by the timidity of professional counsellors, particularly school counsellors." (p. 33.) Fortunately, Belkin's evident conviction has positively affected his extensively researched and often original presentation of fundamental skills and issues. The resulting picture of the profession is a dynamic and stimulating one.

Part One, "What is Counselling", introduces the reader to various theoretical stances which influence the counselling process. Of particular interest is the author's neat (too neat?) division of major theorists into Newtonians (i.e., with the absolute, causative perspective of the Freudian or behaviourist) and Einsteinians (i.e. the relativistic approach or humanistic psychology of Maslow, Rogers, or Allport.) (p. 82f.)

Of the text's six parts, Part Two, "The World of the Counsellor" and Part Four, "The Counselling Experience" are noteworthy. In "The Counsellor's World", in addition to introducing the familiar list of counsellor characteristics (genuineness, positive regard, etc.), Belkin also provides food for thought under such headings as, "The Counsellor's Problems", "The Counsellor's Defenses" (you mean we counsellors rationalize and regress too!?) Particularly valuable is Chapter Six, "The School Counsellor in Perspective", which deals with the problem of role definition and stresses the need for (1) a clearly defined course of action "from day one" (2) a professional, but not elitist attitude (3) a clear understanding and articulation of one's role. (p. 156.)

Part Four, "The Counselling Experience" contains, in addition to an introductory look at such aspects as the counselling interview and group counselling, practical advice for crisis intervention counselling.

Belkin's effort to produce a current, practical guide is particularly evident in Part Five, "Specialized Counselling Services and Applications". Thirteen pages are devoted to "Youth and the Drug Culture", supplemented by a five page glossary of "Drug Culture Terminology". Noticeably superficial in comparison is a short chapter entitled, "Human Sexuality in