

seem to think the counselor should work primarily with teachers on learning problems.

In the sections dealing with techniques, Richard C. Nelson has valuable suggestions on the use of play material as a major vehicle for the child to express his concerns, and Edward Landy gives useful illustrations on counseling parents of troubled children.

Since there is a distinct lack of research on viable programs in elementary schools (and Richard Byrne just mentions one they are currently studying), Koplitz has included many studies on the development of children. While these may give insight into the many research studies available, they add relatively little to the understanding of the counseling process with children. Definitive papers on human relations groups, individual counseling processes, and evaluation of effectiveness of different approaches would have been a welcome addition, but are understandably absent.

The paper by Anna Meeks on the predictions for practices in 1970 gives some valuable perspectives. She concludes that the typical elementary school will have at least one full-time, professionally-prepared counselor on the staff. This counselor will spend 60 percent of his time working with children and the rest with teachers and parents. He will be responsible for conducting workshops for teachers on the reasons underlying children's behavior and the kinds of help best able to meet these needs. Groups will be important to foster self-understanding and relationships with peers. The counselor will be employed on a 12-month basis in order to study all incoming first graders so as to improve their placement on productive curricula.

Meeks thinks the training program for such counselors will consist of two years of graduate work including courses in depth on child development, personality development, theories of counseling and learning, human relations, goals of guidance, the elementary school curriculum, school administration, and organization of guidance services. In addition, there will be courses in psychology, anthropology, sociology, statistics, and research techniques.

CAMPUS COUNTDOWN

By W. P. Reddin. Scarborough, Ontario: McGraw-Hill of Canada, 1967. Pp. 237. \$3.95.

Reviewed by James Jamieson,
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There has always been a need for a Canadian publication designed to aid senior-high-school students who are considering university careers. W. J. Reddin, an associate professor in the Department of Business Administration, University of New Brunswick, has written a book which describes the universities and colleges in Canada under topics such as courses offered, facilities and services, and history and government.

Since universities are in a state of constant change, any material describing them is frequently out of date before it is published. The strength of *Campus Countdown* lies in its many chapters devoted to general orientation towards university. The opening chapter consists of letters from university

students describing aspects of university life that they wished they had known about prior to entrance.

The book considers topics such as how to select a career, how to select a college, and how to finance one's education. The book's realistic, honest approach toward the problems encountered by the university-bound student should appeal to senior-high-school students. Chapters on going to college in the United States and in Britain are useful additions.

Although designed for individual reading, *Campus Countdown* deserves consideration as a resource for guidance classes and group discussions. In this connection, a set of filmstrips related to it are available from the publishers; these have not been examined by this reviewer. Certainly the book deserves a place in all high-school libraries and counseling offices—it is an excellent and informative orientation toward university life.

SOCIETY'S CHILDREN: A STUDY OF RESENTMENT IN THE SECONDARY SCHOOL

By Carl Nordstrom, Edgar Z. Friedenberg, and Harry A. Gold. New York: Random House, 1967. Pp. 209.

Reviewed by Justine Harris,
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Society's Children is a study of something its authors call "a formidable evil"—an endemic condition in society in which "individuality is kept in its place, danger is circumvented, and mass values are upheld (p. 14)." Nordstrom, Friedenberg, and Gold describe secondary schools in the United States as having, in varying degrees, social climates in which the system claims unwarranted authority over individuals. In such climates, for instance, young people are viewed as abstract entities, as "teen-agers or troublemakers, not . . . John or Mary (p. 14)." This state of affairs has made these writers angry and anguished.

Anger and anguish indeed permeate many parts of this report of a research study which the authors conducted in nine American secondary schools, a study that was designed to measure "resentment" in the schools. *Resentment*, a term used to indicate the endemic condition described above, is a word first used by Nietzsche to describe a social phenomenon that is diffuse, largely unconscious, and characterized, these authors say, by "a kind of free-floating ill temper (p. 8)." One of the few weaknesses of the book may be that the discussion of resentment, though lavishly descriptive, fails to pin down for some readers exactly what it is they are discussing and measuring before the narrative of how they measured it begins. But by the end of the book, because of full and detailed analysis, the kind of oppressive atmosphere that they see as resentient has been clearly delineated in terms of activities and behaviors.

Descriptions of the nine schools—of students, staff, rules, climates, differing sizes, and differing socioeconomic backgrounds—form the main body of *Society's Children*. The schools were investigated by means of a questionnaire, analysis of records, other paper-and-pencil instruments, observation,