

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.

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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,

and, for a subset of subjects, follow-up interviews. Subjects were random samples of students, and a selection of adult school personnel. (Some of the instrumentation may well be of interest in its own right: the authors invented the questionnaire and an interesting Q sort.) The instruments and statistical reports on the results are given in full in appendices.

What Nordstrom, Friedenbergl, and Gold found after testing 902 students and 57 teachers was, as they put it, "enlightening, even horrifying (p. 145)." For they found not only rampant resentment in nearly everyone, and to a large degree in all the schools, but they also found among the young people many alienation crises of a serious nature.

This brief statement of what the book is about, and a suggestion of its authors' horrified attitude, may be startling and may raise questions about the possibility of overstatement and exaggeration. Certainly much of the discussion is more a polemic than it is bland reportage. The numerical results, when these were what the instruments yielded, are presented objectively; results of more subjective parts of the battery, though they include many verbatim quotations by respondents, are interpreted in decidedly subjective fashion. Yet—and this is an enormous *yet*—these men are keen observers and the warmth and consideration they have for their young subjects are evident on every page. And there is always the chance that they may be more right than wrong—in which case we counselors should at least take a look at students and at schools through their eyes. And there is the chance that they may be absolutely right—in which case we'd better take this look in a hurry.

Whatever may be true of our Canadian young people, or "good" for them, the questions about schools and society raised by *Society's Children* demand attention. The book is very highly recommended for its ideas: in fact, for those who care about young people and value their individuality, it is mandatory reading.