

are not involved in marital or family therapy might miss this material completely. The authors also risk conveying the message that gender awareness is important only in marital and family therapy, and not in individual therapy.

Apart from the above criticism, the organizational structure of the text makes the material easy to access and follow. A comparison with the previous edition shows an obvious effort to make organizational improvements while integrating new material. In addition, the quality of the content is excellent in both breadth (a wide range of contemporary ethical issues are covered) and depth (issues are explored fully). The writing style is clear and concise, and the liberal use of case studies makes concepts easily accessible to the reader. Although all codes of ethics cited are those of American professional organizations, the decision-making models, theoretical discussions, and issues covered are relevant to Canadian practitioners as well. By combining a workbook format with a traditional textbook format, the authors have created a text that is quite relevant and useful to a wide range of readers.

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Siccone, Frank. (1995). *Celebrating Diversity: Building Self-Esteem in Today's Multicultural Classroom*. Needham Heights, MA: Allyn and Bacon. 248 pp.

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*Reviewed by:* M. Honoré France, University of Victoria.

Frank Siccone's *Celebrating Diversity* does much more than what its title implies—it provides the helper with 75 valuable counselling and teaching strategies (activities) for enhancing self-esteem, increasing respect for self and others, and building self-confidence. This book is designed to help teachers, but in my opinion the book is also extremely valuable for counsellors too. Siccone emphasizes that the book is to help fulfill two demanding challenges that educators face at school: "building self-esteem in students and encouraging students to appreciate cultural diversity" (p. xv). This book is one of those valuable resource books similar to the pioneering work of Simon, Howe, and Kirchenbaum's *Values clarification* (1972). However, Siccone's book goes further organizationally and conceptionally than Simon, Howe and Kirchenbaum. *Celebrating Diversity's* detailed descriptive strategies are written in a no nonsense style that can help counsellors and teachers turn their offices and classrooms into insightful and imaginative places of self-discovery. However, the book has much more to offer than just strategies. There is a brief explanation of how Siccone views self-esteem and why he feels the celebration of diversity is vital to positive self-esteem. This brings up the organization of the book. Siccone describes the book as being divided into four quadrants that closely follow his idea of the dynamics of self and others' relationship to experience (internal) and express (external). Each of these parts not only describes the strategies, but has a short introduction, followed by a review of the major concepts of the strategies, a checklist for the helper and a reading list for the students. The first part (quadrant) has 17 strategies focusing on self-esteem and independence (names, languages,

family patterns, and customs). The second part has 16 strategies focusing on self-esteem and independence (valuing others and working cooperatively). The third part has 23 strategies focusing on self-esteem and personal responsibility (goal setting and student empowerment). And the fourth part has 19 strategies focusing on self-esteem and social responsibility (problem-solving, conflict management and community service projects).

At the core of the book are the 75 strategies that target students from kindergarten to grade 8, but many of these can be adapted for any level. All of the strategies are logically presented and are sequenced from self-valuing and appreciating to valuing and appreciating the world. Each of the strategies have clearly stated objectives and procedures that can be used at any time that they are needed, either individually or in a group. Two additional attractive and integrated parts of this book are the incisive and multi-ethnic quotes sprinkled throughout the book and the reference and resources section at the end of the book. Some of the quotes are historical and literary from ethnic backgrounds such as First Nations, Vietnamese, European, and African-Americans. For example, in chapter 28, which focuses on "a circle of friends," there is a quote by Ivey Baker Priest, who said: "the world is round and the place which may seem like the end may also be only the beginning" (p. 88). So, if you like quotes like this, the book will provide you with a diverse list of quotes on self-esteem and multiculturalism. The extensive bibliography is organized by cultural groups to help counsellors and teachers select books of particular relevance to their students. These sections include resources from the following categories: teacher resource on multiculturalism and self-esteem and student books on African-Americans, aging, Asian-Americans, families, gender identity, Hispanic, multiculturalism, Native Americans, and the physically challenged. In addition, it has a section on organizational resources and parent resources on self-esteem. The only drawback to this section is that there are no Canadian resources mentioned. However, this 248-page book is a valuable resource to have in one's library for the counsellor and teacher interested in multiculturalism and self-esteem.

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Durlak, Joseph A. (1995). *School-Based Prevention Programs for Children and Adolescents*. Thousand Oaks, CA: Sage Publications, Inc. 117 pp.

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*Reviewed by:* John Stewart, University of New Brunswick.

In this book, the author presents an evaluation of the impact of prevention programs on the behavioural, social, and/or academic adjustment of school-aged children. He highlights what he considers to be promising programs and discusses some of the unresolved issues connected with prevention programming. While this book examines American programs, I think it gives Canadian educators and consultants an overview as well as direction when implementing prevention programs.