

notions, concepts, hypothèses de travail et théories reste élémentaire et ne prétend définitivement pas à l'enseignement universitaire ou collégial. La nature et le niveau du texte demeure tout au long accessible au lecteur profane. En ce sens, ce livre s'ajoute à la liste déjà longue des livres populaires en psychologie.

Pour être sérieusement considéré comme manuel universitaire, voire même collégial, les présentations faites des théories auraient besoin davantage d'articulation, de nuances et de profondeur. Certaines théories, certain(e)s auteur(e)s, absent(e)s dans le présent livre, devraient s'y retrouver et être explicité(e)s. La description des étapes du développement devrait être nourrie davantage pour dépasser l'explication schématique et soutenir une compréhension davantage nuancée et profonde, aborder davantage le jeu des variables développementales sur la personnalité affective, déborder plus largement le cadre psychanalytique et traiter d'autres approches, expliciter ou à tout le moins indiquer des ponts jetés entre les diverses écoles de pensée. Bref, il faudrait diversifier et moderniser les assises théoriques de l'auteur.

D'autre part, si l'auteure a choisi la théorie psychanalytique comme lieu de sa réflexion et comme fondement de son enseignement, il aurait alors été préférable qu'elle n'expose que la théorie psychanalytique et qu'elle le fasse avec toute la profondeur qu'implique cette approche.

Le thème constituant le propos du livre est hautement intéressant. Un livre scientifique sur le sujet répondrait à un besoin des étudiant(e)s et professeur(e)s universitaires. Malheureusement, l'essai que nous avons lu ne prétend pas répondre et ne répond pas à ce besoin. De même, une bonne synthèse des nombreux écrits des multiples théories traitant du développement affectif normal serait fort bien accueillie dans les milieux universitaire et collégial. Mais le présent livre ne visait pas, du moins c'est notre avis, cette cible. Ce livre s'adresse au public large. En ce sens, c'est un bon ouvrage d'introduction, de sensibilisation à la psychologie de l'affectivité chez l'enfant et l'adolescent. Mais attention, il ne s'agit pas d'un livre sur la psychologie de l'enfant et de l'adolescent, mais bien d'un bon résumé de ce que la littérature classique affirme sur le développement affectif normal. La présentation demeure schématique mais juste.

Wass, H., & Corr, C.A. (Eds.). *Helping Children cope with death: Guidelines and resources*. New York: Hemisphere. 1982.

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When a child faces a crisis or a time of perplexing confusion the reactions of important adults in the child's life can do much to guide the child's interpretation of what the situation means. *Helping children cope with death* was written to provide guidance to adults who will be encountering children's concerns about death. The intention was to provide a set of guidelines, presumably for understanding children's reactions and for adult response, together with a description of print and audiovisual resources in this area.

Hannelore Wass is the editor of *Death Education*, one of three specialized journals in this area, and Charles Corr the author of several important articles on professional training of educators in death education. Corr's contribution to the book is major and direct; Wass's is quite indirect, as the compiler of an annotated listing of books for children.

The guidelines section consists of three chapters. Sandra Bertman has written an effective account of the range of children's emotions, drawing heavily on quotations from fiction. She provides a rather incomplete account of children's ideas about suicide, choosing to convey that suicidal thoughts are a way of punishing others. Children's drawings and verbal accounts, collected in Bertman's own work, are highlights of the chapter. In the second chapter, Edgar Jackson deals with the pastoral counsellor's role but his review of children's development draws so little on the Bertman account that no sense of continuity is conveyed. His listing of guidelines for counsellors includes providing honest answers, striving to understand children's reactions (rather than being preoccupied with one's own), and being aware of concerns about abandonment and separation. He provides an introduction to what he calls a "benefit from large-muscle activity that is related to the crisis" which warrants elaboration; essentially, he addresses the need for a child to be meaningfully involved in making a response to a death so that understanding can occur on the child's own terms. In the third chapter, Charles Corr provides a brief review of both formal and informal educational attempts to help children and helpers. Formal education involves

courses, or units within such subjects as literature and philosophy, and day-long workshops which he considers to be the more prevalent form. Less formal approaches, considered to have "power and potential far exceeding traditional forms of pedagogy," are the "teachable moment," created by a child's curiosity about a spontaneous event such as a news story, and the "nurturing moment" which occurs when strong emotions are present. Corr presents a sequence of activities for workshop and self-study which acknowledge the need to clarify one's own concerns and meanings in preparation both for understanding how others are responding to a death and for being able to respond effectively. At several points, he warns about the "misguided protectionism" which characterizes many adult reactions to children who have experienced a loss.

The resources section provides a representative and relatively recent listing of books for adults, books for children, and audiovisual resources. The annotations given for each entry are informative and inviting. A synopsis of the content and recommended age-level for the materials are given. Corr, in particular, is refreshingly frank in his acknowledgments of questionable or negative aspects of some of the books. The compiler of the audiovisual resources, Richard Pacholski, has some wise advice about avoiding expensive rentals or purchases; the addresses of distributors, unfortunately, do not include any Canadian agents.

*Helping Children Cope with Death* starts with an acknowledgment of the theme of the continuity between life and death — Gibran's "behold the spirit of death" by opening "your heart wide unto the body of life". The theme became activated only in Corr's chapter and Wass's annotations of children's books. Perhaps because this theme was ignored, the individual submissions are not well integrated. At one point, Corr made good use of an idea presented in an earlier chapter, "we should follow the guidance of Jackson, who has long advocated the value of acting out strong feelings, of using ceremonial ritual to confirm the solidarity and continuity of life" (p. 57), which demonstrated the potential clarification and support which might have been achieved by a more integrated book.

There are some rather surprising omissions in a book concerned with resources for dealing with children's death concerns. Only Corr deals with the important issue of providing

support to helpers; hospice groups and others have developed guidelines and programs for assisting helpers in acknowledging their reactions, maintaining realistic demands on themselves, and forming support groups. Little acknowledgment is given to descriptions of phases of responding to a loss, such as Kübler-Ross's (1969) or Bluebond-Langer (1977), or to guidelines about intensity or duration of responses which might be indices for helpers in understanding the normalcy of children's reactions. Guidelines might also have been provided regarding using literature and other media with children and in choosing other materials. Romero (1976), for example, has provided many ways of inviting children to become involved in the ideas and people they encounter in books. Guidelines for choosing materials seem particularly important since any listing is fated-to-become-outdated. Judy Blume (1981), for example has written a very effective account of a young girl's anger in reaction to her father's death and Kübler-Ross (1983) an account of children and death. Important criteria, sources of reviews of recent materials, and names of specialized publishers might have been provided.

The book might be best considered a secondary reference for counsellors, teachers, and parents to be obtained once more basic references have been secured. The listing of resources and Corr's guidelines for providing training would be particularly valuable references to have on hand.

#### References

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- Knowles, D.W., & Reeves, N. *But won't granny need her socks? Dealing effectively with children's concerns about death and dying*. Dubuque, IA: Kendall/Hunt Publishing Company, 1983, 82 p.

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An understanding of issues relating to death and dying are important for counsellors