

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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- Kübler-Ross, E. *On death and dying*. New York: Macmillan, 1969.
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- Romero, C. Children, death and literature. *Language Arts*, 1976, 53, 674-678.
- 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

as often we are faced with clients still grieving over unresolved loss. This booklet offers much for those working with children, especially young children and for those conducting workshops for professionals who interact with children. The writers bring considerable first hand experience to the topic, a good sensitive to children and a useful developmental framework.

The booklet is divided into seven chapters addressing such topics as characteristics of children's understanding, reactions to loss, how children understand death and responding to children's concerns. One chapter provides some useful hints on such resources as television and appropriate books for children and adults.

A major strength of the text is the set of questions the writers raise for the reader or workshop participant at the beginning of most chapters. Here the reader has the opportunity to assess their own emotions, experiences, beliefs and reactions to death and dying. As Knowles and Reeves say, in order to be truly effective helpers, the adult must have a thorough understanding of their own values as well as knowledge and sensitivity. In particular, these stimulus questions would be very helpful to workshop participants.

Other strengths center around the elucidation of children's cognitive processes from a Piagetian developmental perspective, the many anecdotal responses and reactions to death and the modelling of appropriate communication skills.

From my own perspective as a counsellor educator I would have liked more on emotional development as well as cognitive development and more on a theory of human development. In this way, death and dying could be placed in context. I am thinking, in particular, of Bowlby's monumental work on Attachment and Loss and Object Relations Theory (Klein and Winnicott) for not only is there the loss of the loved one but the inner psychological image is also shattered which makes the processes of reparation and restoration initially hard to accomplish.

Also, because death can have a profound impact on the human psyche, I would like to have seen some examples taken from a few children who were seen over several weeks and months. I mention this because having worked in both schools and day cares, one is faced with helping these children over a long period of almost daily contact.

In sum, I found this to be a useful beginning book for child-care counsellors and

teachers. I think more needs to be done in this very important field.

Raynor, J., & Entin, E. *Motivation career striving, and aging*. New York: Hemisphere, 1982.

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General expectancy-value theory is concerned with how future orientation influences current motivation in achievement situations or in contingent paths of achievement requiring successful accomplishment of many steps to reach a goal. The book begins with a mathematical statement of the theory, which the authors extend in a variety of ways through empirical investigations and conceptual distinctions, culminating in the concept of a psychological career, a behavioural opportunity for self-identity. In a career, one strives not just for desirable consequences or the opportunity to continue a path, but to maintain or enhance self-identity and self-worth. Motivation is linked to personality, action to selfhood. With this concept and related ones, Raynor and Entin are able to provide an account of identity crisis, career change and stability, and motivation over a life, among other important topics.

Throughout the book, there are many interesting findings. For example, success-oriented people tend to take positive steps toward an important goal while failure-threatened people tend to take positive steps only when a goal is unimportant. When goals are important, they act self-defeatingly. As another example, personal attributes tend to be regarded as important if they are regarded as important for attaining future goals. Similarly, there are a variety of ingenious conceptual formulations of interest to career development theorists. Although somewhat awkward and tortuous in presentation, the author's ambitious elaboration is systematic and valuable.

There are a variety of lacks in the work. First, their neglect of related literature is regrettable. Despite the similarity of their concept of career to the prevalent one in career counselling, previous work is scarcely mentioned. Donald Super, for instance, is cited only once, and this occurs in an unrelated context. This conspicuous neglect tends to make the authors' enthusiastic air of originality rather presumptuous and irksome. Second, many analyses rest upon nothing more substantial than college students solving anagrams under varying conditions. Third,