pleasurable activities such as sports, card playing, or socializing with the opposite sex. Also, occurring with these two kinds of apathy, I have observed an affective apathy or coolness to one's environment and those fellow human beings in the environment. The point here, is that many of us have learned to inhibit mental activity on these three mentational planes and situations mitigate to reinforce this inhibition.

With this in mind, my approach in groups such as seminars or committees or study-skills sorts of workshops is to legitimize silences. This is done openly and explicitly by stating that "silence is golden" and that these silences serve us with some very important time out for our minds to have an opportunity to work. With this time out and an uneventful situation, each member is implicitly required to do his best to be productive. A question followed by thirty seconds of silence, then by my quick interjection that "silence is golden," changes an apparently hopeless situation, from the point of view of the participants, into an optimistic workshop atmosphere with the right people doing the work and having a sense of satisfaction because of it.

RESUME: On se retrouve souvent dans la situation de leader d'un groupe de discussion ou d'apprentissage plus ou moins bien défini. A un moment ou à un autre, nous faisons tous l'expérience du "silence inconfortable." Il en résulte habituellement un dilemme qui amène le leader à soit intervenir, en s'attirant l'indignation ou la colère des membres, où à ne pas intervenir, avec un résultat analogue. J'ai expérimenté une troisième façon d'éviter le malaise en rendant le silence légitime. De cette façon il est possible de contrecarrer l'utilisation du silence comme manoeuvre de résistance dans les situations de counseling individuel ou de groupe.

REFERENCES

Blythe, P. W., Progress and prospect in reading improvement, toward an understanding of cognition in reading. Toronto: York University Psychological Services, Internal Report #49, 1971.

Marx, M. H., & Tombaugh, T. N., Motivation: Psychological principles and educational implications. San Francisco: Chandler, 1967.

REVIEW

CITIZENS ADVOCACY AND PROTECTED SERVICES FOR THE IMPAIRED AND HANDICAPPED

By Wolf Wolfensberger and Helen Zauha.

Printed by: The National Institute of Mental Retardation. Sponsored by: The Canadian Association for the Mentally Retarded. Distributed by: The National Institute on Mental Retardation, 4700 Keele Street, Downsview, Ontario. M3J 1P3. 1973

Reviewed by Colin Tisshaw, Special Education Consultant, Protestant School Board of Greater Montreal, Montreal, P.Q.

It may come as a surprise to some that this book is not a plea to implement representation for the handicapped and impaired, but rather is a comprehensive organizational and procedural primer for interested community groups. Citizen Advocacy is defined by the authors as "a mature, competent citizen volunteer representing, as if they were his own, the interests of another citizen who is impaired in his instrumental competency, or who has major expressive needs which are unmet and which are likely to remain unmet without special intervention."

Having defined a broad general role, the authors not only build a strong theoretical rationale and proposals, but also show how the ideology can be translated into working practice by describing successful operations in various communities. Finally there is an attempt to provide very specific guidelines for implementation accompanied by a wide range of resources and materials which would facilitate such a venture.

Advocacy needs are broken down into those which are primarily instrumental, which would call for the advocate to function as a guardian, trustee, or guide in assisting in the legal involvements concerning the impaired person, or protegé, and those which are primarily expressive, as symbolized by the role of an advocate friend. In actual practice the need usually is both instrumental and expressive and carried out by a foster parent, teacher, parental successor, etc. It is stressed that the heart of advocacy consists of a one-to-one relationship between the advocate and the protegé. This definition eliminates such advocacy roles as "class advocacy," as espoused by Ralph Nader, who has acted as an advocate for the consumer; or "collective or corporate advocacy" exemplified by voluntary citizens groups like the Association for Retarded Children, or "group advocacy," exemplified by a women's church club adopting the residence of a home for the aged, or part of the operations of an institution.

The needs of the protegés are analyzed very effectively through the development of guides outlining the rank order of major typical advocacy needs. These vary from those which can feasibly be met with protegés in long-term specialized residential programs, to those of protegés who could function more independently in the community.

From the first North American advocacy program initiated in Nebraska in 1968, not only the theory but the implementational procedures and problems are chronicled, with an appendix showing the forms which had been used and the relevant information and processes adopted after several years of trial and error. Other programs developed in North America are outlined showing how the problems and programs varied from area to area.

Guest authors have written about the history and present status of protected services, the rights of the handicapped, and the role of the voluntary movement in safeguarding the rights of the impaired. This analysis indicates that the volunteer movement has developed to the point where effective volunteer advocacy participation in social and community agencies is now considered to be indispensable, supplementing and complementing the institutional and formalized services offered to the clients and the protegés. The technical guidelines on aspects of dissemination and implementation of Citizen Advocacy programs comprise the "how to do it" section of the book, which is a very comprehensive step-by-step procedure that details all factors ranging from the needs and requirements involved in staffing advocacy offices, to recommended professional workshop schedules and program content for anything from two-hour to two-day sessions. In closing, the advocate's testimonies provide a moving and worthwhile counterbalance to the highly professional and technical part of the book by showing that, in a very human and individual way, people can be helped in a very effective one-to-one relationship, with not all of the advantages going to the protegé.

The relevance to the guidance field would seem to be that, by definition, the problem of individual human interaction is too great from the quantitative point of view to be handled by the trained professionals and thus the institutions for which they toil so diligently. The professionals, by their very training and attention to the qualitative aspects of a problem, usually can deal with only a fraction of the total population, which may have needs ranging from very minimal problems to those that require much time and energy. It is in this light, then, that the use of volunteers can be developed to represent the person who in many cases would require some assistance in dealing with the bigness of the institutions created originally to help him. In an educational setting there are high schools where advocacy programs have been developed in which teachers are advocates for 30 students throughout the students' high school career. In this way, problems which would be considered too minor to take much time and attention of the guidance counsellors could be handled by a teacher who maintains a thread of continuity with a block of students over a four- or five-year period. The initial results, while not documented, would indicate that the bigness and the impersonality of the large high school are effectively offset by the personal involvement and interaction of one meaningful adult with the student, even if that teacher never has the student in his or her class.

As an outline of the philosophical foundations of advocacy and as a detailed manual of problems, procedures, and goals, the book can be recommended not only for those wishing to organize such a program in the community but also for those professionals who can recognize some of the faults and shortcomings of the system of social service which have led to the rise of such a phenomenon as Citizen Advocate.

Indeed, if the thrust and impetus were to come from those of us who are responsible for, and who are concerned with, the welfare of children and adults, then the resulting programs which would ensue could respond to their needs on a quantitative and qualitative basis. As we have come to accept the necessity for counterbalances in our democratic political system, so then the counterbalancing presence and role of Citizen Advocates, who are not concerned with the perpetuation or smooth bureaucratic operation of our existing systems, can only enrich the lives of those whom ultimately we are committed to serve.