

artificial and gimmicky — a technique employed to conquer straw men.

In the past, I have assigned *The Guide* as background reading for some of my clients and

found that people who read it seemed to progress more quickly. I now have no further use for *The Guide* because in the future I'll be assigning *A New Guide to Rational Living*.

Discussing Death: A Guide to Death Education
By Gretchen C. Mills, Raymond Reisler, Jr.,

Alice E. Robinson and Gretchen Vermilye.
Homewood, Illinois: ETC Publications, 1976,
140 pp. \$8.50 (cloth), \$5.50 (paper).

A Teaching Unit on Death and Dying

By The Memorial Society of Edmonton and
District, 5326 Ada Blvd., Edmonton, Alberta,
T5W 4N7, 1975, 103 pp.

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Many writers have pointed to the widespread denial of death in North American society. Although death is inextricably bound up with life, the phenomenon of death has become a taboo topic — a fact which children learn at an early age when their natural curiosity leads them to ask questions about death and dying. Parents who learned in their early years that they should avoid talking and thinking about death can hardly be expected to help their own children develop a wholesome and freeing attitude toward the subject.

Two recently published volumes on death education provide concrete and helpful approaches to the task of reducing the effects of the death taboo. *Discussing Death* contains a wealth of resources, activity ideas, and information that can be used by teachers in all disciplines to integrate activities and discussions about death into ongoing classes. Although this death education guide can be most directly applied to classroom situations, it can also be an invaluable reference, curriculum guide and catalyst for any

Consultation: A Book of Readings.

Dinkmeyer, D. and Carlson, J. (Eds.) New
York: John Wiley and Sons Inc., 1975, 295
Pages + xvii

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According to the editors, *Consultation: A Book of Readings* represents an attempt to provide for

adult interacting with children in the school, home, or church. The guide is separated into four age levels: 5-6 years, 7-9 years, 10-12 years, and 13-18 years, and the curriculum concepts and learning opportunities are presented sequentially from the basic to the more difficult. Among the concepts dealt with in the guide are: awareness of feelings, life cycles, grief expression, and death causes.

A Teaching Unit on Death and Dying is designed for use with senior high school and junior college students. The purpose of the unit is to stimulate thought and dialogue among high school and beginning college students on the topic of death, and to provide a variety of information and activities to help teachers and students to cope personally with the inevitability of their own death and the death of others.

Among the topics included in *A Teaching Unit on Death and Dying* are: how the dying person copes with death, the grief cycle and the bereaved, suicide, and funerals. Along with an excellent bibliography are provided a thought-provoking Attitudes Questionnaire and a Stress Scale.

Classroom teachers and educators who wish to provide creative opportunities for students to grapple with a subject as crucial as life itself will find excellent resources and guidance in these two volumes.

The subject of death deserves our most serious attention and innovative educational approaches, for, in the words of Paul Tillich's famous question, "if one is not able to die, is he really able to live?"

counsellors and others in the helping professions the exposure to consultation theory and procedures that training programs have not, at least until recently, provided in any significant way. The book is designed for use in basic courses in pupil personnel work taken by counsellors, psychologists, social workers, and administrators.

The readings in the book are distributed across six interrelated sections that are designated as follows: "Rationale and Theory of Consultation",