is to describe the practical steps in the community organization process. These steps involve the recruitment of participants, maintaining and deepening member participation, strategy development, implementation of community action programs and finally the evaluation of outcomes. A unique feature of the book is its use of the practical experiences of 42 community organizations along the East Coast of the United States to frame the discussion and provide concrete illustrations of the many dimensions of successful organizing.

The book is well written and will be particularly useful to students. Its arguments are logically presented and the authors make good use of practical examples. Their use of the concept of 'empowerment' is thoughtful and realistic. Although this term has been overused in the literature, the authors give it substance and meaning. The book should be widely prescribed by community organization instructors at schools of social work.


The literature on international social work is still very limited and the publication of this book about social work in the Netherlands is, therefore, to be welcomed. The book shows that social work in the Netherlands shares many common features with social work in the United States but that there are differences as well. The book describes the 'Amsterdam model' in substance abuse treatment, and it contains an instructive article on the Dutch approach to community development. The chapter on social work education in the Netherlands is particularly interesting. Unlike the United States, social work education is provided by non-university institutions known as 'higher schools' which have considerably autonomy to decide their own curricula and determine the nature of their study programs.

On the other hand, the chapters on social work with migrants, children and young people and the victims of aids reveal that there are many similarities in social work practice between the two countries. These similarities, as well as differences, show
that social work is an adaptable profession and that its involve-
ment of different fields of endeavor has relevance to practition-
ers in different national settings.

Aletha C. Huston (Ed.), *Children in Poverty*, New York: Cam-

It is now widely known that the proportion of children in poverty increased steadily during the 1980s. The problem of child poverty has been dramatized by numerous advocacy groups and it is now widely reported in the media. However, while many deplore the situation, there is little agreement about what should be done about it. In recent welfare reform discus-
sions, many have argued that the solution to the poverty prob-
lem can be found in promoting parental responsibility, hard work and self-sufficiency. However, the authors of this book are critical of simple, rhetorical answers to pressing social problems such as child poverty. Slogans, they point out, do little except meet political objectives and foster complacency. They argue that a variety of policy options are needed if the problem of poverty among children is to be addressed in meaningful ways. These policy options involve health care, income support, child care, early childhood education, parental support (particularly for adolescent mothers) and economic programs.

The book is based on a conference held at the University of Kansas in June 1988 and like most publications emanating from conferences, it lacks coherence and structure. Nevertheless, the different articles touch on some important issues and Huston's concluding chapter offers a useful summary of the material. It also identifies key areas in which future policy involvement is needed. Current events in Washington do not, however, auger well for her hope that the solutions proposed in the book will be implemented.


Social service programs are under greater pressure than ever before to demonstrate their effectiveness. Taxpayers and