

symbol in their "reconstruction of identity" (p. 161). As such, the "veil" serves as a means of balancing the conflicting roles of these women.

However, Macleod maintains that the "new veiling" represents "a double edged message." While it is a form of "protest," it is also a form of "accommodation" or "acquiescence" (pp. 137-138). It reflects a form of both protest against, and acquiescence to, unequal power relations in three different contexts: family, class, and global level. Within the family, "veiling" validates their identities as "good woman," "good wife," and "good mother," while working outside the home, and helps to enhance their power in this context. Also, this practice symbolically provides these women with a means to bring themselves closer to the middle class and to remove themselves farther away from lower-class women. On the global level, in turn, "higab" serves as a mechanism for affirmation or validation of their cultural and gender identity by protesting against "the loss of traditional values" brought on by the rise of "modernization and development" (p. 135).

According to Macleod, while the "veil" can be perceived as a sign of change, it also signals women's acceptance and conformity to traditionally defined gender roles. This, in turn, can lead to "reproduction of inequality" in the future. In explaining the meaning and the function of the "veil" for this particular category of women, Macleod emphasizes that this practice should not be mistaken for, or perceived as, simply "reactivation of tradition," "reactionary," "Islamic resurgence," "false-consciousness," or "religious revivalism." Rather, it is "voluntary" and is "based on personal reflection" (pp. 4, 14, 107, 109-111, 160).

Macleod's *Accommodating Protest* provides detailed, informative, and stimulating insights into how a particular group of Non-Western women--lower-middle-class working women--adjust to, or cope with, the conditions of their everyday lives. In so doing, she elaborates the dynamics of the interaction among gender, culture, religion, family, employment, and power relations. However, given that this is a case study based on a small number of women in Cairo, Egypt, the reader is clearly limited in generalizing Macleod's findings to the lives of the millions of other Moslem women, not only in Egypt, but in other nations in the Middle East, Africa, Southeast Asia, and so forth.

Nonetheless, the depth of the data and analysis that Macleod presents should stimulate continuing research and dialogue about the roles of women in the Third World, not solely Moslem women, but all Third World women. *Accommodating Protest* provides an especially valuable contribution to understanding the complexity of gender issues in cultural contexts.

*Generalist Practice: A Task-Centered Approach*, by Eleanor Reordon Tolson, William J. Reid, and Charles D. Garvin. New York: Columbia University Press, 1994. 431 pp.

Twenty-six years have elapsed since the introduction of task-centered casework as an individually-oriented approach to social work practice. During that time the approach has continued to evolve through the research of the original developers and other scholars. Today the approach is defined as a highly structured, empirically based, problem solving method of intervention in which change occurs through the use of tasks or activities designed to ameliorate the identified problems. These change activities can be developed from an array of practice approaches as well as from problem-solving activities. (p. 4).

The authors envisioned this text as being used in teaching undergraduates and entry level graduate classes. They are hopeful that this text will meet the accreditation standards of the Council on Social Work Education for providing a generalist perspective of practice with different size client systems. They are also hopeful that the combination of the generalist framework, the integration of tested task-centered treatment directives across and within different size client systems and a numbering system that permits content to be studied by topic or as a complete work. It will also assist practice instructors to meet the challenge of teaching an integrated approach to helping without sacrificing skill mastery.

This book is systematically divided into four major parts which are further divided into chapters which focus on practice with all size client systems (individuals, families, groups, and large systems). The chapters, with the exception of the two dealing with larger systems, described different phases of treatment with a particular client system. A case illustration concludes the description of work with each of the systems. The two chapters on larger systems (human services organizations and communities are written by contributing authors).

On the whole, the book is clearly articulated, orderly presented and very readable. Evidence exists throughout the text of the author's work over the years to improve treatment procedures and to seek new applications of the approach. Obviously, one cannot propose an integrated approach to practice without regard for many of the essential elements of effective practice. For example, the concept of task has been more broadly defined to include more than what clients think they must do to alleviate the problem (p. 73). Also, two additional categories of problems, decision making problems, and psychological or behavioral problems not classified have been added to the original typology. Perhaps a more sweeping change has been in moving toward marrying this approach to generalist practice--an approach that is applied to all client populations rather they are capable identifying and clearly articulating their target problem. The authors address this concern by suggesting the use of referrals and or the use of a different practice approach. It is such suggestions that beg the question: How is the task-centered approach different from a goal-oriented, task-directed approach? It would appear that good generalist practice that is effectively done is not only goal-oriented and task-directed, but also focuses on the client's strengths. This reviewer believes that the primary way that one achieves this

aim is by putting clients first and in charge. Although this approach speaks to the practice principle of client empowerment the implicit emphasis is on the professionals (and the worker) being in charge of the decision making process and not the client.

In bridging the generalist perspective and the task-centered approach, the authors utilized three practice concepts: target problem, collaterals and context. According to the authors, context refers to the biopsychosocial and historical factors that surround the target problem and are the recent conceptual development with task-centered practice. In some ways, though, the authors treat these practice concepts as if they were newly discovered principles of practice and unique to the task-centered approach.

Overall, the authors have crafted an interesting conceptualization of generalist practice. Not only have they synthesized a great deal of complex background literature pertaining to the various size client systems, but have established an empirically based approach to practice. However, despite the careful crafting of this text, this reviewer would have liked to see the authors further develop the notion of target problems as something desirable, and thus to be attained (p. 393). The authors have acknowledged that empowering techniques such as identifying and building on strengths, teaching specific skills, mobilizing resources and advocating are generally incorporated in the task-centered approach. Although this discussion was focused on work with special populations only (poor and minorities) (p. 100), it is this reviewer's contention that these techniques, along with empowerment practice, is at the center of generalist practice with all client populations. A final concern has to do with the authors' contention that very little is known about how decisions are made regarding the appropriate system with which to begin work. Perhaps it would be more accurate to say that the information has not been articulated in ways that clearly suggest a topology of movement in working across systems.

I would like to conclude with the authors' beginning statement that: teaching students to become generalists is a complicated matter since generalists must possess the skills to work with a variety of different systems, problems, settings and populations. In many ways this text represents an impressive movement toward a more integrative approach to generalist practice. However, stronger and more prevalent precautions are necessary to guard against users of this text oversimplifying the complex nature of human beings and or mechanizing the helping process.

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*Environmental Justice: Issues, Policies and Solutions.* Bunyan Bryant (ed.) Washington, D.C.: Island Press, 1995. 278 pp. (paper)

Federal and privately funded studies completed during the last decade have consistently shown that areas most often affected by environmental contamination and toxic hazards are disproportionately populated by minorities. These findings have played an important role in politicizing citizens in minority and low income communities around issues of equity, justice and the same rights to clean air, water and land as affluent suburbanites. The call for environmental justice is growing and the emergent environmental justice movement is gaining the attention and involvement of social scientists and some public policy-makers.

Since 1987 academia has become increasingly involved in the nascent movement. The University of Michigan School of Natural Resources and Environment has been at the fore, holding two conferences on issues central to the movement. The first conference in 1990 led to a compilation of essays titled *Race and the Incidence of Environmental Hazards: A Time for Discourse* (Bryant and Mohai 1992) that provided a wide range of evidence and documentation on environmental inequities. Bunyan Bryant's *Environmental Justice: Issues, Policies and Solutions* is the result of a second conference on environmental justice held in 1993. The book can be read alone or as a follow-up compilation that emphasizes issues similar to its counterpart, but with a new focus. Bryant stresses in his introduction, in contrast to the 1992 publication, this book is not merely centered on "articulating the environmental justice problems" but rather on developing solutions.

*Environmental Justice* begins with four rather succinct and thought-provoking analyses of the role of professionals and citizens in promoting environmental justice. Of particular import is Rebecca Head's discussion concerning the extent to which present scientific methods and data are adequate (or inadequate) for informing public policy. Her recommendation for both short-term and long-term amelioration of community-based environmental inequities rests on the necessity for site-specific criteria developed in conjunction with citizen participation for determining safety factors involving environmental hazards or the possibility thereof. The accent of the book's middle essays moves towards institutional issues involving urban residential segregation, economic impacts of state and federal environmental policies and the need for a national industrial policy emphasizing planning that would sacrifice neither workers nor production. Robert Bullard's cogent discussion of institutionalized urban housing discrimination leads to a conclusion similar to Head's in the earlier essay. That is, key to combating environmental inequities is the effective incorporation of citizen's (the primary stakeholders in these issues) into decision-making processes affecting their communities. The final chapters focus discussion on the prospects for democracy, sustainable development and global environmentalism in the approaching decades. As Fredrick Buttel observes in the closing essay, local, national and international "environmental policy must be recognized for what it is - broad social policy" (pp. 206). This statement appears to capture the central point of the book.