it seems almost unfair to be too critical. Perhaps the book is simply too ambitious. Had the author limited his subject to John Locke's influence on one or two writers or genres, he might have achieved more success.

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Bettelheim, B. and Zelan, K., *On Learning To Read. The Child's Fascination With Meaning.* New York: Alfred A. Knopf, 1982, 306 pp. $17.95.

How a child learns to read has been and still is a mystery — most children learn to read, most children want to read, and most children show how pleased they are to be able to read by holding newspapers and magazines and reading the 'way their parents do.' But some children have an easier time of going through that mysterious process "learning to read" than others, and Bettelheim and Zelan give us several clues as to why some have an easier time. The authors point out that "if academic studies are not pushed too soon or too hard," "if his past experiences in home and school" equip him, and "if he finds reading rewarding" then the child will learn to read. Reading is perhaps the single most important acquisition the child will make — for if the child cannot read well, then, as the authors point out, the child's fate is sealed.

Children have to acquire decoding, phonetic and blending skills, and word recognition if they are going to read; most children quickly realize the necessity of learning these skills. Perhaps the willingness to acquire these skills is also dependent upon their identification with their parents and their teacher. Interpersonal skills brought to the classroom by the teacher are of great importance. The teacher creates the atmosphere in which the child wants to read — but then what to read? Literacy appears dependent not only upon skill acquisition and upon repetitive play with words and rhymes, but as importantly upon "reading a story worth his attention". Just to drill in decoding or phonics does not produce literacy, and "if by third grade a child is well started on becoming literate, in all likelihood he will continue in the same direction."

Children need books and materials to read that are truly interesting to them, that are well written, informative, presenting points of view, where characters in stories "live" and have substance to their lives expressing opinions and emotions that are in keeping with situation events. Bettelheim and Zelan find that children in grades one and two think they are reading "junk" and find the stories so unreal as to be boring.

But it seems that neither children nor teachers chose the books that children are to read. Bettelheim and Zelan point out that it is a practical belief that books which offend or might offend the fewest number of people are the ones which will be purchased by boards of eduction. Fairy stories, true to life adventures, strong emotional events have little place in children's reading. As Bettelheim and Zelan point out, it is no wonder then, even when children have the intelligence (to learn) to become literate, they fail.

Bettelheim and Zelan make a plea for organize reading: reading based upon the child's own stories and enlightened and enriched by "real literature of the mother tongue, presented in literary wholes" (Huey, 1980). However, what we seem to have done is reduced the number of words used in children's readers, increased the number of pictures, and made the plot of the story, if there is one, weaker, blander, and less relevant to children's experiences. We have not kept up with children's vocabulary levels, we have not kept up with the material they see on television and hear their parents talking about — we have emphasized a dullness and an exceptional emptiness of content. Nothing to let children get their teeth into!

Bettelheim and Zelan, in their zeal to push meaningfulness and interest in text content, de-emphasize playing in kindergarten. However, many of us have found that children's play leads to writing and reading, and "teacher's praise as reward for being a good . . . block-builder" is as important as skill acquisition. In fact it is skill acquisition (Weininger, 1979). Children's natural curiosity to learn to read is fostered by effective play atmosphere, not just by "making reading an activity of intrinsic interest." It is important to recognize that while interesting text content is vital for continual literacy development, play permits the exploration of fantasy, attitudes, and strong emotions of love and hate which provide the foundation for the interest in learning to read to develop. Perhaps children at the Orthogenic School learned to read only after they were able to play out their troubles and problems.

While we continue to search for central nervous system impairment to explain reading failures, we often fail to take into account the need not only to play, but the psychological reasons why children do not read. Bettelheim and Zelan note boredom as a factor, but even when children learn to decode, they still do not necessarily read

effectively. It is here that Bettelheim and Zelan make a vital contribution to the reading process. It is the "resonance the words evoke in our unconscious." They suggest that "the unconscious of the reader significantly shapes his response to the work he is reading" (p. 40). It is the message that the reader receives from the words and the text that leads to meaning and it is the unconscious attitude towards the reading material, itself as a source of information, which allows us to read or not read. Children do not learn to read *not* because of a central nervous system impairment necessarily, nor because of low intelligence, but often because they are unconsciously motivated not to find out about things — that something which leads to too much anxiety aroused by too much hostility by the uncovering of dangerous information.

While Bettelheim and Zelan deal with the aspects of meaning and comprehension, they do not deal with the primary process, that is, why do children not read even where there is no neurological damage and they are bright. The cognitive unconscious (Piaget, Weininger) is a powerful motivating source and should be presented as the precursor to the meaning of text.

Children arrive at school with unconscious attitudes to learning: some very positive, some negative. The teachers must be helped to cope with children's attitudes, for example as Bettelheim and Zelan point out:

> "If a teacher, on the contrary, regards an error the child makes as meaningful — as revealing an underlying thought or feeling of importance to the child — then her attitudes will be pleasing even to the child whose reaction to reading is basically negative" (p. 46).

It is important that we help our educators understand children's errors in reading as unconsciously meaningful, and give teachers the tools to make the printed word ego-syntonic.

Bettelehim and Zehan indicate the importance for the educators of young children to understand what the child unconsciously presents in the classroom. They stress the observational method and the error of telling a child that he is making a mistake because of his "unconscious." They point out that reading errors may be the result of unconscious pressures rather than a conscious lack of interest, but the guiding principles they arrive at would seem to require interview training in psychoanalysis to carry them out (p. 81). It is not rewarding for educators to be given principles which require training in a different field and then be expected to try and make them work. Our own unconsciousness is also operating and resentment because of the explanation that 'the teacher was teaching all wrong' can lead to 'throwing the baby out with the bathwater.' The unconscious is a powerful force and requires years of study and observation; perhaps Bettelheim and Zelan would be advised to suggest that teachers have available to them resource staff of the calibre of Bettleheim and Zelan to help them learn what to observe, how to understand the child's misreading, and how the reading errors might be an act of self-expression, so that they might then help the child to literacy. Most educators are taught that children's misreading is due to lack of experience, inattentiveness, or insufficient knowledge. If they are to accept the psychoanalytic principle that errors are unconsciously motivated, then more than telling them so will be needed. They need training in their colleges of education, in their apprenticeship as teachers, and in their conferences with senior staff. They need more than having Bettelheim and Zelan state that mistakes reflect unconscious pressures — they need an educational curriculum which will give them the foundations with which to integrate what they are reading — otherwise they might reject, belittle, and ridicule, for this new information just does not fall upon the fertile ground of teacher training and experience. It is much easier to rely upon drill, upon blue or black ditto sheets, upon sight vocabulary and manufactured reading kits, than to recognize the union of the cognitive and the unconscious in the education of the young child. With my own fear that educators might feel this is either too difficult or not necessary, I suggest that Bettelheim and Zelan create a curriculum to ensure that educators present this information while teachers are still in the formative stages of becoming teachers.

While relying on psychoanalytic principles to explain examples of reading ears and perceptual errors, Bettelheim and Zelan do indicate that a "wide variety of methods" are needed to teach reading.

> "But they should be used in order of importance, with reading for meaning taking precedence over all technical considerations, although these, too, have a significant place in reading instruction. Word recognition and word discrimination have to be taught, and with the acknowledgement that the meanings the child spontaneously project into what he is reading are at least as important for developing his literacy as those the text is trying to convey" (p. 191).

Bettelheim and Zelan have presented a meaningful book — but one whose concepts will be difficult to use. Those who read the book with the idea that it will tell *you* how to teach children to read will be disappointed, but those who have worked with children learning to read and have been fascinated by their errors, misreadings, reversals and self-directed meaning will find in this book a method by which to work with and understand the very difficult task children undertake when they learn to read.

True to their principles, they have written an interesting book, a book that presents new information and looks at previous research on reading in a new way. It is a book that is well worthwhile "learning to read".

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Turgeon, Pierre, *Thank God it's Friday or is it? An Approach to Stress in Education.* Toronto: Ontario Public School Teachers' Federation, 1982. $5.75.

Dr. Turgeon has dedicated and directed this book primarily to the teaching profession, although it is equally relevant to the general public. This booklet is an overview of the area of stress. Since it is an overview, there is an attempt to cover all the important issues with an appeal that will hold the average reader.

The little anecdotes and jokes are light-hearted and certainly drive home the author's major points. The extensive use of such entertaining devises during the introduction, however, sets a tone that predisposes the reader to take the book too casually. There is too much to be absorbed in the book to treat the matter with such frivolity.

The work, however, does recognize the complexity of the topic. The area of stress is certainly multifaceted and the term stress is difficult to define and is frequently used vaguely by professionals and the general public. Turgeon's view of stress as a mosaic underlines this complex view of stress. If one interlinks the parts of the mosaic as constructed by Professor Turgeon, the definition of stress is seen as being related to both distress and eustress, to overload and underload stimulation by change, by physiological responsivity, and by individual perception of events. Each of these is dealt with in a few paragraphs.

Within each part of the mosaic, Dr. Turgeon inserts a relevant comment on individual differences. In part I, the concepts of stress-seekers, hardiness etc. are raised to indicate that we are not all the same. In part II he speaks of the unique stress level of each individual and the limited availability of adaptational energy. This is followed by a lot of possible individual methods of responding to stress, e.g., medication use, cardiovascular symptoms etc. Individual differences are also illustrated in part V by discussion of Type A and Type B personality patterns.

The commentary in part IV focussed on perception and includes a statement of his personal belief of stress. He states, "Stress, therefore, I believe, is a perception of threat or expectation of future discomfort that arouses, alerts or activates the person's behavioral responses. It is not the events in themselves, but how we view them that causes stress". Unfortunately he does not develop this position, but jumps into a discussion of the two types of personality (Type A and Type B), Type A being characterized by time-consciousness, competitiveness and an overall stress prone behavior pattern, and Type B being characterized by low irritability, slow-paced activity, and overall relaxation.

The last half of the booklet is a presenation of the RED-40-CIA, a Stress Inoculation Program. This program is based on the "eustress life style" which is directed toward the reduction of distress through the balance of work and play, of stress and relaxation, of rest and exercise, of companionship and solitude etc. These are achieved by the use of Jacobson's anxiety relaxation model (R), by regular exercise (E), Diet (d). The second part of the formula includes a compound meaning for C including both Catharsis (the ability to express emotions) and Cognitive-engineering (re-analyzing the behaviors of ourselves and others to develop an adaptive life style), the I is for individuality. Attitudes toward life represent the A. The central "40" refers to time — the time that it takes to develop self-discipline to engage in the program.

Certainly the stress-inoculation program is the weakest and least creative part of the book. Many traditional and standard approaches to the topic of stress management are included, but in a rather muddled fashion. In fact, there is something for everyone as represented in the author's basket of life. The information is presented in a rapid shot-gun succession without providing any background camouflage.

It is all too apparent that this book is a direct copy of the material used by the author in seminars and workshops being given across Canada. The fast pace, non-elaborative manner would be efficient in such contexts, but is deficient by itself in written form. It would be a good supplementary hand-out for the courses.

It seems unlikely that a person would be inspired to carry through the RED-40-CIA (which almost sounds like a subversive underground agency) on the basis of the introductory section. The first and second parts of the book only interlink marginally.