

as often we are faced with clients still grieving over unresolved loss. This booklet offers much for those working with children, especially young children and for those conducting workshops for professionals who interact with children. The writers bring considerable first hand experience to the topic, a good sensitive to children and a useful developmental framework.

The booklet is divided into seven chapters addressing such topics as characteristics of children's understanding, reactions to loss, how children understand death and responding to children's concerns. One chapter provides some useful hints on such resources as television and appropriate books for children and adults.

A major strength of the text is the set of questions the writers raise for the reader or workshop participant at the beginning of most chapters. Here the reader has the opportunity to assess their own emotions, experiences, beliefs and reactions to death and dying. As Knowles and Reeves say, in order to be truly effective helpers, the adult must have a thorough understanding of their own values as well as knowledge and sensitivity. In particular, these stimulus questions would be very helpful to workshop participants.

Other strengths center around the elucidation of children's cognitive processes from a Piagetian developmental perspective, the many anecdotal responses and reactions to death and the modelling of appropriate communication skills.

From my own perspective as a counsellor educator I would have liked more on emotional development as well as cognitive development and more on a theory of human development. In this way, death and dying could be placed in context. I am thinking, in particular, of Bowlby's monumental work on Attachment and Loss and Object Relations Theory (Klein and Winnicott) for not only is there the loss of the loved one but the inner psychological image is also shattered which makes the processes of reparation and restoration initially hard to accomplish.

Also, because death can have a profound impact on the human psyche, I would like to have seen some examples taken from a few children who were seen over several weeks and months. I mention this because having worked in both schools and day cares, one is faced with helping these children over a long period of almost daily contact.

In sum, I found this to be a useful beginning book for child-care counsellors and

teachers. I think more needs to be done in this very important field.

Raynor, J., & Entin, E. *Motivation career striving, and aging*. New York: Hemisphere, 1982.

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General expectancy-value theory is concerned with how future orientation influences current motivation in achievement situations or in contingent paths of achievement requiring successful accomplishment of many steps to reach a goal. The book begins with a mathematical statement of the theory, which the authors extend in a variety of ways through empirical investigations and conceptual distinctions, culminating in the concept of a psychological career, a behavioural opportunity for self-identity. In a career, one strives not just for desirable consequences or the opportunity to continue a path, but to maintain or enhance self-identity and self-worth. Motivation is linked to personality, action to selfhood. With this concept and related ones, Raynor and Entin are able to provide an account of identity crisis, career change and stability, and motivation over a life, among other important topics.

Throughout the book, there are many interesting findings. For example, success-oriented people tend to take positive steps toward an important goal while failure-threatened people tend to take positive steps only when a goal is unimportant. When goals are important, they act self-defeatingly. As another example, personal attributes tend to be regarded as important if they are regarded as important for attaining future goals. Similarly, there are a variety of ingenious conceptual formulations of interest to career development theorists. Although somewhat awkward and tortuous in presentation, the author's ambitious elaboration is systematic and valuable.

There are a variety of lacks in the work. First, their neglect of related literature is regrettable. Despite the similarity of their concept of career to the prevalent one in career counselling, previous work is scarcely mentioned. Donald Super, for instance, is cited only once, and this occurs in an unrelated context. This conspicuous neglect tends to make the authors' enthusiastic air of originality rather presumptuous and irksome. Second, many analyses rest upon nothing more substantial than college students solving anagrams under varying conditions. Third,

their declaration of faith in mathematical models as the only legitimate form of statement to make is startling in its lack of perspective and self-criticism. While advantageous in some ways, there are drawbacks. Complex interrelated concepts are reduced to simple isolated ones whose main virtue is measurability. Precision of meaning and coherence of understanding are replaced by precision of measurement and consistency of formulas. There is a rift between quality and quantity which makes their work seem oddly complex and simplistic, sophisticated and shallow.

This book is for researchers, not practicing counsellors. The systematic elaboration has potential importance for advancing Super's notion of a career rainbow as well as other ideas. If translated into more practical terms, the work offers a set of considerations for counsellors to take into account in helping people plan their lives, pursue a career, and make decisions.

Turgeon, P. *Thank God it's Friday*. Toronto: The Ontario Public School Men Teachers Federation, 1982.

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The purpose of this book is the presentation of the author's approach to stress in educators. The book is comprised of six parts. Part I through V represent a concise introduction to various concepts associated with recent literature on stress. Part VI consists of a presentation of the author's stress inoculation program. This book is obviously based on both the author's scholarly knowledge as well as his experience with educators particularly through his workshops. This is evidenced in the style — the author "speaks" to the reader while still maintaining a professional approach writing style. Another indication of the author's experiential base is the type of material included in the book. Many useful illustrative examples appear in the text as well as figures to supplement; and, at times, to summarize text presented. The reader will find a variety of self-administered scales which complement the content. Central concepts of Selye's model (the General Adaptation Syndrome, adaptation energy, altruistic egoism) are presented.

The author's approach to stress is largely a blend of Selye's work and that of Richard Lazarus who emphasizes the interaction between the individual's cognitive appraisal and environmental demands. Individuals may

disagree on their appraisal of the same demand or situation. One may perceive it as a challenge while another perceives it as a threat. While Turgeon clearly espouses the latter position, the cognitive-phenomenological model of stress represented in Lazarus work is not treated as systematically as Selye's work.

The stress inoculation program is presented in the final and lengthiest, part of *t.g.i.f.* The reader is confronted with a combination of lifestyle prescriptions (e.g., relaxation exercises, exhortation to engage in physical exercise, and to monitor one's diet) and psychologically-based strategies of stress management (e.g., the need for catharsis; cognitive re-engineering). The author concludes his program with a plea to the reader to maintain a sense of humor and to keep things in their proper perspective. In reading Part VI of the book the reader learns that RED-40-CIA is an effective *aide memoire* for the stress inoculation program and has no political meaning.

In general the author's approach to stress in education is the application of concepts drawn from literature on stress. In so doing the author does not include another relevant source of knowledge on the topic of teachers and stress. A significant body of literature has amassed since the 1970's on burnout in the helping professions, including teachers. The author is obviously not unaware of such literature since he cites Herbert Freudenberger, an acknowledged pioneer in the burnout literature. The inclusion of material such as the empirically-based work of Christina Maslach might have served to add a greater conceptual specificity to stress in educators. An elaboration on burnout would indicate that we need to differentiate among stress, job stress, job stress among helping professionals, and finally job stress among educators.

A mention needs to be made of several bibliographic errors (e.g., citations not appearing in the bibliography) found in the book.

Overall *t.g.i.f.* is an excellent introduction to the area of stress. It is useful not only for teachers but for counsellors as well. Turgeon has succeeded in providing a vast amount of relevant information in a brief, readable volume. Counsellors will find in it not only academic information but materials and suggestions which will prove useful in dealing with stress within themselves, their clients, and their colleagues. For the more ambitious counsellor it may provide a vehicle for initiating an in-house program for helping school personnel cope effectively with stress.