

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 devices 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 presentation 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.

My greater concern is about the inclusion of a number of self-evaluation scales both within the text and in the appendix. Guided use of such scales can be informative for individuals when given a basis for comparison and an opportunity for discussion. Individuals left to their own devices and interpretations could easily lead themselves and others astray. Essentially this is a cookbook which tries to provide a method for analyzing the ingredients, as well as a recipe which is appropriate for all occasions.

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Wright, Mary J. and Myers, Roger C., *History of Academic Psychology in Canada*. Toronto: C. J. Hogrefe Inc., 1982, 260 pp. \$19.80.

For disciplines, as for human beings, development consists of a search for identity and a resolution of developmental conflicts. The *History of Academic Psychology in Canada*, by Mary J. Wright and C. Roger Myers, chronicles this search and the conflicts which emerge but leaves us wondering just who the adult is. Years ago, Mary Wright introduced me to psychology and confirmed my assumption of its importance as a field of study. Reading this 260 page book has made me aware of the struggle that psychology had in order to gain credibility in the university. The underlying themes of the book are psychology's origin as "mental and moral philosophy," and the continuing conflict within psychology between research and application.

There are inherent difficulties in gathering the memoirs of friends and colleagues and making of them a coherent story. Because each chapter of the book is devoted to the history of a psychology department in a particular university, we read a series of biographies rather than learning of an overall pattern of development and the concomitant achievements. We hear of the development of the "M test" from several perspectives; we note that the early textbooks in use across Canada were those written by Titchener, James and Woodworth; but we get no closer to what it all meant.

We do, however, become aware of the problems and pitfalls which befall the young discipline. We are given salient examples of the early days of psychology in Canada in George Ferguson's history of psychology at McGill, in how hiring decisions were made, and in the limited acceptance of the products (e.g., intelligence tests) and language of psychology. The early lack of acclaim awarded psychology at Western, the "younger son" role of psychology at the University of Manitoba, the continuing story, moving west from province to province, of overburdened professors with high student/faculty ratios and slow promotion rates, all evoke the struggle for recognition.

The most positive image of psychology is found in the major projects undertaken, often in relation to important historic events. Testing and selection projects stand out as early examples: Bott's muscular re-education of wounded veterans, the University of Ottawa's work on bilingualism, the sensory deprivation studies at Manitoba, the mental health movement in the prairie provinces, and the establishment of a centre for advanced study in theoretical psychology at the University of Alberta, are major accomplishments. As we move west across the country, we are struck by the continuing close ties of psychology with philosophy and education, and by the movement west of the graduates of McGill and Toronto to the younger universities.

We are left, however, with questions about what psychology is and where it is going in Canada. A more substantive look at the field of psychology would help: what are the current assumptions on which Canadian psychology is based? What are the critical perspectives and directions of psychology today? Should we, for example, be taking national measures of achievement? What are the research funding priorities in Canada and where do these priorities appear to be leading us? Volume II, please.

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Evans, David R., Hearn, Margaret T., Uhlemann, Max R., and Ivey, Allen E., *Essential Interviewing: A Programmed Approach to Effective Communication*. Monterey, Cal.: Brooks - Cole Publishing Co., 1979.

This text offers a practical programmed approach to teaching the basic skills associated with conducting effective helping interviews. A brief introductory chapter provides an overview of the book, some suggestions