

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.