

interactional model: areas where teachers feel competent are perceived as less stressful. Clearly then, teachers would be seen to be needing skill development in dealing with the non-pedagogical aspects of their jobs. This, however, is only one aspect of stress prevention. Another, an outgrowth of Pines and Aaronson's work on coping approaches, is recognizing the aspects of the situation that are amenable to change, and which will respond to an individual's attempts to effect change, and recognizing those areas which are not responsive to change, where the best response will be making changes within the individual.

In this respect, Hiebert reviews research on a variety of attempts at stress reduction training, including counselling, support groups, workshops, and such.

In dealing with stressor management strategies, i.e. strategies that reduce the pressure in a situation on the assumption that people will be better able to cope with the situation, Hiebert discusses environmental changes effecting the physical environment – i.e. light, sound, air filtration, etc., but he does not seem to present any data on the actual psychological environment which can erode so many teachers' coping ability. Little work seems to have been done on the attitudes of caring and valuing of teachers; these seem so significant.

Barbara Wainrib  
Clinical Psychologist  
Montreal

**David Pepper and Alan Jenkins, Editors.**  
**THE GEOGRAPHY OF PEACE AND WAR.**  
Oxford: Basil Blackwell Ltd., 1985.  
222 pp. \$19.95.

This is one of the many publications on Peace and War and Security with particular reference to nuclear war; it is, however, one of the first to claim that its basis is geography and to be available in North America. So much for the status of geography. At a time when a positive welter of atlases on battles, strategy, and medieval military history is flooding the catalogues, this may, at first sight, be a dubious claim. On the other hand, Pepper and Jenkins have had the conviction and courage to abandon the geographers' almost eternal search – quest? – for scientific ability which has hamstrung geography as both a teaching subject and a major source of general knowledge. It is with these major attitudinal changes in mind that this reviewer examines this publication.

*The Geography of Peace and War* is divided into three parts: Part I: The Geography of the Cold War and the Arms Race, Chapters 1-5; Part II: The Geography of Nuclear War, Chapters 6-8; Part III: The Geography of Peace, Chapters 9-12. Each chapter is by a different author and their seats of learning range from Oxford Polytechnic itself – home of the editors – through the Universities of Minnesota, Amsterdam, Cornell, Newcastle and Florida State to the Institute of Geography of the Soviet Academy of Sciences. There is, however, not a single woman contributor which surely must reflect lack of interest in geography rather than a lack of interest in Peace and War and Security studies.

Despite being in separate sections with chapters by different authors, this is not the type of book to be dipped into at random, and from time to time. It is presented as a continuum from a very low key introduction by Pepper, "Geographers in Search of Peace," to Jenkins's "Peace Education and the Geography Curriculum" which sometimes has the ring, but not the intent, of a Peter the Hermit delivery. Not an unkind comment! Both demonstrate genuine belief in, and concern for, their fellow creatures.

In some cases, however, chapter titles flatter to deceive, e.g. "The Geography of Conflict Since 1945" and "The Geography of Arms Dispersal" are weak on their geographical dispersal themselves. On the other hand, "Propaganda Cartography", "Doomsday Revisited", "Climatological Effects of a Nuclear Exchange: A Review", and "Nuclear Weapon Free Zones" are gems in their own right to be read by geographer and non-geographer (professional, that is) alike, and with fascination and learning in a way that only the discipline of geography could lead to. Particularly interesting is "Propaganda Cartography" as the techniques apply as much to agriculture or zoology as to nuclear or conventional war. It is closely followed by "Nuclear Weapon Free Zones" by Frank Barnaby, who concedes,

The irony is that the purpose of the establishment of such a zone would be to enhance the survivability of a nuclear weapons system.

This balanced and thought-provoking article is by the Director of the World Disarmament Campaign (UK), Co-Director of "Just Defence", who has been Visiting Professor of Peace Studies at the Free University of Amsterdam and, in 1985, was holder of the Harold Stassen Chair of World Peace, University of Minnesota. Such a person does not reach such conclusions lightly.

The most sadly disappointing of all chapters is the final one by the co-editor, Alan Jenkins. With all the advantages of writing, his contribution

after all others have been accepted, is by far the weakest and most emotional; albeit genuine emotion. The major weakness appears to be in what might surely have been his greatest strength – the methodologies for teaching geography. This weakness centres on the fear of behaving in an authoritarian manner when still trying to be an authority in the classroom. Back in the Dark Ages when this reviewer was a pupil, student and then teacher in Scotland, one was given a general education as a foundation for becoming a *specialist* within the educational system. The thought of being an *authority* within the educational system is novel but unattractive; mayhap the difference between an English and a Scottish education? Or is it a personal dissatisfaction with the society within which Jenkins currently lives?

"In peace education one has to create a classroom which is in some way a *microcosm of the society one is trying to create*, where force is absent and/or democratically controlled, where first the opposing value systems of class participants are understood and then a *modus vivendi* is sought, and where each person is enabled to contribute." (Reviewer's italics)

The "Geography of Peace and War: a Soviet View" is by Academician I.P. Gerasimov and is more a polite insertion than a declaration of policy or a viewpoint. It enhances neither Peace nor Geography.

In "A Hundred Years of Geography", T.W. Freeman completes his chapter on "Political Geography" thus:

"A geographer may reach certain conclusions on the distribution of world power through his study, but once he begins to advise action, he becomes either a politician or a planner. And this is not in itself undesirable."

For Pepper, Jenkins *et al.* if not a "Bravissimo" then most certainly a loud "Bravo!". The *Geography of Peace and War* should be read by all teachers of geography, especially those in university departments, and other teachers of the social sciences even if only to be reminded, or to learn, the uses of geography within their own specializations. The general public could do worse than read this publication if only to learn how ignorant they themselves are on techniques of study or the number and the distribution of genuine peace movements which are patsy to neither the left nor the right.

(This book is available through OUP, 70 Wynford Drive, Don Mills, Ontario M3C 1J9.)

A.K. Maconochie  
McGill University