

quently refers to the perfectionism syndrome and its relatedness to giftedness throughout her book.

Extensive lists of information, many illustrations, and the conversational language of the book clearly suggest that *Perfectionism* is written for the gifted teenager. Though the format of the text and quotes from other teenagers certainly attract the teenage reader, their parents, teachers, and counselors will enjoy the informal presentation of a complex subject. All readers will find the references to "real-life" people and situations helpful in understanding perfectionism on a more personal level.

The introductory chapter of the book encourages the reader to complete a brief quiz that reveals the degree to which the individual possesses perfectionist tendencies. Chapters one through four discuss causes of perfectionism and its effects on an individual's mind, body, and personal relationships. The final six chapters of the book suggest ways to "cure" or at least cope with perfectionism.

A broader knowledge of perfectionism evolves throughout the book, yet the reader is bombarded with too many topics and not enough detail. A young teen can read about procrastination, eating disorders, suicide, type A personalities, and much, much more. However, I'm not sure that any one topic is covered in enough depth for the reader—especially for a very capable teen. The author does, however, provide additional reading lists at the conclusions of each chapter. If topics that are presented with brevity are interesting to the reader, ample suggestions for further reading are available. Another strength of the book includes the references to "real-life" people and instances of perfectionists and their perfectionistic tendencies. Biographical study of these people may be especially relevant in some readers.

Adderholt-Elliot's book, *Perfectionism*, is enjoyable and light reading for the gifted teen or concerned adult. It serves as a comprehensive guide to the problems associated with perfectionism and giftedness. Chapter 6 presents a "special message" to adolescent women which in itself is a unique quality of the book. However, it remains that the book is best used as an introductory text into the subject of perfectionism. Further reading and discussion are probably warranted for most gifted readers with "serious" problems associated with perfectionism.

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Donnie C. Schmitz and Judy Galbraith (1985). *Managing the social and emotional needs of the gifted: A teacher's survival guide*. Minneapolis: Free Spirit.

Training programs for teachers of the gifted frequently feature courses on identification, curriculum, program models, and instructional strategies. As a result, teachers of the gifted are often prepared to develop programs and modify curriculum to meet the academic needs of the gifted. However, less attention is sometimes given to methods for meeting the social and emotional needs of those students.

As an initial step in providing a resource for dealing with the social and emotional needs of the gifted, Schmitz and Galbraith have written *Managing the Social and Emotional Needs of the Gifted: A Teacher's Survival Guide*. This is another of the survival guides dealing with issues concerning giftedness from Free Spirit Publishing, and is the only one not directed to gifted students themselves. *Teacher's Survival Guide* is written to teachers of the gifted who are relatively new to the field of gifted education in order to a) increase their sensitivity to the problems of being gifted, b) support their efforts as teachers of the gifted, and c) provide them with concrete strategies for dealing with students' social and emotional needs.

Chapters 1 and 2 seem intended to fulfill the first objective—increasing sensitivity. Chapter 1 includes brief discussions of characteristics of the gifted, program options (e.g., pull-out, mentorship, independent study), and attitudes toward giftedness. The central point of this chapter is that great differences exist in gifted children, in gifted programs, and in attitudes toward giftedness.

Chapter 2 expands on this theme. It presents traits that characterize the emotional dimensions of giftedness (i.e., extra perception, high involvement, super-sensitivity, perfectionism, and uneven integration) with a brief discussion of each. Discussions of categories of giftedness (e.g., accelerated, enriched, female, handicapped) are given. Extensive lists of cognitive and affective characteristics, needs, and problems are provided. The "eight great gripes" of gifted children—taken from previous survival guides—are listed. For the teacher who wonders (as I did) why the "gripes" were merely listed and not further explained at an adult level, it would have been helpful to let us know that they are dealt with in much greater depth later in the book.

Chapter 2 ends with a section on recognizing social and emo-

tional problems. Signs of trouble are discussed briefly. An inventory is provided for use with students in order to assess their feelings about the class they are in, being gifted, peer relations, the "eight great gripes," and self-esteem. While the questions on the inventory seem comprehensive enough, more detailed instructions and examples about how to use it would have been helpful.

Chapter 3 addresses specifically the objective of supporting the efforts of teachers of the gifted. Discussions about attitudes toward gifted—specifically feelings about the label "gifted"—and about the teachers own abilities are provided.

A section entitled "Tough Questions and Possible Answers" in the table of contents, which was mollified to a more appropriate "Likely Questions and Possible Answers" in the text, poses a number of questions often faced by teachers of the gifted (e.g., "What does gifted really mean?" "How are children selected for this program?"). The possible answers are unfortunately hackneyed in many cases and provide little help to the teacher who is facing "tough" questions. The chapter includes reference to another inventory; this time a teacher inventory. Again sufficient instructions and examples for its use are not provided. The chapter concludes on a positive note however. An excellent list of "Tips for Gifted Ed Teachers" is given. Suggestions from "If you don't have specific training in gifted ed, get it" to "Enjoy your students" are included.

Chapters 4 through 7 comprise the most worthwhile part of the book. In these chapters a number of activities are included which will help teachers manage the social and emotional needs of the gifted—the third objective of the book. Strategies in chapter 4 help create a supportive environment; chapter 5 focuses on individual counseling and activities; chapter 6 deals with group discussions—centered on the "eight great gripes;" and chapter 7 provides strategies for ongoing group support.

Every strategy comes with complete statements of purpose and directions for implementation. Particularly helpful is the discussion in chapter 5 about referring students to counseling. It is couched in the healthful attitude that referral may be of benefit to many students and that it should not be used as a method of last resort, an admission of failure, or as a punishment.

The section on Assertiveness Training that completes chapter 7 is also very helpful. It differentiates between assertive, non-assertive, and aggressive behavior; then provides strategies to be taught to the students on how they may deal with their problems and frustrations in an assertive manner. It does not, however, "white-

wash" assertiveness training. One of the best discussions suggested deals with the reasons for acting aggressively, non-assertively, or assertively and the consequences of acting in each way. Negative and positive consequences for assertiveness are listed.

I recommend this book for all teachers who work with gifted students. Teachers new to the field will benefit from the entire work. They should, however, seek training in gifted education well beyond that provided in this book. Teachers with great experience and training in gifted education will find the first three chapters cursory and somewhat simplistic. However, the strategies suggested in the final four chapters will benefit teachers of the gifted regardless of their level of experience or training.

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Tubesing, N. L. & Tubesing, D. A. (1983). *PILEUP*. Duluth, MN: Whole Person Press.

Everyone enjoys a little fun and games! But often game playing can be a vehicle for learning too. Games help us to learn more about economics, politics, history, and more. But games can also be used to simulate real-life problems and associated problems. Tubesing and Tubesing have created *PILEUP*, a family card game that teaches people of all ages about recognizing stress and strategies for coping with it.

The authors have used the research of Dr. Hamilton McCubbin at the University of Minnesota Family Stress Project to create a game that helps people deal with the stressors and strains of their lives. *PILEUP* is adapted from *THE STRESS KIT*.

The game consists of a deck of 108 cards, a spinner, and a guide book that suggests 8 different learning activities. Each game is designed to identify how stress and strain pile up, as well as to explore creative coping skills. Additionally, players get an opportunity to talk to other people about stressful life events and accompanying strain. Game cards include stressors like: family strain, hardships, family conflict, transition, and finances.

Game activities are designed for people of all ages. Children as young as five years old can play. Games are designed to be played alone, in pairs, or in groups of all sizes. The scope of the activities