

resulting effort to "fuse" that which really does not bear fusion. I refer to his endeavor to include philosophical analysis in the broad spectrum of those philosophies from which Reconstructionism might borrow, or — perhaps more validly stated — Brameld believes that linguistic analysis may make a contribution to Reconstructionism. As one who deeply sympathizes with Brameld's philosophy, on this point I have to disagree with him. True, Wittgenstein, Ayer, *et al.* are major philosophers. True also with no linguistic analysis, philosophy becomes virtually impossible! But the run-of-the-mill analysts seem to have been searching for some kind of escape-hatch. They really do not want to face the problems which really do confront us — a goodly number of them are cop-outs.

Brameld is no cop-out! As regards the deep conflicts of our culture in its various crises, and the chasms between our stated beliefs and what we in the USA practice, Brameld is as cogent and as determined as ever. Yet more than ever, he wants to preserve that which is best in our social system, build upon it, and build in terms of constitutional processes. And consistent with his other writings, he wants the schools to contribute more significantly than they have in the past.

This review is really quite inadequate. I have failed to touch upon Brameld's new treatment of Zen Buddhism, Existentialism, and Neo-Freudianism. There are some books which really cannot be "reviewed" because they must be read in their entirety in order to do them justice. This is such a book. Brameld has again brought us face to face with what are literally the world-shaking issues of our day. In posing problems and suggesting possible ways out of our manifold dilemmas, he has shown that he is the single, most important philosopher of education on the contemporary American scene.

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Betty Boyd.
THINKING ABOUT INQUIRY.
Toronto:
McGraw-Hill Ryerson, 1972.
113 pp. \$4.50.

Thinking About Inquiry is an apt title for this paperback. It is just that! Originally written for the student, it explains at an elementary level the processes involved in the inquiry method.

The book is divided into two parts: Part I, "Introduction to Inquiry, a Learning Activity" and Part II, "Guidelines for the Investigation." I particularly liked Part I, in which the author traces the pathways used by three students to solve a problem. The three investigations illustrate that there are many pathways to take in finding answers to a question and that the answers obtained may be different, yet still correct. The topic investigated, "Food Habits," has much relevance in today's North American society and makes for interesting, informative reading. The stage is well set to develop an awareness of the inquiry process.

The author's stated concern in Part II is "to assist the reader in becoming a more effective learner." (p. 42) Considerable use is made of the processes of science inherent in the inquiry method. Activities such as defining a problem, observation, recording and organizing data, interpretation, forming and testing hypotheses, drawing conclusions, are clarified. Ideas formulated from each operation evolve into guidelines (59 in all) "to help the student guide or direct his own inquiry." (p. 42)

In selling a product it is most important that the producer understand the needs of the consumer. By addressing her book to a much wider audience than the student, Betty Boyd creates a dilemma for the reviewer. This book should stimulate an awareness of what is involved in inquiry for the student and neophyte inquirer or educator. The experienced professional educator will find little to whet his

appetite and may in fact be "turned off" by repetition. For example on p.13, Cathy's pathway of investigation is outlined, graphically illustrated on 70% of p.14, and summarized on p.15 with little variation in the wording; while on pp.30-31, Figure 3.2 directions for (b) and (c) have been incorrectly placed and may cause some confusion. The teacher who is experienced in using the inquiry method may find the author's definitions of terminology somewhat out of line with his/her own usage and the mature inquiry-oriented teacher will be looking for greater depth and understanding of the method than is present in this book.

Boyd's final topic, "There Is No End," reminded this reviewer of an experience he suffered during a conference in 1970. During my presentation on inquiry, I traced the use of this method back to the time of Christ. The shortcomings of my research were immediately challenged by a nun who considered that, in all probability, the original inquiry occurred in the Garden of Eden. Betty Boyd's approach is much more pragmatic.

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S. J. Shamsie, M.D., ed.
YOUTH: PROBLEMS AND APPROACHES.

Toronto:
The Macmillan Company,
1973. 384 pp. \$8.75.

This is an irritating book. It attempts too much and delivers too little. Nonetheless, there are three unique and original chapters; interviews with Margaret Mead, Irene Josselyn, and Maxwell Jones. They introduce the three sections into which the book is divided: Mead on socio-cultural and developmental topics, Josselyn on clinical and treatment subjects and Jones on society. I like the interview format and find these chapters a pleasure. They reveal these international figures as helpful persons who think clearly and talk precisely. Mead, Josslyn and Jones are

forthright about their value systems and the importance of sharing them with young people. Josselyn is particularly good and describes what she does, what she says and why.

A fourth chapter, that by Holmes, is rewarding for its style and humor, as well as its content. How refreshing to read a technical article which refers to man's sexual preoccupation as concern about his "peerless, priapistic, penile prowess." Contrast this with the difficult style in Offer and Offer's chapter: "The continuities of individual patterns of development and the qualities demarcating a relative stability of functioning within adolescence have already been discredited by the initial characterization." This occurs in their opening paragraph.

The rest of the book is no better and no worse than many other collections. Eight of the twelve authors are doctors and all of these are psychiatrists. There are no teachers, ministers, recreation workers, athletic coaches, policemen or young people themselves in the list of authors. Some subjects and certain points of view are over-represented and most of the authors have published similar material elsewhere. Sometimes a new arrangement of previously published works provides a new perspective. This one doesn't.

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Claude E. Buxton.
ADOLESCENTS IN SCHOOL.

Montreal:
McGill-Queen's, 1973.
180 pp. \$7.95.

Anyone who takes comfort in believing that practical educational reform has occurred in schools in recent years would be shocked at the results of C. Buxton's study. Not being content with existing theories, Mr. Buxton attempts to view the school system through an adolescent's eyes. His primary concern is whether the school, as a