

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