

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

social institution, is "matched" to the needs and personality of an "average" adolescent.

In Part I he condemns the school system as being inhumane and insensitive to the needs of the adolescent. He argues that the curriculum is irrelevant to the adolescent's search for identity and suggests that more emphasis be placed on human relations. He stresses the need for greater communication between the school and the community and recommends modifications in teacher preparation programs, emphasizing attitude changes toward adolescents and school. The adolescent's individuality should be respected; he should be given more responsibility in the maintenance of discipline and in the choice of curriculum.

In Part II, Buxton attempts to measure various attitudes of adolescents towards school. He administered an anonymous questionnaire to students in grades 7 - 12 in four different school systems. Each school varied in socio-economic level and achievement orientation. The questionnaire consisted of seven attitudes (each having approximately fourteen statements) to be measured on a seven point scale ranging from -3 ("very untrue of me") to +3 ("very true of me"). The attitudes measured were the following: positive and active liking for school, generalized dislike of school, conscientiousness, anxiety and guilt about school, favorable attitude towards teachers, social distractibility, and orientation towards the future. An eighth attitude was later added to measure favorable attitudes toward the school as a social system.

Although there were variations in the results, especially between the sexes, across grade levels and in different schools, the overall results are shattering. The adolescents had no positive and active liking for school, yet they denied disliking it. The general idea conveyed was one of apathy or indifference. It seemed that school was a "joyless duty" expected of them. They rated themselves as being

fairly conscientious, generally liking teachers and concerned about their futures. Good students viewed school as a stepping stone to something else; others viewed it as an obligation or social gathering place. None saw it as a worthwhile experience in itself. Anxiety and guilt about school were extremely high; social distractibility was a problem especially in lower socio-economic schools and with poor students. All condemned the school organization: they resented being treated like objects, wanted more power of decision, disliked schedules, methods of evaluation and strict controls.

Buxton concludes that this dismal picture can be changed only by an attitude change. Parents, teachers and administrators must realize that schooling must be adapted to the adolescent and not vice versa. Without this attitude change, education will continue to deteriorate.

I believe Buxton's book is of definite value to parents and teachers, in fact to anyone who may have serious doubts about the future of our educational institutions as they exist today. There are some who interpret the present failure of schools to adapt themselves to the needs of society as the precondition of their downfall. Buxton would have us believe that, given the necessary reforms, there is still hope.

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Colin and Mog Ball.
EDUCATION FOR A CHANGE:
COMMUNITY ACTION AND
THE SCHOOL.
Don Mills: Longman, 1973.
212 pp. \$2.15.

The title of Colin and Mog Ball's book, *Education for a Change*, is intentionally ambiguous. One half of the message intended is epi-