

intellectual development, and Erikson's work on psychosocial development. Kegan's main thesis states that meaning-making is foundational to human development. It is that which underlies "the cognitive and affective, as well as the individual and the social." Kegan's approach is spiral rather than linear, and recognizes the need for integrating the new or the important into what he calls "cultures": "mothering culture" in infancy, the "culture of mutuality" in adulthood (six stages altogether). These cultures are "holding environments" which give meaning to our experiences. Morris examines the sexual and moral themes of each stage and identifies both the sexuality that is developing and the opportunities present for fostering values in sexuality education.

As the subtitle of the book – *A philosophical study* – shows, this is not a "how to" for sexuality education courses. Yet it is a must for both teachers in the classroom and those teaching teachers since it brings great clarity to the field and gives a framework within which they can proceed with confidence in this very important but complex field of human development. In Chapter 6 (Educational Principles and Issues Arising) Morris puts forward the important role that the narrative and storytelling can play in the classroom. He also presents Kegan's six stages with accompanying suggestions as to Modes of Teaching and Educating in Sexuality Education. It is here that teachers will find helpful hints in designing their courses.

Those involved in directing the young, whether in the classroom or the pastoral setting, will find Morris's text a lucid and comfortable read, based on a reference bibliography of some fourteen pages. At the present time Morris's *Values in Sexuality Education* appears to be the book that will carry the teachers of this field into the new millennium.

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BARBARA LEVINE (EDITOR). *Works About John Dewey: 1886–1995*. Carbondale: Southern Illinois University Press (1996). 526 pp. Cloth: US\$49.95 ISBN 0-8093-2056-8; Paper: US\$24.95 ISBN 0-8093-2058-4.

*Language, fourth dimension of the mind,  
Wherein to round square things are curled;  
Or turn unbroken inside out;  
Firm certitudes melt to doubt,  
And doubtful things, a fertile seed  
Tho not existent, pregnant breed*

*Falsities of those who say sooth,  
Lush growing I' the crops of truth -  
Simple to turn Men's minds about  
Peasant to prophet, philosopher to lout,  
Making wise the humble, and sage a fool,  
Stones to gods, and heaven t'earth's footstool.*

John Dewey was born in 1859 in Burlington, Vermont, and died almost a hundred years later, in 1952, in New York City. A brief historical pause causes one to reflect on the world time frame that paralleled Dewey's life. Over an epoch of incredible reshaping, Dewey experienced personal change from candlelight to rocketry! He was born in rural New England near Lake Champlain and would have been a seven-year-old lad at the end of the American Civil War. Two years later, if he had noticed at all, Canada was created via the British North America Act, and he would have marked the passing of Queen Victoria in 1901 as a forty-two year old scholar at the University of Chicago. The war-to-end-all-wars saw him as a fifty-nine year old senior professor at Columbia University in New York, and he witnessed the end of the second great world conflict as a respected world traveled consultant.

While it is clearly beyond the scope of this short review to comment on Dewey's academic and/or professional life, it is nonetheless interesting to note and to remind ourselves that he had an extensive and varied academic career. He received his bachelor's degree from the University of Vermont in 1879 and his doctorate in 1884 from John Hopkins University. For the next four and a half decades, he held teaching positions at the University of Michigan (1884-1888; 1889-1894), the University of Minnesota (1888-1889), the University of Chicago (1894-1904), and Columbia University (1904-1931).

As well, Dewey traveled extensively and lectured in such diverse countries as China, Japan, Mexico, Turkey, and the Soviet Union. Additionally, he was a member of many "fact finding" committees and reported on the international scene. Finally, Dewey was a most prolific writer with over 100 books to his credit, and his collected works comprise some forty volumes (thirty-seven of text with three accompanying indices) as released by the Dewey Center at Southern Illinois University.

To attempt to characterize John Dewey as an 'educator' or a 'philosopher' or a 'psychologist' is to demean this Renaissance individual. Dewey's intellect cannot be pigeon-holed so narrowly or so conven-

iently. He wrote extensively and profoundly in many interrelated areas, such as, ethics, philosophy, logic, truth, psychology, aesthetics, religion, war, economics, politics, and, of course, education.

It is understandable that Dewey should continue to be a contemporary catalyst for action and debate. He had a long and productive career and his written material has been catalogued and made easily available to the professional community. Further, many of his books are still in print and dozens of various kinds of collections are in circulation. One gauge of how extensive and far reaching his impact is, is to examine the recently released and up-dated volume entitled *Works About John Dewey: 1886-1995*. This is actually the third such index, the others appearing in 1974 and 1978 under the title *Checklist*, but this edition has been creatively expanded and far exceeds the previous two in extensiveness, accuracy, and ease of use. *Works About* is an indispensable guide for anyone who even has the most passing interest in the ideas and philosophies of John Dewey. No compilation can include everything, and so some choices have had to be made in regards to this volume. Therefore, the editor notes that unpublished material (dissertations, public presentations, etc.) has been excluded as well as articles and documents that can be quite easily accessed via ERIC (Educational Resources Information Centre). Notwithstanding these deliberate and necessary omissions, this impressive 526-page compendium is broken into four distinct sections:

- by far the largest, the first section contains over 5000 individual entries listing books and articles about John Dewey. This tabulation is arranged alphabetically by author. Additionally, reviews of works about Dewey immediately follow the work reviewed. (pages 3-436)
- the second section is a compilation of reviews about Dewey's works. Dewey's books are listed alphabetically by title and the reviews immediately follow. (pages 465-489)
- the third section is a listing of all of the authors and editors who have written about Dewey and whose works are noted in *Works About*. As each listing is appropriately coded, it is quite easy to locate specific authors who have commented upon Dewey. (pages 465-489)
- the final section is a 'Title Key-Word Index' that lists the key words from most titles and subtitles of works that are noted in the other sections. (pages 491-526)

The stanza that opened this review is part of an untitled poem by John Dewey that was written sometime after World War I, only "discovered" by accident, and not publicly acknowledged until after Dewey's death. This poetic musing (see Boydston [Ed.], *The Poems of John Dewey*, 1977) are somewhat of an enigma as Dewey himself seems not to have mentioned them and, furthermore, he left them at the back of his desk, apparently forgotten, at the University. What compelled Dewey to write poetry and why did he apparently ignore such an intimate personal experience? While *Works About John Dewey: 1886-1995* will not answer these particular literary questions, it will, on the other hand, prove to be an invaluable resource that will bring the writings of thousands of individuals who share a Deweyan commonality to one's finger tips.

*Works About* is a required reference book for every education library and for every professional educator. John Dewey was a major figure who had an important impact upon the educational scene in North America. Many of his ideas are still current to this day and have clearly stood the test of time. His attempts to reinterpret Aristotle and Plato to a modern and rapidly changing society bear reconsideration by contemporary educators and philosophers. Dewey was a visionary who attempted to bring quality and ethics to the most important of professions — teaching. *Works About John Dewey: 1886-1995* provides a solid and indispensable base of selected material that will allow interested individuals to increase their professional understandings of the ideas of John Dewey and, at the same time, engage in a personal voyage of rediscovery.

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RICHARD FULKERSON. *Teaching the Argument in Writing*. Urbana, IL: National Council of Teachers of English (1996). 184 pp. \$19.95 (NCTE members \$14.95). ISBN 0-8141-0190-9.

Richard Fulkerson's *Teaching the Argument in Writing* is an unusual argumentation text in many aspects. It clearly targets high school and college teachers, not college students, as its audience and it is a very readable book. These two aspects alone make it worth investigating.

Fulkerson's voice is strong throughout, from the opening pages where he clearly positions himself as a teacher of argumentation and informal logic at the undergraduate and graduate levels. He tells us about other specific aspects of his life and ways that he engages in argumentation