

Four-fifths of the book is devoted to drawings and the location and identification of hundreds of acupuncture points. The depth and angle of needle insertion is defined for each point. Sensitive points are categorized by the regions of the body in which they relieve pain. For instance, general headache is treated by manipulating areas not only in the head, but also in the foot and forearm. Detailed instructions are given to aid in the location of sensitive points on different body types.

The author recognizes the growing use of acupressure as an effective alternative to needles. A chapter is included about the ancient practice of auricular acupuncture, and another deals with needle anesthesia.

Even though the author has occasional difficulties with correct language usage, this attractively printed book has excellent drawings and detailed instructions, making it invaluable to a would-be acupuncturist.

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History and Philosophy

PHILOSOPHY IN THE CLASSROOM

by Matthew Lipman, Ann Margaret Sharp, and Frederick S. Oscanyan. 1977. Universal Diversified Services, Inc. (West Caldwell, New Jersey 07006). 185 p. Price not given.

The study of philosophy as a method for increasing and improving the quality of thinking is not a novel idea, but its implementation into the elementary school without the traditional terminology, definitions, and memorization of rules of logic is fairly unusual. This book provides the rationale and methodology for such an approach. It suggests that children can be taught to think for themselves by reading, interpreting, and discussing children's philosophical novels.

The book is organized into eight chapters without an introduction or index. Failure to include an introduction causes the first reading to be tedious, because the overall purpose is not evident until one reads well into the book. The interrelationships among reading, thinking, and reasoning are presented in the first chapter. It is argued that elementary school teachers do not teach reasoning, because they have not been taught to reason.

The second chapter is devoted to a discussion of the ways in which children cope with the mysteries and marvels of

their daily lives. It points out that many adults have ceased to wonder about their experiences and often serve as passive models that children later emulate.

The Philosophy for Children Program materials, objectives, and suggested instructional methods are discussed in the third, fourth, and fifth chapters. They report that the program will eventually consist of sets of children's philosophical novels with accompanying instructional manuals for grades K-2, 3-4, 5-6, 7-8, 9-10, and 11-12. *Harry Stottlemeier's Discovery*, grades 5-6, and *Lisa*, grades 7-8, are the two novels discussed. These novels consider nonformal and formal logic and their relationship to metaphysical, aesthetic, epistemological, and ethical issues. Objectives listed for the program are improvement of reasoning ability, development of creativity, personal and interpersonal growth, and development of ethical understanding, as well as discovering alternatives, impartiality, consistency, feasibility of giving reasons for beliefs, and comprehensiveness. Also presented are the conditions and teacher behaviors that are considered as being conducive to teaching philosophical thinking.

The sixth and seventh chapters provide excellent suggestions for guiding philosophical discussions, define formal and nonformal logic, and explain how logic is introduced and treated in the philosophical novels. An attempt is made to differentiate among philosophical, religious, and scientific discussions, but the distinction is vague and in error as far as scientific discussions are concerned.

Relationships between philosophical and moral education are examined in the eighth chapter. The chapter is enlightening, thought-provoking, and clearly the highlight of the book. It would be worthwhile reading for any person who is associated with or interested in the educational enterprise.

Overall the book is very informative. It presents numerous teaching suggestions of general interest and covers several philosophical concepts in a concise and comprehensible manner in addition to introducing the Philosophy for Children Program. The clarity of the book would have been enhanced had the philosophical novels been available for examination. Nevertheless, it is recommended to those teachers who wish to implement the Philosophy for Children Program or simply wish to introduce some philosophical dialogue into the elementary school classroom.

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Social and Ethical Issues

DEATH EVERYONE'S HERITAGE

by Elaine Landau, 1976. Julian Messner, (1 West 39th Street, New York 10018) 121 p. \$5.95.

Many factors have contributed to the lowering of social sanctions on the public discussion of the many issues related to death and dying. Elaine Landau, in this small book, provides a brief introduction to some of these issues in a sensitive and caring treatment. In a book intended for a juvenile audience, the author treats such complex topics as technical definition of death, euthanasia, suicide, funerals, and surviving the death of a loved one. Structurally she succeeds, the text does not appear to be complicated, but the issues themselves are not simple and children unable to deal with multiple variables may, at times, become confused in attempting to understand issues which have at the same time emotional, logical, and often legal components.

The author does not attempt an even handed presentation. Her biases on funerals, floral displays for the dead, and treatment of the elderly in our society are not balanced by a presentation of the traditional point of view. The book appropriately raises far more questions than it attempts to answer and will surely be a valuable first reader on the subject of death for many adolescents.

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Zoology

ELEMENTS OF ZOOLOGY

by T.L. Storer, R.L. Usinger, J.W. Nybakken, and R.C. Stebbins. 4th ed. 1977. McGraw-Hill Book Company (1221 Avenue of the Americas, New York 10020). 520 p. \$14.95.

For more than two decades, three editions of this familiar textbook have served well the needs of countless college zoology students. The battered brown covers of my own copy of the first edition (1955) speak eloquently of the use it has had. When I received the trim new fourth edition of a few weeks ago, I was elated. The book is attractive, packed with information, well organized, and presented in a manner that facilitates mastery by students.

As were its predecessors, the book is divided into two parts. The first is a general section dealing with animal structure and function, behavior, reproduction and development, genetics,