

BOOKS

BIOLOGY TEXTBOOK REVIEWS

In the April issue of *THE AMERICAN BIOLOGY TEACHER* we discussed the approach to the problem of biology textbook evaluation. We noted the division of reviews into five sections. This analysis is based on the textbook evaluation suggested by George W. Hunter, in *Science Teaching*. It is believed to represent the pooled opinion of many competent persons in the field of biology text evaluation.

Many publishers have already forwarded copies of their published texts for our review. The following books are available for immediate distribution and review according to the plan outlined in the April issue of *THE AMERICAN BIOLOGY TEACHER*.

1. High School Biology—Knox, Benedict and Stone.
2. New Introduction of Biology—Kinsey.
3. Everyday Problems in Biology—Pieper, Beauchamp and Frank.
4. Advanced Biology—Wheat and Fitzpatrick.
5. General Biology—Wheat and Fitzpatrick.
6. Dynamic Biology—Baker and Mills.
7. Biology—Moon and Mann.
8. Adventures with Living Things—Kroeber and Wolff.
9. Problems in Biology—Hunter.
10. A Biology of Familiar Things—Bush, Dickie, Runkle.

We again urge all secondary school teachers of biology who are interested send their names to the chairman of the

committee with a brief statement of the elements of textbook evaluation to which they would like to be assigned. We would like to have available at least one hundred names of members interested in this work. We suggest communication without delay with the chairman of the reviewing committee.

ALAN A. NATHANS

*Christopher Columbus High School,
Astor and Waring Avenues,
Bronx, New York.*

COMPTON, R. AND NETTELS, C. H. *Conquests of Science*. New York, Harcourt, Brace and Company, 1939. 378 p. \$1.20.

Because of our rapidly growing body of scientific knowledge there is great danger that in our science teaching we may uproot this knowledge completely from the background of feeling and experience from which it has sprung. In so doing, pupils may lose some of the educational values such as appreciations, social sensitivity, and attitudes which by many educators are considered just as important as the facts and principles of science. The story of science is a thrilling account of the efforts of men and women who have labored that all of us might know more about ourselves and the world in which we live.

It is heartening then to find a book such as this. It contains twenty-two selections from the writings of people like Wm. Beebe, John Muir, Eve Curie, Paul De Kruif, Victor Heiser, Roy Chapman Andrews and others. The book pulses with romance, adventure and the thrill of scientific discovery. It should prove

an excellent stimulus for more extensive reading of the popular literature of science by pupils in junior and senior high schools.

The twenty-two selections appear to have been carefully selected. They are non-technical and they cover a wide range of interest. Eight of them deal with plants and animals, six with the physical world, three with health and six with laboratory experiments. They seem to the reviewer to be within the range of comprehension of average ninth grade pupils.

ELWOOD D. HEISS

DAVIS, WATSON, Editor. *The Advance of Science*. New York: Doubleday, Doran & Company, Inc. 1934. 400 pp.

Slow as scientific progress seems at times, it is possible to see year by year an increase in our knowledge of mankind.

It is the purpose of this book to outline the extent to which that knowledge has now advanced in each of the major fields of scientific endeavor. A bird's-eye view of the frontiers reached by man, a view wherein man sees each part of the advance of science in relation to every other part, may fulfill a useful purpose in a world of much confusion.

The book does not pretend to be exhaustive, nor does it pretend to fulfill the needs of the specialist. It is for the layman who is interested in the latest scientific achievements and who wants to be told in his own terms just what has been accomplished.

Science has been hailed both as the savior of mankind and as the monster that is about to devour him. Its implications cannot be ignored whether man fosters or fears it. The limits of human knowledge are expanding daily toward a newer life which is and will be just as

different from ours as ours is from yesterday's. What lies beyond is not certain. It is for us to study these facts and to weigh the consequences.

Is the world shrivelling up beneath our feet? How cold is "Absolutely without Heat?" Is there an undiscovered planet? Are stratosphere flights anything more than interesting stunts? Will the use of gas in the next war destroy humanity? Will insects conquer man? Why isn't television here? Will the split atom throw everyone out of work? Has a cure for dread cancer been found? How old is man? These and many other questions are here answered interestingly and clearly.

LEWIS R. HASTIE

BIOLOGICAL ABSTRACTS AND THE SECONDARY SCHOOLS

During the last decade we have seen the world at large and the United States in particular grow increasingly "science conscious." This gradual and subtle change has become a part of everyday life and thought. Even yet, however, science does not attain the position of prominence merited by its great importance to civilization today. And this situation remains in spite of the increased science consciousness together with better and more accurate reporting by the newspapers and periodicals of today. Certain agencies, as Science Service, have provided effective, accurate and popular accounts of the important developments in many of the fields of science. It is to be hoped that these and other agencies as *Biological Abstracts*, will operate, as Barss and Rand* so aptly expressed it,

* H. P. Barss and Frederick V. Rand. *Biological Abstracts and Science Teaching*. School and Society 48: 182-183. August 6, 1938.