

A STAR IN THE SEA, Alvin and Virginia Silverstein, 40 pp., \$3.95, Warne and Co., New York, 1969.

This is a story for children at about grades 2 to 4, about a starfish named Stella. When an author names his subjects in this way, the result is likely to be attractive but highly anthropomorphic. This is the case. There is a good bit of information on the life cycle of the starfish, the question is whether it is worth the price of the anthropomorphisms. Similarly, the illustrations are highly attractive but not particularly informative.

H.G.

WONDERS OF PARASITES, Philip Goldstein, 139 pp., \$3.95, Lantern Press, Inc., New York, 1969.

This is an interesting and informative book suitable for students in the upper elementary grades, perhaps for grades four to six. For a children's science book, the narrative is unusual in its breadth, involving even Greek mythology. While the story is in narrative form, this does not detract from the accuracy of the presentation. While the necessary scientific terminology is introduced, this is not overwhelming. The only thing lacking is a pronunciation guide in the glossary, but this is a minor criticism of a useful volume.

H.G.

A JUNIOR NATURALIST'S WORKBOOK, John F. Gardner, 47 pp., The Interstate Printers and Publishers, Inc., Danville, Illinois, 1969.

A new collection of practical and effective activities designed specifically for the upper elementary student, *A Junior Naturalist's Workbook* is inexpensive and usable enough to warrant a copy for each student. Conservation projects and investigations dominate the contents. The illustrations are excellent and add to the quality of this little pamphlet. An easy size and format for this age student to use either in the classroom or at school camp. A good sample of tested lessons both in physical science and biology.

D.W.

HOOFS, PAWS AND HANDS, Margaret Echard, 73 pp., \$3.95, Golden Gate Junior Books, San Carlos, California, 1968.

A book for intermediate level students. This work approaches the various differences between animals by emphasizing the relationships of the structure and function of hoof, paw, and hand. Drawings are sketchily done and vocabulary level tends to be inconsistent in sections.

The main theme to the book is an imaginary one where the child is asked to place himself in the animal's body and try to understand the limitations of that body structure in certain situations. An appreciation of the flexibility

of human appendages and human intelligence is developed. Also quite effective comparisons of advantages and disadvantages of various appendage structures are made.

Billie W. Stucky
University Schools
Bloomington, Indiana

THE FIRST MEN, Julian May, 40 pp., \$3.95, Holiday House, New York, 1968.

A well written, easy to read and understand book concerning the evolutionary development of early man. Many of the methods and procedures used by scientists in their search for clues about the past are explained.

This relatively short work is designed for use by primary age children as evidenced by its large print, abundance of excellent drawings, and vocabulary level. It could also be used as an introduction to a discussion for intermediate age students. The drawings and diagrams by Lorence F. Bjorklund are attractive and well chosen to enhance the understanding of the written ideas.

It is noted at the end of this book that not all of the details of man's evolutionary development are thoroughly understood and the ideas presented represent only an "educated guess" based on the opinions of a number of anthropologists.

Billie W. Stucky
University Schools
Bloomington, Indiana

WHERE THEY GO IN WINTER, Margaret Waring Buck, 72 pp., \$3.50 (Paper \$1.75) Abingdon Press, New York, 1968.

This attractive and modestly priced volume would be highly appropriate for the upper elementary grades. For insects and spiders, fishes, amphibians, reptiles, birds, and mammals, it describes the wintering habits of a number of varieties. With each description is a black and white illustration by the author. The only fault found with the volume is one shared with most children's biology books; there is no size indication on the illustrations, so that a praying mantis and a brook trout, for example, appear much the same size.

H.G.

SIX-LEGGED SCIENCE, Brian Hocking, 199 pp., \$4.50, Schenkman Publishing Company, Inc., Cambridge, Massachusetts, 1968.

An interesting and easy to read book for the high school student or interested layman. This work discusses the relationship of much of the lore and science of entomology.

Some of the flavor and spirit of this work can be observed in some of the chapter titles: Gall Enough in Thy Ink; And Two Kaki (the last line of one of many limericks in this book); Lord of the Dunghill; The Eyes Have It; The Temperature of Sex; and Bees' Knees

and Corsages, just to mention a few.

Although basically a scientific work, the author has spiced this text with a unique dry humor; for example: "Bees have been defined as an insect which is sweet at one end and hot at the other."

The frequent interjection of limericks, poems, and lines from literary works leaves one with the feeling that insects have, are, and probably always will be of concern to men.

Billie W. Stucky
University Schools
Bloomington, Indiana

THE SHAPE OF LIVING THINGS, E. John DeWaard, 64 pp., \$4.50, Doubleday and Company, Inc., Garden City, New York, 1969.

PLANTS AND ANIMALS IN THE AIR, E. John DeWaard; 63 pp., \$4.50, Doubleday and Company, Inc., Garden City, New York, 1969.

Both volumes are part of the *Living Things of the World* series; both are attractive. However, both suffer from beautiful colored illustrations which are unlabeled and which seem to this reviewer to be intended to enhance the appearance of the pages rather than to communicate information or to make the text clearer. For this reason, the text may be somewhat obscure for the intended readers—grades 3-5—since without considerable natural history background many of the references will be obscure. On the other hand, particularly the volume, *The Shape of Living Things*, is unusual in its stress on the relationship of structure and function, and both volumes are interestingly written.

H. G.

THE ROE DEER, Astrid Bergman Sucksdorff, \$3.50, 80 pp., Harcourt, Brace and World, Inc., New York, 1967.

The author of *The Roe Deer*, a photographer, is concerned with the life cycle of the roe deer in Europe. The book is largely one of photographs accompanied by text that is readable and interesting. This results in a volume that would be appropriate in the elementary grades, perhaps from grade three and up, but also in junior and senior high school where it could be read by students even if their reading ability were limited.

H. G.

JUNIOR SCIENCE BOOKS, 64 pp., per volume; \$2.19 each, Garrard Publishing Company, Champaign, Illinois, 1968.

The published set includes books on science and natural history related to the interest level of children in grades two through five and written on the reading level of pupils in grade three. The vocabulary and sentence structure is accommodated to their reading level. Thus, the resource may be utilized by many children. The large print is a

genuine asset to young readers. The contents of several of the books are based upon first hand, direct observations of the authors. Certain reading resources of a biological nature center about the living habits, activities, and life history of animals:

BIG CATS, Robert S. Lemmon
TURTLES, Henry Hill Collins, Jr.
CANADA GEESE, Alexander L. Crosby
POND LIFE, Alexander L. Crosby
ELEPHANTS, William D. Sheldon
BEAVERS, Alexander L. Crosby
PENGUINS, Patricia Lauber
SEASHELLS, Sam and Beryl Epstein
TREES, Robert S. Lemmon
BACTERIA, Berold S. Lietz

Children's appraisals of the books explain that "reading is easy," "it is like a story," "little children can get the main idea from pictures," "the book explains about animals that are interesting to us." The texts, which contain colored pictures and well designed diagrams, attract children's attention and enrich their science experiences.

Louise A. Neal
Colorado State College,
Greeley, Colorado Laboratory School

WHEN HUNGER CALLS, Anne T. White and Gerald S. Lietz, 80 pp., \$2.32, Garrard Publishing Co., Champaign, Illinois, 1968.

WINDOWS OF THE WORLD, Anne T. White and Gerald S. Lietz, 80 pp., \$2.32, Garrard Publishing Co., Champaign, Illinois, 1968.

BUILT TO SURVIVE, Anne T. White and Gerald S. Lietz, 80 pp., \$2.32, Garrard Publishing Co., Champaign, Illinois, 1968.

SECRETS OF THE HEART AND BLOOD, Anne T. White and Gerald S. Lietz, 80 pp., \$2.32, Garrard Publishing Co., Champaign, Illinois, 1968.

MAN THE THINKER, Anne T. White and Gerald S. Lietz, 80 pp., \$2.32, Garrard Publishing Co., Champaign, Illinois, 1968.

This series, intended for the intermediate grades, is centered around the theme that man's unique body and mind is the explanation for his present position as master of the earth.

At times the authors lose sight of their intended audience. In *When Hunger Calls* peristalsis is illustrated by reference to a drinking horse. The example is excellent, but how many children today watch horses drink? Later, in an effort to explain a catalyst, an example of the effect of a pretty girl on two uncommunicative boys is utilized. Few sixth grade boys enjoy the company of a pretty girl.

The illustrations are generally good, though a diagram in *Secrets of the Heart and Blood* to show how food is absorbed into and distributed by the blood is unclear. In *When Hunger Calls* a map comparing present food resources (in calories) to the expected

population of the year 2000 seems to have been added as an afterthought. In fact, few diagrams are actually integrated into the text, though they are at least spotted on the appropriate page.

A more serious objection, however, is the occurrence of teleological statements. In *Built to Survive* we are told that the giraffe "has developed a ridiculously long neck so as to be able to feed on tree leaves." Another volume, *Window of the World*, indicates that "our hearing developed in order to be useful to us." Anthropomorphic statements are also present, though less common.

The historical summaries are good and usually interesting, but the authors often fail to emphasize or adequately explore the important role of such processes as observation, measurement, and interpreting data. However, if one can ignore the many teleological statements, and if one is not too concerned about the nature of scientific enterprise, the books may be acceptable. It seems, however, that they could have been much better.

Rudy G. Koch
Wisconsin State University
Superior, Wisconsin 54880

EDUCATION

COLLEGE PROGRAMS FOR HIGH SCHOOL STUDENTS, 260 pp., Directory Publishers Co., Hillsdale, New Jersey, 1967.

Unfortunately this was received for review in December, 1967, but its listings of the opportunities in colleges for high school students during the summer are those which are probably appropriate for several summers. The listings are informative and organized logically. It is a valuable guide for all high school counselors. Of course, the opportunities in science, because of the NSF, are extensive.

STRESS AND CAMPUS RESPONSE, G. Kerry Smith, Ed., 297 pp., \$7.75, Jossey-Bass Inc., San Francisco, 1968.

A collection of essays by well known leaders in higher education and a publication of the American Association for Higher Education. There are many introductory comments and summaries, but the essays themselves are solid and important statements from persons who are currently under such stress. There is an index.

The section on students is the outstanding one, particularly the article by Halleck who carefully categorizes proposed causes of student unrest. It is a good list and well worth the reading by all in the education business. The section on administration is interesting and emphasizes the need for quite a bit of change. Disappointing were the sections on the future and curricular relevance. The opening section on technology is by Commoner and Weinberg and well

done albeit striking a familiar chord.

The book will be instructive reading for those in higher education primarily, but secondary school personnel and parents may find an equal interest in it in these days.

GENERAL

THE PETER PRINCIPLE, Laurence F. Peter and Raymond Hull, 179 pp., William Morrow and Company, New York, 1969.

A put-on a la Parkinson. The Peter Principle is simply that a person eventually rises to his level of incompetency. And the rest of the book is made up of variations on this theme. Since the authors have experience in educational establishments, many of the examples cited are from that area. There are some good quotes.

GENERAL BIOLOGY

BIOLOGICAL SCIENCE: AN INQUIRY INTO LIFE, 2nd Ed., Biological Sciences Curriculum Study, 840 pp., Harcourt, Brace and World, Inc., New York, 1968.

BIOLOGICAL SCIENCE: AN INQUIRY INTO LIFE (Student Laboratory Guide) 2nd Ed., Biological Sciences Curriculum Study, 238 pp., Harcourt, Brace and World, Inc., New York, 1968.

The stated goals of the revision were to rework the materials to make them more understandable and meaningful to the students. The revision came about as a result of both spontaneous and directed feedback. Based on the evaluation and feelings of teachers "in the field," the book was revised. Any one familiar with the older edition will realize that many sections went beyond the capacity of the average student and did not bring the stated "themes" into sharp focus.

The changes that run through the entire book can be noted in the first chapter. The "look it up" sections have been replaced by true "inquiry." The "themes" have been incorporated into the materials so that they are demonstrated rather than listed, and the art work has been improved with extensive use of color and improved artistry.

The text and laboratory work have been integrated by direct reference to laboratory experiences in the text and also by an integrating schedule of laboratory to text just prior to the Table of Contents. The laboratory manual has been reworked and revised and represents a true center for class work. The labs have been selected to demonstrate the themes and concepts and the questions within the individual labs have been designed to stimulate thought and encourage research.

Historical charts show spatial relationships of scientific discoveries by comparing the time periods of outstanding scientists. This should aid