

efforts to ignore it. He points out that there are times of social disruption when people grow tired of history and, if they cannot remake the past, tend at least to destroy it and pretend that history has never been. This formidable role of the erasure of the past in human experience has occurred from the introduction of solar monotheism into Egypt to the assault of Cromwell's Puritans upon the statuary of the English cathedrals. In earlier times, when encountering comets or firebrakes, it was thought well to pronounce the name of God with a clear voice. Eiseley points out this act was performed once more in our rocket age by many millions when the wounded Apollo 13 soared homeward: "A love for earth, almost forgotten in man's roving mind, had momentarily reasserted its mastery, a love for the green meadows we have so long taken for granted and desecrated to our cost."

It isn't often that the style of a poet and the mind of a scientist are combined in one individual. Eiseley uses both to explore the ideas and aspirations of man, his potential, and his limitations. If you have one book to buy this year, make it *The Invisible Pyramid*, a volume to cherish as your own and to give as a gift to your very best friends.

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MAN AND WILDLIFE, by C. A. W. Guggisberg. 1970. Arco Publishing Co., New York. 224 pp. \$12.50.

During the declining Age of Dinosaurs there was no one around to write of dinosaurian demise. Today, on the other hand, a relatively new species on the biospheric scene not only writes about, praises, and contemplates his fellow creatures but also saves, exploits, and executes them.

Man and Wildlife is a book that literately and incisively delineates this ambivalent relationship between *Homo sapiens* and the other vertebrates with which he shares the earth. In five extremely well-illustrated chapters, Swiss ecologist Guggisberg develops the varied historical relationships between man and wildlife from Paleolithic times. The underlying theme, sadly enough, involves man's destructive and exploitive tendencies—his slaughter of the North American bison, the extermination of the elephantbird, the great auk, and the moa, the aphrodisiac assault on the rhino—but there are bright-spot inclusions as well, especially with respect to the preservation of wildlife reserves and the recovery of certain endangered species. The latter third of the book is a valuable annotated compendium on national parks and wildlife preserves of the world.

Thoughtless destruction of wildlife

species by the "smartest" mammal that has ever existed—Man—can in large measure be related contemporarily to failures in our educational process. From this standpoint this particular book should be digested by all biology teachers: it may influence their approach in dealing with diversity in the biosphere.

"What does it really matter," the author reflects in concluding one chapter, "if there are no more rhinoceroses, orang-utans or whooping cranes?" *Man and Wildlife*, as part of your reading background, will give you a better historical perspective from which to answer this important question, lest monoculture leave our species without the diversified stimuli necessary for its postdinosaurian survival.

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BIOLOGY AND THE SOCIAL CRISIS, by J. K. Brierly. 1970. Fairleigh Dickinson University Press, Rutherford, N.J. 270 pp. \$8.00.

First published in England in 1967, *Biology and the Social Crisis* attempts to relate a variety of biologic ideas to human ecologic problems. The bibliography includes approximately 175 titles. Unfortunately, none of the references is dated later than 1967, and almost all of them are British or European; this would, perhaps, reduce the book's value to American high school students or secondary teachers. Brierly's style is formal and not always easy to follow, but he includes in one volume factual items that should be useful to the teacher and might be difficult to locate elsewhere.

The book has six parts: human heredity; race; man's health and food; the crisis of numbers; youth and age; and brain and behavior. All but the first are quite short. The section on human heredity is by far the most readable and most valuable as a reference. Many tables and diagrams are included in all sections, but they usually refer to English or European studies that are often not especially applicable in the United States. The section on heredity, however, is an excellent capsule treatment of the subject; here the statistics may not be recent but are still usable. It is rather obvious that genetics is Brierly's main interest.

The section on man's health and food contains a discussion of the effects of affluence on human diseases and on human psychology. This treatment is a bit different from the usual one, which only treats of the effects of poverty on human disease. This section helps the reader to understand that affluence may have adverse effects as well as desirable ones.

As Brierly himself points out, the material in this book is not original; rather, it is a compilation from many sources,

presented in the hope that the reader may develop his own interpretations of the subject.

Biology and the Social Crisis would be most useful as a supplementary reference, at least in the United States.

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Education

REACHING THE DISADVANTAGED LEARNER, ed. by A. Harry Passow. 1970. Teachers College Press, New York. 371 pp. \$5.95 softback, \$8.85 hardback.

This book consists of 17 papers presented at the sixth annual Work Conference on Urban Education at Teachers College, Columbia University. The participants shared their knowledge of ways of reaching the disadvantaged learner.

The initial papers discuss compensatory programs in general; culture, class, poverty, and urban schools; and compensatory education for early childhood. Specific programs, presented in some detail in additional papers, have to do with the improvement of classificatory competence among kindergarten children; programmed instruction; the use of concrete learning-materials in math, science, and social studies; increasing reading-achievement; developing a more relevant curriculum; and instructional materials for the disadvantaged. The remaining discussions deal with the community-school concept; leadership roles in the inner-city high school; desegregation and integration; the college-bound program; public education and manpower development; slum schools and unemployed youth; and the use of auxiliary personnel.

The book contains a number of salient points for teachers. One critical question is this: are the characteristics used to describe disadvantaged children the result of the home environment or a consequence of the kinds of experiences provided by the schools?

One researcher found that although many designers and teachers of compensatory-education programs are enthusiastic about their achievements there is very little hard evidence by which to evaluate these programs. A concept emphasized in a number of papers is that the involvement of parents and pupils in the design of a program is important if the program is to be successful. Another contributor states that the failure of most children to learn is the failure of the school to develop curricula in keeping with the environmental experiences of the pupil.

Some parts of the book may prove difficult for the teacher of biology who is accustomed to reading scientific literature; but the book as a whole is