

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

worth reading because it says much that is applicable to all teaching situations.

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STUDENTS AND DECISION-MAKING, by Robert S. Morison. 1970. Public Affairs Press, Washington, D.C. 142 pp. \$2.00.

The president of Cornell University appointed a commission to study the governance of that university—including the role of the students. This book is, in part, the chairman's personal report.

The first part of the book is a brief, well-written discussion of the university's purposes, relationship to society, and administrative apparatus. It emphasizes the point that many of the misunderstandings and consequent unrest within the university have resulted from the failure to understand and examine problems that have arisen from the public-service function of the university.

The second part was written largely by a commission member, David Moore, dean of Cornell's School of Industrial and Labor Relations. It is devoted to a discussion of the student and his discontents, which have grown out of his encounters with society and the university and his general feeling of powerlessness. An excellent description of the university as a community contains the suggestion that some of the student unrest may reflect the quest for community.

The third part lists changes that can be made within the existing framework of the university: students should be given greater responsibility for their own education; every student should have the opportunity to develop a continuing relationship with a wise and concerned faculty member; students should be allowed to "shop around" for courses at the beginning of the term; greater opportunity should be provided for independent study and research; and students should be involved in decision-making at all levels.

The fourth part contains comments by Ian Macneil, professor of law at Cornell, on student involvement in decision-making and its relationship to intellectual liberty. The advantages and dangers of student involvement in decision-making are examined. Macneil prefers to have more alternate courses rather than to have students make decisions as members of course committees: alternate courses provide for greater intellectual liberty, he believes.

Although the book reads like a commission report in places and some of the ideas are difficult to follow, it is an interesting analysis. The suggestions for change within the university seem realistic. I recommend the book to anyone who is concerned with campus un-

rest and wants a greater insight into the problems of governing a university.

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SCHOOLING FOR WHAT?, by Don H. Parker. 1970. McGraw-Hill Book Co., New York. 285 pp. \$7.95.

American society has been moving through another cycle of crisis, which has included the frustrations of the "generation gap" and the deadly serious confrontations on campuses. We have now come to a contemplative but still unpredictable stand-off among divergent social forces. Somewhere near the middle of these events Don H. Parker talked to 1,000 concerned Americans about the revolt of American youth. This book is, in part, a transcription of the feelings and concerns and the "vast discontent" expressed in those interviews. But, in large part, it is also a podium from which the author delivers his own personal diatribe against "establishment" values and against the inefficiencies and unfounded premises of education as it exists in America today. He uses the common and diverse frustrations and resentments of his cross-section of Americana as justification for one more blast at the way society schools its children.

In formal interviews Parker used 10 questions to glean the feelings and opinions of the respondents, most of whom were 15 to 24 years old. The questions were these:

- "1. Why should we have schools?"
- "2. Can you think of ways to make schooling better?"
- "3. What do you like most about schooling now?"
- "4. What do you like least about schooling now?"
- "5. Why should people work?"
- "6. What else should people do besides work?"
- "7. Do you think schooling helps you learn about these other things?"
- "8. Now what about the individual? In these days we hear a lot about trying to be an individual. The idea of 'being an individual' is probably not very new, but 'being an individual' seems harder than ever in these times. Why do you think this is so?"
- "9. If you believe we should have sex education in the public schools, what kinds of things should be learned?"
- "10. Now in conclusion, can we consider this. It is being said that we are living in an 'age of contention,' an 'age of controversy,' between the younger and the older, between race groups, and between various other kinds of groups. Why this sudden outburst—the demonstrations, the riots, the marches, the sit-ins, even the long hair and the funny clothes? Why do you think this is happening?"

That the biases of the author are implicit in his selection of questions is evident. What is not revealed is the actual bias represented in the population of respondents. This population is not adequately described. Further biases are evident in the selection of certain responses for quotation and as a basis for inferences expressed in this book. The result is that it is the opinions of the author that form the theme that pervades this book. "Today," he says, "youth is a new force to be reckoned with and we are going to have to change the schools fast, or they are going to change them for us. We still have time to choose between revolution and anarchy in our schools—and in our country."

The problem is not that one would disagree but that there is nothing really new in the author's assessment of the nature of things. The only time that America has not been blaming its educational system for its problems has been when it was too busy working itself out of world and lesser wars imposed upon it by external threats to power and to peace. Criticism and philosophic idealism are easy positions to take, as evidenced by the large and growing number of persons of those persuasions. Thus the author documents what most readers will be already well informed about and adds little that is new to the discourse. The crucial question of *how* a society reforms itself is not answered. It is not enough to say, as Parker does, "We must turn the school curriculum upside down, so that the major part of the student's time is occupied in educating the use of the skills and knowledge he has in pursuit of goals he himself sets, based on what his interests are, instead of the meaningless acquisition of skills and knowledge for which he has no use."

The author reveals himself as a romantic by his only slightly concealed admiration of life-style experiments, such as the communes and educational ones such as the free universities, while devaluing institutionalized research programs, such as accountability and national-assessment studies.

None of this is all "bad" or all "good." What matters is that the critic is indecisive in spite of being well informed. His voluminous treatment of what is wrong is out of balance when placed in context with the variety of human needs, aspirations, and frustrations that have, in fact, forced the evolution of the present system and which, inexorably, will force the evolution of another—no matter what we do.

Readers who wish to extend their involvement in, or awareness of, criticism of education can find one model in *Schooling for What?* Others, like myself, may hope for and find more productive involvement in efforts to trans-