

# SOCIAL IMPLICATIONS OF BIOLOGICAL EDUCATION

Edited by  
**Arnold B. Grobman**

Teachers and students of life sciences are forced to consider the social implications of biology. The important issues can not be avoided and deserve a full and balanced discussion.

Recognizing this need, the National Association of Biology Teachers invited distinguished biologists to address themselves to a variety of social issues. The result has been a volume ideally suited as a resource for class discussion and as a reference for the teacher of either life sciences or humanities.

The volume includes chapters on the social implications of . . .

#### Medicine

by Michael and Lois DeBaakey

#### Behavior

by James V. McConnell

#### Genetics

by Bruce Wallace

#### Population

by Garrett Hardin

#### Evolution

by Claude A. Welch

Additional statements are given by Vincent Dethier, Martin Schein, Haven Kolb, David Denker, Lawrence Mann and others. This book is available now from the National Association of Biology Teachers for only \$1.95.

#### NABT

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ographies are included.

Throughout the volumes there are many descriptions of things for children to do.

The last volume is a fine addition, for it is aimed at the teacher and features various kinds of indices and bibliographies. The bulk of it is given to essays on inquiry and on methods of teaching elementary science, and there is an elaborate list of resource materials for suggested units in elementary science.

This is an excellent compendium for the elementary school.

*Paul Klinge*  
Indiana University  
Bloomington

**Egg to chick**, by Millicent E. Selsam. 1970. Harper & Row, New York and Evanston. 63 p. \$2.50.

This is a well-written book that will stimulate interest in finding out what happens when an egg changes into an animal. The young reader learns that the chick embryo develops from something simple into something complex. Certainly the book will arouse a sense of wonder. The day-to-day stages, from blastodisc to hatching, are clearly described and are pictured in color. Perhaps visualization would have been increased by comparing the minute size of the blastodisc—the potential embryo—with the larger size of the remaining part of the egg, which will provide the food and water to nourish and support the growing embryo. The difficulty of seeing most of the stages up to two or three days before hatching should have been stressed.

*Frances L. Behnke*  
Teachers College  
Columbia University  
New York

**Heroes of Science**, by Walter Shepherd. 1970. Fleet Press Corp., New York. 160 p. \$5.00.

This book is basically uninspired and uninspiring. The accounts of the 72 "heroes" selected for inclusion seem accurate enough. Included are the scientists one would usually find in this sort of collection. (Missing are Alexander Fleming and Robert Goddard, a couple of "heroes" by almost any standard.) But the biographies are not interesting. The facts are perfunctorily presented, generally within the space of two pages. There is no reflection on the humanity of the scientists or on their personal lives. There is no preface; that is to say, the reader is not told why the book was written and why these 72 scientists were singled out. The illustrations—small sketches of the heads of the scientists—do little to add interest. The book is disappointingly drab.

*Glenn McGlathery*  
University of Colorado  
Denver

**Animals without Parents**, by Marie M. Jenkins. 1970. Holiday House, New York. 198 p. \$4.95.

Jenkins' compilation of a great store of information about reproduction in protists and animals, much of it not previously widely published, is commendable. The title is a bit misleading, since few species of animals reproduce consistently or totally without some form of gametic fusion. The book apparently was written with readers 10 years old and older in mind, and primarily for those unacquainted with biology. Difficult terms have been held to a minimum.

Teleology and anthropomorphism have been interwoven extensively. Although this last is not "wrong," it is less than scientifically precise. Some of the illustrations are poor; for example, the *Volvox* on page 34 is hardly recognizable.

For the beginning biologist who wishes to gain accurate information, this is a good source, though he should keep in mind the frequency of teleology and anthropomorphism.

*J. Carl Bass*  
Kansas State College  
Pittsburg

**Hunters and Collectors**, by George H. T. Kimble. 1970. McGraw-Hill Book Co., New York. 48 p. \$4.95.

Can reading, social studies, and science be taught from the same source? In this book, yes. First, some food-gathering habits of contemporary primitive people—Eskimos, Australian Aborigines, South African Bushmen, and rain-forest Pygmies—are presented. Then, evidence for similar practices among Stone Age men is given. The young reader is shown how inferences about prehistoric man's behavior can be made from rock and bone artifacts, and he is encouraged to look for these remains himself. Especially in regions where the student has an opportunity to find Indian remains, this book would well illustrate the notion that present human behavior is helpful in interpreting former ways of life. Several illustrations support and extend the text. This book would more profitably be used by older students than by those in the five-to-nine-year-old range suggested by the publisher.

*Walter Scott Smith*  
Indiana University  
Bloomington

**Your Skin**, by Margaret O. Hyde. 1970. McGraw-Hill Book Co., New York. 141 p. \$4.95.

This is an interesting, authoritative account of the skin. In addition to much general information (heat regulation, hair, burns, color) the book includes details and helpful suggestions about