

Three chapters are given to a consideration of "the optimum environment" and the difficulties of defining it. Of particular interest is a list of seven points that Potter feels will define an optimum environment. The list makes no unreasonable demands, and it could serve as a nucleus for the future goals of the environmental movement.

Among numerous other topics are ZPG (zero population growth) as a world goal; dangerous knowledge—the dilemma of modern science; and the role of the individual in modern society. In the chapter "Science and Modern Man" Potter applies the term "survivalist" to all who believe the priority problems of our time to be population, peace, pollution, and politics. The last chapter, "Survival as a Goal for Wisdom," has some interesting thoughts.

The book is not for the general public. (The approach to the subject is not as exciting as the dust jacket would have us believe.) Rather, it demands readers who have some knowledge of both biology and philosophy and who are ready for the next step in obtaining quality environment for man. American biology teachers, I hope, fulfill these prerequisites: leadership for the next step should come from them, and indeed Potter does give considerable attention to the need for education. In his first chapter, for example, he discusses the traditional teaching of biology and presents 12 fundamental biologic concepts (with accompanying paradigms) important to mechanistic biology. These are offered with the "conviction that Bioethics must be based on modern concepts of biology and not on unsupported introspection."

Whether or not this book provides the answers—or is even a proper approach to the answers—and whether or not even the biology teachers are ready for it, remains to be seen. In any case, though, we are in need of proving that ecology is a science and not an hysteria. This book is an attempt at making the distinction.

William W. Milstead  
University of Texas  
Austin

**NATURAL RESOURCES AND PUBLIC RELATIONS**, by Douglas L. Gilbert. 1971. Wildlife Society, Washington, D.C. 344 p. \$6.50.

A major problem of public agencies concerned with the conservation of natural resources is that the technical knowledge of methods for managing resources often is ahead of public acceptance of these methods. This book attempts to help bridge the gap between the conservationist (particularly the game manager) and the less-informed citizen—the sportsman, the voter, the legislator—whose support is essential to the work of policy-forming agencies.

The book contains information needed

to analyze the problems of public relations and makes suggestions about the handling of personal-appearance programs, the use of mass media, and the promotion of other communication methods to get public acceptance of social action in wildlife biology. The many excellent photographs are appropriately placed to reinforce the text. Three case studies, at the end of the book, are interesting and well presented.

Many of the suggestions in this book can be adapted to the needs of the concerned teacher.

John M. Hamilton  
Park College  
Parkville, Mo.

**DISCOVERING YOUR ENVIRONMENT: EXERCISES FOR LEARNING EXPERIENCES ON THE SCHOOL GROUND—INTERMEDIATE GRADES**, by Orville E. Jones and Malcolm D. Swan. 1971. Interstate Printers & Publishers, Danville, Ill. 18 duplicating masters with 18 file folders. \$7.50.

This set of duplicating masters will assist the intermediate-grade teacher in using the school ground and schoolhouse to increase the students' awareness of the environment. Each of the masters contains questions or suggested activities that require the student to look more closely at one aspect of his immediate environment. Among the environmental factors are the automobile traffic near the school, the effect of rain on different surfaces, the natural and man-made features of the school ground, the utilities serving the school, and the sounds of the environment.

The sheets are well written, and the activities are designed so that the students will make use of skills in mathematics, language, and science that they have learned in the classroom. In addition, the students are asked to collect data and to use problem-solving skills. The discovery sheets should form the basis for significant class discussions concerning the students' environment and the actions required to maintain it in a livable condition. A teacher's guide is included with the set.

Harold G. Liebherr  
Nicolet High School  
Milwaukee, Wis.

**POPULATION AND FOOD**, ed. by Robert S. Leisner and Edward J. Kormondy. 1971. Vol. 1, *Foundations for Today* series, published jointly by Wm. C. Brown Co., Dubuque, Iowa, and the American Institute of Biological Sciences. 83 p. \$1.95 (softback).

This collection of articles from *Bio-Science*, 1968-70, deals with the dual problem of population growth and food production. The articles are brief and pertinent. From them it would be easy to outline a course or discussion, as follows: what is the present situation?

("The Population Crisis Is Here Now," "Dimensions of the World Food Crisis"); why must we do something? ("Population and Panaceas . . .," "Can We Prepare for Famine . . .?," "Population Resources and Technology," "Optimum World Population"); and what are the problems involved in action? ("How Green Is the Green Revolution," "Federal Action for Population Policy . . .," "Science, Birth Control and the Roman Catholic Church," "Mariculture"). These are not all of the titles, but they illustrate one way the volume could be used. The articles—uniformly well written—are applicable in high school and college introductory-biology courses and in discussions involving the lay public. For the teacher it provides concise, accurate information for preparing presentations. The book creates an impression of the kind of thinking that, one hopes, is influencing national policy: three of the articles are syntheses of a report by the President's Science Advisory Council. Other books present more information in greater detail, but the message is unmistakably clear here in 83 pages. It should be required reading for all biology teachers.

James C. Horton  
California State College  
Bakersfield

**EVERY DAY IS EARTH DAY**, by Illa Podendorf. 1971. Children's Press, Chicago. 48 p. \$3.95.

The author stresses the process of communication in written, verbal, and graphic form. The reader is shown the necessity of protecting the environment. Jon discovers that burning pollutes the air as he experiments with candles. David learns of water pollution as he observes the result of over-feeding his fish. The emphasis is on the fact that every day should be Earth Day. Readers are presented with a list of things to do to contribute to the conservation movement.

Glenn McGlathery  
University of Colorado  
Denver

**NATURAL RESOURCE CONSERVATION: AN ECOLOGICAL APPROACH**, by Oliver S. Owen. 1971. Macmillan Co., New York. 605 p. \$9.95.

General books in the field of conservation are still needed by those who have neither time nor money enough to plow through the vast array of specialized paperbacks about the environment that are flooding the market today. Owen has helped to fill that need with this fine book.

The work is broader than the title indicates. An excellent review of ecological principles and interestingly written historical overviews help even the