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discipline, extracurricular activities classroom observation, and evaluation of student teaching. One indication of the out-of-date nature of this book is the chapter on classroom observation; a few checklists are included but no mention is made of systematic classroom observation systems such as Flanders Interaction Analysis.

Generally the book encourages the reader to adapt to the existing educational system (more precisely, to the author's perception of it) rather than providing specific aid to teachers or prospective teachers in how to help students learn.

Ronald D. Anderson
University of Colorado
Boulder

Human Biology

BEYOND CONCEPTION: OUR CHILDREN'S CHILDREN, by Martha Kent Willing. 1971. Gambit, Inc., Boston. 241 p. \$6.95.

Three babies are born into the world every second—180 babies by the time

one finishes reading this brief review. Estimates place the United States a mere 60 years behind India in population growth. The problems of overpopulation pose the most severe threat to man's existence today.

How long can the thin veneer of green plants support this ever-increasing mass of air-breathers? What can be done to stop this human epidemic? Can "stop at two" solve the problem? These are some of the topics the author discusses in this book. Her candid style brings the reader face-to-face with the harsh and often tragic results when too many people try to live in too little space. We are made aware of the dilemma of trying to control our population while retaining our moral values on human life.

Young people of high school and college age can benefit particularly from reading this book. Nevertheless, the problem of overpopulation does not belong solely to the young: it concerns us all.

Elizabeth J. Davison
Swarthmore (Pa.) High School

GENERAL ZOOLOGY LABORATORY GUIDE, by J. E. Wodsedalek and Charles F. Lytle. 6th ed., 1971. Wm. C. Brown Co., Dubuque, Iowa. 232 p. \$4.25 (softback).

As it has been in its previous five incarnations, the Wodsedalek zoology laboratory manual remains strong on morphology and in the classical tradition. In this tradition, laboratory study begins with microscopy, examines cells and tissues, deals with mitosis, meiosis, and the early embryology of the starfish in a single, rather over-simplified chapter, and then proceeds on the stately "march through the phyla" in much the way that our scientific grandfathers must have done it. The final chapter deals with the early development of the chick and the frog. An appendix gives an indefensibly brief outline of animal classification—indeffensibly brief, that is, unless one cares to take the alternate view that it should have been omitted entirely, inasmuch as the textbook probably gives a similar outline and does a more detailed job of it.

Although the title page labels the manual the "complete version," the preface speaks of "This short version . . ." Does there, in fact, exist in some empty-realm a super-complete, long version?

Werner G. Heim
Colorado College
Colorado Springs

TWELVE PROBLEMS IN BIOLOGY, by Jonathan C. Hake, Jeffrey J. W. Baker, and Garland E. Allen. 1971. Addison-Wesley Publishing Co., Reading, Mass. 202 p. Price not given.

The special contribution of this laboratory manual is in bridging the unfortunate time-lag between the research laboratory and the teaching laboratory. During the 1960s, when many laboratory procedures and new instrumentation were providing the tools for exciting discoveries in biology, the general-biology teaching laboratory languished in activities and concepts of the 1930s (and earlier). Those who saw the need to update and reinvigorate biology-teaching had to put forth heroic individual effort to translate such daily research procedures as colorimetry and chromatography into a "new biology" for the school laboratory. Many biology teachers gave up and yielded to an ever-tantalizing notion: that the laboratory is not a necessary part of biology. Meanwhile these authors rolled up their

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