

large, deepwater lakes and therefore are not characteristic of conditions in other kinds of lentic communities. Although this is of little significance if the teacher has some experience in aquatic ecology, it is misleading to the less experienced person.

The book consists of four sections. The first four chapters discuss some of the ecologic principles pertaining to lakes and streams and briefly describe aquatic organisms the student is likely to observe. Chapter 5 is a compilation of methods for studying physicochemical features of aquatic communities and various biologic processes, such as primary productivity. Chapter 6 describes methods and materials that can be used in the collection and handling of field samples; in addition the authors suggest plans for conducting an environmental survey of a pond and a stream. The last chapter presents a series of case histories on aquatic systems. Each case history is based on the results of a scientific study; the student is asked to analyze the information provided, then respond to questions and construct inferences based on his interpretations. It is, perhaps, the information and ideas presented in these last three chapters that most teachers would find most useful.

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ENVIRONMENTAL MANAGEMENT: SCIENCE AND POLITICS, by Morton Gorden and Marsha Gorden. 1972. Allyn & Bacon, Inc., Boston. 559 p. Hardback; price not given.

The Gordens have come up with a book that is significantly different from others of its kind. The editors refer to this as a "second generation" book on the environment; and it is, in that it goes beyond a mere cataloging of man's insults to his environment and an effort to arouse concern. Here we have an attempt to get at the problem of managing the environment by stressing necessary interactions between the sciences and political (decision-making) agencies.

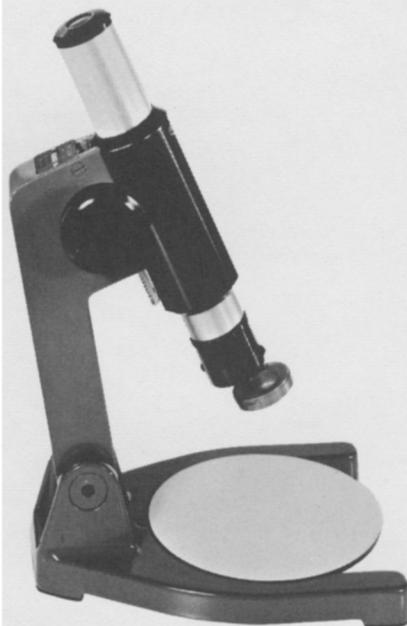
Through interviews, chapter introductions, original articles of their own, a concluding chapter, and an epilogue, the Gordens have interjected their own opinions and judgments. This creates a sense of integration and direction, which is often lacking in books of "readings."

Chapter 1 includes two lengthy interviews with public officials associated with environmental agencies, and it focuses on information-gathering and development of national policies. Chapters 2 and 3 deal with concern about the ability of science to communicate with and inform the public on environmental matters. Chapter 4 focuses on man's interference with materials cycles, and

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in chapter 5 the relationships between environmental decisions and social values are stressed. The kinds of information and the skills or training needed to deal with environmental problems are identified in chapters 6 and 7. Chapter 8 stresses the need to apply our understanding of the environment. Finally, in chapter 9 and the epilogue, the editors give their assessment of our ability to manage the environment.

The articles generally reflect various points of view and are realistic in not minimizing practical problems. The book is somewhat lengthy but is a useful contribution to the solution of environmental problems through its edu-

cational role. Any person should find the book interesting, but I believe that teachers and governmental officials would do well to read it and be influenced by it.

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OUR ENVIRONMENT: PATHWAYS TO SOLUTION, ed. by Henry Thomas Van Dyke. 1972. Ginn & Co., Lexington, Mass. 126 p. \$2.28.

This book begins with a broad survey of the environmental issue, by Marshall I. Goldman. This is followed by a sur-