

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 DeBakey

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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from the double-page illustrations, there are about 60 pages of large print. The students were lukewarm toward the black-and-white illustrations.

The book is intended for pre- or early adolescents, judging from its explanations and pronunciation aids. On the other hand, the pages seem held together by multisyllabic words. I was struck by the illustrations of man and his ancestors: most are shown scowling, fighting, or killing. This may simply be realism, but it seems to be emphasized by the black, angular, line drawings. The element of doubt and the tentativeness of data about man's beginnings are clearly represented, and the portrayal of the contributions of many researchers lends understanding of the scientific enterprise. The author wisely avoids technical consideration of genus and species designations per se. The book should be a good starter for any young sleuth who is on the track of man.

Helen H. James
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THE FIRST BOOK OF MICROBES, by Lucia Lewis. Rev. ed., 1972. Franklin Watts, Inc., New York. 83 p. \$3.75 (hardback).

This is an excellent introduction to the world of single-celled organisms and cells in general. The descriptions and diagrams are superb: simple, but very clear. The vocabulary is elementary: students from the fourth grade on should be able to understand the text. Bacteria, protozoans, fungi, yeasts, and viruses are described, along with their environments. Living conditions and food requirements are discussed and illustrated. There are brief biographies of some of the pioneers of microbiology. Throughout, the accuracy is commendable.

After the student has studied the nature and nutrition of microbes he is invited to perform simple, interesting experiments, which require very little equipment. The materials are easily available, and the experiments can be carried out in a basic laboratory or at home. For the serious student who desires to investigate further, there is an excellent bibliography. There is also a glossary. The print is large, and the sturdy binding should stand up well in young hands.

Arlo F. Shelley
American Fork (Utah) High School

READ ABOUT THE SCHOOL NURSE, by Eleanor Kay. 1972. Franklin Watts, Inc., New York. 48 p. (hardback). Price not given.

The author, who is a registered nurse, has produced for young readers an enjoyable and realistic description of nursing in general and school nursing

in particular. Especially noteworthy is her description of the daily life of a school nurse. In a straightforward manner she describes a nurse's duties, training, education, and opportunities for specialization. She also gives a brief history of nursing, including the social conditions and the state of medical arts at the time when the nursing profession first became prominent. In describing the duties of the school nurse, Eleanor Kay deals with subjects as mundane as record-keeping and as potentially controversial as drug abuse and sex education. All topics are handled readably and with finesse.

This is one of the few books for children that considers its subject from a pragmatic yet entertaining point of view. For any young person interested in a nursing career the book is a must. Practical questions about becoming a nurse and what nurses do are answered in a simple, engaging way. The appeal of the book is further enhanced by the humorous, cartoon-style illustrations of Blair Dawson.

Faith Hickman
Biological Sciences Curriculum Study
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HOW THEY GROW, by Margaret Waring Buck. 1972. Abingdon Press, Nashville, Tenn. 40 p. \$4.50 (hardback).

The author has been praised for including in her books "things a child would be likely to find for himself." That praise seems misdirected. The present book is so prosaic as to actually discourage children from exploring for themselves the exciting topic of how baby animals grow. The author describes accurately—although sometimes incompletely—the birth and growth of common insects, fish, frogs, toads, turtles, snakes, birds, and mammals that children in many parts of the United States can probably find and observe. However, the prose is too strictly expository to encourage young readers to raise questions or to perform investigations. Perhaps the piling of fact upon fact accounts for the reaction of two of my young friends: they found the book repetitious and dull.

Although the book is concerned with developmental processes only, I was sometimes bothered by the omission of information on the courtship of the adults and the fertilization of eggs. Eggs seem to arise from nowhere, and many of the descriptions omit any reference to the male parent.

The illustrations are simple but brightly colored and appealing. A good bibliography is included. The book might serve as a source of information, but it lacks the elements necessary to stimulate interest and investigation in young readers.

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