

# WACO is *The Source*

**for high school laboratory supplies and chemicals**

From Aquariums to Zirconium Crucibles... from Bunsen Burners to Wheatstone Bridges... you'll find all your needs at WACO, leading "one stop" source for high school lab equipment... chemicals, too. Hundreds of schools (and districts) rely on WACO. Ordering a package of filter paper or outfitting a complete new laboratory, you get the same fast, efficient, courteous service... the consistent "care about" performance we've been rendering for over half a century. Try us and see for yourself!



# WACO

**WILKENS-ANDERSON COMPANY**  
4525 W. DIVISION STREET  
CHICAGO, ILLINOIS 60651

## CONNECTICUT VALLEY BIOLOGICAL SUPPLY CO., INC.



*Living Material*      *Preserved Material*  
*Visual Teaching*      *Blood Typing Kits*  
*Dissecting Equipment*  
*Lab Supplies*

**Fast service on all living cultures  
All material unreservedly guaranteed**

**FOR OUR FREE CATALOG WRITE TO  
SOUTHAMPTON, MASS. 01073  
OR PHONE  
1-413-527-4030**

constructive channels, such as church-organized activities. James Elias and Paul Gebhard, of the Institute for Sex Research, Indiana University, reveal that lower-class children have less accurate knowledge of sex than do upper-class children. They attribute the differences to the source and quality of information available to the children and suggest that educators have the opportunity to reduce such discrimination because of social class. Other articles discuss the impact of the pill on society, point out some inadequacies of existing sex-education programs, and offer practical suggestions for promoting premarital contraception.

Articles in the third section move right into the heart of the controversy by providing arguments for and against sex-education programs. They include an attack on the Sex Information and Education Council of the United States (SIECUS) and the private lives of its members. Opponents such as Gary Allen and Gordon Drake generally insist that sex education is a plot by Communists, atheists, and pornographers to destroy the moral and political philosophy underlying American society. Advocates such as W. H. Masters and V. E. Johnson point out the failure of the home, family physician, and church in providing young people with adequate information about sex. They further argue that society's taboos on sexuality are psychologically unhealthy.

The fourth section is devoted to sex education (or the lack of it) in Sweden, China, Australia, Singapore, Russia, and Britain. The Catholic position on the role of the family in bringing up children and information on health, sex, and family education offered by the UNESCO Institute for Education are presented. The articles reveal that sex education is considered a family matter throughout most of the world, even though the family has not been particularly effective in providing its members with adequate knowledge about their sexuality.

This is an interesting collection of articles. There is some repetition, but it is not excessive. The articles are a must for teachers, administrators, and parents who have initiated or plan to initiate sex-education programs in their schools. The articles would be worth reading by high-school and college students as well. I also recommend the book to those persons who oppose sex education. If they read it with an open mind, they may become aware of the illogical and often ridiculous arguments leveled against sex education in the schools. Then perhaps they will begin to see that a cooperative effort must be made by home, church, school, and society-at-large if young people are ever to have an adequate sex education.

*Thomas P. Evans*  
Oregon State University  
Corvallis

### Environmental Biology

ECOLOGY ACTIVITY CARDS, SERIES I, ed. by George Wilson. 1972. BFA Educational Media, Santa Monica, Calif. Price not given.

These activity cards are meant to give individual students experiences in ecology. The cards are in seven different colors, which are keyed to the subjects of investigations (a misnomer, because all cards do not contain investigations). The keyed categories are (i) general information about ecology; (ii) studies of niches, populations, and succession; (iii) studies of the flow of energy and materials in our lives; (iv) problems of urban ecology; (v) ecologic study of natural areas; (vi) conservation; and (vii) techniques for studying or testing the environment. Although many of the activities could very well be done by upper-elementary and junior-high-school students, they are more appropriate for use by senior-high-school students.

Variety is one of the strengths of the series: it provides models of experiences for diverse locales and student interests. Selected activities could be arranged as either an independent unit or as a segment of an ecology unit. However, they could be used most effectively to adjust the study of ecology

to the variations within a class of students.

Although many of the activities are familiar, they are not a mere collection of recipes; instead, the student can become involved in the design of investigative activities, as well as in the conduct of the investigations. This feature should serve as sufficient recommendation for inclusion of the activities in a life-science program.

Harold Durst  
Kansas State Teachers College  
Emporia

**ENVIRONMENTAL EDUCATION: A SOURCEBOOK**, ed. by Cornelius J. Troost and Harold Altman. 1972. John Wiley & Sons, Inc., New York. 591 p. \$8.95 softback, \$11.95 hardback.

This is indeed a sourcebook—one of the best. The selections alert readers to the seriousness of environmental problems. In addition, activities are suggested that are multidisciplinary in scope and should permit teachers to touch the interests of most students. The book also provides guidelines for the study of local environmental conditions by elementary-school students and by students in cities.

The first of the three parts is a review of the important concepts of ecology. Biology teachers may find them somewhat cursory; however, this section will give lay readers a quick intro-

duction to the language and ideas of environmentalists.

The second part is a collection of the writings about environmental concerns from the economic, legal, social, esthetic, and moral positions. Instances of opposing courses of action on a given issue provide excellent grist for student debates. The topics include population, pesticides, metallic poisons, water pollution, air pollution, noise, waste disposal, depletion of natural resources, nuclear hazards, and strip mining.

Part 3 offers a program of classroom, community, and field activities. An important article for the biologist, "Science or Fairy Tales?," challenges the unscientific manner in which scientists have thrust their estimates and predictions on the public. Validity by authority rather than validity by analysis is, as it happens, exemplified by this book, which includes only one article by a natural scientist who cites research reports. An article by a psychologist does at least describe the manner in which data were collected; that article, "What Children Fear," is an excellent challenge to the pedagogic tactics that the environmentally concerned have been using.

This book provides teachers with suggestions for planning K-12 courses and using community resources. However, a biology teacher should be cautious about quoting facts from this book: its latest sources are dated 1971, and since

then we have seen some environmental changes for the better.

The book treats the energy crisis too lightly, and some of the ecology chapters are too technical for nonbiologists. Overall, however, this is an excellent book.

Paul E. Bell  
Pennsylvania State University  
University Park

**NATIONAL PARKS OF THE WORLD**, by Kai Curry-Lindahl and Jean-Paul Harroy. 2 vol.; 1972. Golden Press, Western Publishing Co., Racine, Wis. Vol. 1, 217 p., \$3.95 (softback); vol. 2, 240 p., \$3.95 (softback); both with slipcover, \$7.95.

Although no attempt has been made to include descriptions of all the national parks of the world, the authors have incorporated descriptions of ecologically distinctive reserves. Volume 1 is about parks in Europe, North America, and South America; volume 2, in Africa, Asia, Australia, and Oceania. The set is an official publication of the International Union for Conservation of Nature and Natural Resources.

The books are sturdy and compact, and they are attractively done. One learns the essential facts, and excellent photographs convey information about the terrain, climate, accommodations, character of protection, human popula-

## TRY THIS UNITRON STUDENT MICROSCOPE FREE FOR 10 DAYS

**MUS SERIES**  
from  
**\$75<sup>85</sup>**  
5-10 quantity

FULL 13" HEIGHT

PROFESSIONAL-QUALITY COATED OBJECTIVES: 4X, 10X, 40XR (Recessible)

LARGE BUMPER STAGE

PROVISION FOR MECHANICAL STAGE

PROFESSIONAL IRIS APERTURE DIAPHRAGM

SAFETY BUMPER BASE

WIDEFIELD 10X POINTER EYEPIECE, LOCKED-IN FOR SAFETY

ZOOM AND HUYGENS EYEPIECES ALSO AVAILABLE

DUAL COARSE FOCUS CONTROLS

MICROMETER SCREW FINE FOCUS

FOCUSING SAFETY STOP

STAGE CLIPS

HEAVY-DUTY BASE

OTHER OPTICAL COMBINATIONS AVAILABLE • PRICE INCLUDES DELIVERY

While other manufacturers urge you to "buy", UNITRON places the emphasis on "try". For only by working with a UNITRON under actual teaching conditions can you learn of the advantages of UNITRON Student Models as compared with other brands with seemingly similar specifications. Only by inspecting a UNITRON carefully and leisurely, without a salesman to distract you, can you appreciate the professional quality and workmanship which is usually reserved only for sophisticated research models.

Our FREE 10 DAY TRIAL costs you nothing . . . we even pay all shipping charges . . . and places you under no obligation to purchase. Accept our offer and see for yourself why "UNITRON Means More Microscope for the Money".

A COMPLETE UNITRON MICROSCOPE CATALOG IS YOURS FOR THE ASKING.

UNITRON

MICROSCOPE SALES DIVISION  
66 NEEDHAM STREET  
NEWTON HIGHLANDS  
MASSACHUSETTS 02461

Please send Model MUS for Free 10 Day Trial.

Please send a UNITRON Catalog. No. 7

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_