

the book the importance of decomposers is described.

This book would be an asset to an elementary-school science library.

Nancy Pardee
Mitchell High School
Colorado Springs, Colo.

TRACKING THE UNEARTHLY CREATURES OF MARSH AND POND, by Howard G. Smith. Abingdon Press, Nashville, Tenn. 1972. 157 p. \$4.75.

Each chapter is a well-written story about an animal of the freshwater marshes or ponds of the South. Ecologic principles are illustrated. Alligators, lizards, turtles, fish, crayfish, snakes, *Hydra*, frogs, worms, and insects are covered. The illustrations are bland but accurate. In an indirect but telling way the author brings out the damaging effects of man's activities. If any book will provoke a desire for the preservation of ecosystems, this one will. Directions for building one's own indoor pond are included.

Frances L. Behnke
Science Education Dept.
Teachers College, Columbia University

TRIAL BY FURY: THE POLIO VACCINE CONTROVERSY, by Aaron E. Klein. 1972. Charles Scribner's Sons, New York. 184 p. \$6.95 (hardback).

This account of the historic search for a polio vaccine describes the impact of the first polio epidemics in the United States; the individual and organizational efforts to fund research; competition among researchers; laboratory events; and, finally, the political maneuvers behind the licensing of the vaccines that were eventually developed. The figures of Salk and Sabin, of course, dominate the story, along with the controversy over live-virus vs. killed-virus vaccines. Klein points out that the question of how many cases of polio did and still do result from virulent vaccine may never be answered.

Although much of the data on the actual research may overwhelm some high-school readers, they and older readers will enjoy learning about the events leading up to their being taken to the doctor for polio shots and, later, their delight at being made only to swallow the vaccine.

Candace Bradford
Colorado Springs, Colo.

THE MYSTERY OF THE EVERGLADES, by Ada and Frank Graham, Jr. 1972. Random House, Inc., New York. 111 p. \$4.95 (hardback).

11-year-old Jon, from Maine, accepts an invitation to visit Everglades National Park from a national-park ranger whom Jon had met at Acadia National Park. The book—beautifully illustrated

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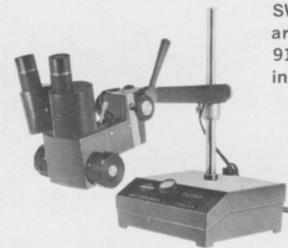
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—tells what Jon learns about the Everglades. The message is clear and well documented: the Everglades are in trouble, and the key to the "mystery" is water and what man is doing with it.

The chapters "A Matter of Inches" and "The Bay" show the interdependence of organisms but fail to mention the role of mangroves in feeding marine populations through the detrital food-chain. The role of fire is not portrayed, but otherwise the ecology of the Everglades is described very clearly.

"People who study nature only on TV miss a lot," the author says—and they would miss a lot if they read only this book. Still, this is a good place to start understanding the Everglades, and I

recommend the book for elementary and middle-school libraries.

Louis V. Wilcox, Jr.
Fahkahatchee Environmental
Studies Center
Goodland, Fla.

THE NATURAL HISTORY OF THE TAIL, by Lisbeth Zappler. 1972. Doubleday & Co., Garden City, N.Y. 64 p. \$4.95 (hardback).

This is a book for children in grades 6-9 who like animals. It shows all kinds of tails and their functions. The illustrations are good. One section is devoted to the dinosaur tail and why it evolved differently from the amphibian tail.

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Edited by
Arnold B. Grobman

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Unless a student is very interested in the subject he may become tired of reading about the many adaptations. However, the book would be a good addition to a junior-high-school library that has money to spend on special-interest books: students could use information from this book for reports.

Nancy Pardee
Mitchell High School
Colorado Springs, Colo.

CAN INVERTEBRATES LEARN?, by Barbara Ford. 1972. Julian Messner, New York. 96 p. \$4.79 (hardback).

This is a book for grades 7-9. Chapter 1 summarizes animal classification to show the reader how many animals are invertebrates and how the invertebrates are related to one another. Next, hypotheses about learning in invertebrates are presented. The author then describes the learning abilities of animals as reflected in their nervous systems; the importance of sense organs is emphasized. She devotes chapters 3-7 to experiments on invertebrates, including some that the reader can perform. Diagrams of the necessary apparatus are given, and there is a list of biology supply houses from which materials—all inexpensive—may be obtained. The experiments can easily be adapted to classroom use. There are good illustrations of nervous systems and of the behavior of invertebrates. A glossary is included. The book should be an asset to teachers of grades 7-9. The major drawback is the scientific names, which may be difficult for young readers.

Nancy Pardee
Mitchell High School
Colorado Springs, Colo.

THE OCEANS IN TOMORROW'S WORLD: HOW CAN WE USE AND PROTECT THEM?, by David Reuben Michelsohn and the editors of Science Book Associates. 1972. Julian Messner Publishing Co., New York. 189 p. \$4.79 (hardback).

The use of the oceans as sources of food, minerals, power, and living space is the main concern of this book. In addition to describing techniques, equipment, and instruments being used in ocean research, the authors present prototypes and preliminary investigations of anticipated uses of the oceans.

I was left with the impression that the authors think the oceans offer a cure—all for environmental ills. For example, they contend that proper farming of the oceans can banish starvation; but wouldn't this merely postpone starvation if the world population continues to increase?

The authors recommend international cooperation to protect the oceans from ecologic disaster. This does seem necessary if any long-range benefits are to be derived from the oceans.

The book contains black-and-white

photographs but very few tables of data. Except for one transposition of photograph titles it is free of printing errors.

I found the book interesting and easy to read. Junior-high-school students and teachers should find this book to be of value.

Richard J. Medve
Slippery Rock (Pa.) State College

Books Received

- HOPE FOR THE FLOWERS**, by Trina Paula. 1972. Newman Press, New York. 151 p. \$4.95 softback, \$6.95 hardback.
- ELEMENTARY KINETICS OF MEMBRANE CARRIER TRANSPORT**, by K. D. Neame and T. G. Richards. 1972. Halsted Press, New York. 120 p. \$10.50.
- POPULATION**, by Hal Hellman. 1972. J. B. Lippincott Co., Philadelphia. 187 p. \$5.95.
- THE OVARIAN CYCLE OF MAMMALS**, by John S. Perry. 1972. Hafner Publishing Co., New York. 219 p. \$4.25.
- BIOLOGICAL NITROGEN FIXATION**, by John Postgate. 1972. Merrow Publishing Co., Ltd., Watford, England. 67 p. \$4.00.
- TROPICAL CROPS: MONOCOTYLEDONS**, by J. W. Purseglove. 1973. Halsted Press, New York. 2 vol.; 617 p. \$24.00.
- FUNDAMENTALS OF BIOMETRY**, by L. N. Balaam. 1972. Halsted Press, New York. 273 p. \$12.95.
- THE PRINCIPLES OF INSECT PHYSIOLOGY**, by V. B. Wigglesworth. 1973. Halsted Press, New York. 835 p. \$23.00.
- OBSERVATION**, by Jeanne Bendick. 1972. Franklin Watts, Inc., New York. 72 p. \$4.95.
- ANIMALS OF THE ANTARCTIC**, by Bernard Stonehouse. 1972. Holt, Rinehart, & Winston, New York. 171 p. \$10.95.
- ANIMALS OF THE AFRICAN YEAR**, by Jane Burton. 1972. Holt, Rinehart, & Winston, New York. 173 p. \$10.95.
- INDIVIDUALIZED SCIENCE: LIKE IT IS**, ed. by Henry J. Trienzenberg. 1972. National Science Teachers Association, Washington, D.C. 99 p. \$3.50.
- DAVIS EMBRYOLOGY LABORATORY GUIDE**, by Bernard Harold Skold and Erich Kunzel. 1973. Iowa State University Press, Ames. 237 p. \$8.95.
- SMALL TOWN TEACHER**, by Gertrude H. McPherson. 1972. Harvard University Press, Cambridge, Mass. 259 p. \$9.95.
- SYSTEMATICS AND BIOLOGY OF THE WOODLAND JUMPING MOUSE, *Napaeozapus insignis***, by Robert E. Wrigley. 1973. University of Illinois Press, Urbana. 117 p. \$7.95 (softback).
- MOLLUSKS OF THE ARID SOUTHWEST**, by Joseph C. Bequaert and Walter B. Miller. 1973. University of Arizona Press, Tucson. 287 p. \$8.00 (softback).
- PRINCIPLES AND PRACTICE OF EXPERIMENTS WITH NUCLEIC ACIDS**, by John Howard Parish. 1973. Halsted Press, New York. 526 p. \$27.50.