

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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Organization and presentation of the topics are very good. Any topic of interest can be studied independently; most readers will use the information selectively, without first having to read the entire book. The value of the book as a reference is thus greatly enhanced.

Repetition in certain places (perhaps unavoidable) detracts from the generally good impression created by this book. Some terminology is confusing and perhaps unnecessarily complicated; other terms have been oversimplified. In some places the reader is assumed to be quite ignorant of the subject matter; in others he is expected to know entirely too much. Some topics are lightly treated and others are developed at great length; this may reflect the different levels of the author's interests.

This book is very well done and is highly recommended to all who have an interest in the world of insects. It compares quite favorably with recent American and other works.

Fred A. Lawson
University of Wyoming
Laramie

For Young Readers

IF YOU WERE AN ANT, by Barbara Brenner. 1973. Harper & Row, Inc., New York. 29 p. \$3.47.

The exquisite illustrations (by Fred Brenner) make this a delightful book for the preschool and primary-age child. As the title suggests, the reader is asked to put himself in the place of an ant and discover what it would be like. The reader explores every facet of ant life: what he looks like, what he feels like, what he eats, who his enemies are, where he lives, what he does. The material is presented in an interesting manner that does not overpower the young mind with trivial facts. In short, it's an excellent little book, well written and superbly illustrated.

Glenn McGlathery
University of Colorado
Denver

TO FIND A DINOSAUR, by Dorothy E. Shuttlesworth. 1973. Doubleday & Co. Inc., Garden City, N.Y. 128 p. \$4.95 (hardback).

The colorful jacket on Dorothy Shuttlesworth's new book invites students to search for dinosaurs. The major content thrust is the history and methodology of paleontology, with lesser emphasis on the various "giants" and their evolution and ecologic relationships. One of the 12 chapters is about young people's dinosaur "finds."

The book's best use is as a supplemental resource for science students interested in paleontology. Readability analysis places it at the seventh-grade level, with possibilities for the strong

upper-elementary reader where the "dinosaur interest" seems to be high. Black-and-white pictures are abundant although uneven in quality and sometimes misplaced with respect to the text. Learning aids, such as charts, maps, and drawings, are absent; consequently, readers must rely exclusively on narrative for conclusions about such things as dinosaur genealogy, geographic distribution, and evolutionary relationships.

The book does not represent a conceptual or inquiry approach to learning but depends on its sometimes dramatic narrative to foster understanding. Key science concepts are included in the narrative but are not used as organizers of information; instead, the intrepid pioneer and contemporary explorers and their work are the keys to chapter organization. The book reaches its descriptive best in stories of the likes of Marsh and Cope. In the chapter "Youthful Fossil Hunters" it approaches a conceptual and inquiry style.

Overall, *To Find a Dinosaur* is useful but limited in serving young people's interest in paleontology. Illustrations and color photos would have enhanced appeal and instructional value. Open-ended questions and activity suggestions would have encouraged application and further investigation. The use of long and sometimes archaic words resulted in the book's uneven readability: scoring 6.0 grade level one place, 7.5 another. Most of all, the book fails to inspire students to question and probe relationships in their world as our planet's species continue their interplay and evolution.

Kathleen E. Murphy
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Books Received

THE EXCRETORY FUNCTION OF BILE, by R. L. Smith. 1973. Halsted Press, New York. 295 p. \$15.00.

SPECIFIC PRODUCTION OF AQUATIC INVERTEBRATES, by V. E. Zaika. 1973. Halsted Press, New York. 160 p. \$19.75.

BIRD MIGRATIONS: ECOLOGICAL AND PHYSIOLOGICAL FACTORS, ed. by B. E. Bykhovskii. 1973. Halsted Press, New York. 303 p. \$31.50.

REACTIVITY OF THE HYDROXYL RADICAL IN AQUEOUS SOLUTIONS, by Leon M. Dorfman. 1973. U.S. Dept. of Commerce, Washington, D. C. 65 p. 90¢.

BIOLOGICAL SYSTEMS: A LABORATORY MANUAL, by Shelby D. Gerking. 4th ed., 1974. Burgess Publishing Co., Minneapolis. 117 p. \$4.95.

PHYTOCHEMICAL METHODS, by J. B. Harborne. 1973. Halsted Press, New York. 288 p. \$15.50.

ESSENTIALS OF HISTOLOGY, by Gerritt Bevelander and Judith A. Ramaley. 7th ed., 1974. C. V. Mosby Co., St. Louis. 356 p. \$11.25.