malities. His demonstration of biologically harmful radiation from certain television sets brought about manufacturing modifications. Ott, who is personally convinced of the direct benefit to humans of the full spectrum of natural sunlight, sees implications in this for wearers of tinted lenses and for manufacturers of artificial lighting.

Scientists and laymen alike may find the book interesting from the standpoint of possible new directions in research on the biologic effects of light. However, even though references and the author's publications are listed, a paucity of detail about scientific experiments is apparent. Few photographs and graphs of experimental data are included.

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BLUEPRINT FOR MEDICAL CARE, by David D. Rutstein. 1974. MIT Press, Cambridge, Mass. 308 p. $8.95.

Blueprint for Medical Care is an operational manual for those organizing and implementing effective health care systems. Although there are, I'm sure, numerous specific books already available in this area, Rutstein's book is probably the most thorough, comprehensive, and authoritative outline of all phases of a national health care system. The 19 chapters include everything from care of individual patients to sources of financial support for such a program. It is written for the layman as well as the professional. The writing style is concise, and diagrams are used wisely. Unlike so many other writers dealing with future change, Rutstein first discusses the why's of change and then the what's and how's of it.

I highly recommend this book for anyone interested in investigating what is probably the most accurate account of an effective national health care program. And if reading materials could be required on a professional level, I'd say this book is a must for hospital administrators.

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HEALTH INSTRUCTION: THEORY AND APPLICATION, by John T. Fodor and Gus T. Dalis. 2nd ed., 1974. Lea & Febiger, Philadelphia. 158 p. $7.50 (hardback).

This book is intended as a guide to the development of curricula and the improvement of instruction in health education. It has eight chapters, on defining health, education, and the school health program; selecting content; structuring knowledge; formulating objectives; developing learning opportunities; organizing instruction; evaluating instruction; and identifying competencies of persons responsible for effective health instruction. Emphasis is placed on the development of an articulated K–12 health curriculum and the organization of the curriculum around broad concepts of health.

Although the topics and emphasis reflect important aspects of curriculum development and instruction, the book has such severe weaknesses that its usefulness is questionable: (i) Many of the topics and subtopics are treated so briefly that they are of little or no value to the curriculum-developer or teacher. For example, less than a page and a half is devoted to the psychology of learning. Checklists, observations, questionnaires, self-appraisals, interviews, sociodramas, small-group discussions, and informal essays are mentioned as possible evaluative techniques; but examples of the instruments, descriptions of their limitations, and directions for their use are lacking. (ii) The discussion of means of selecting content and structuring knowledge fails to distinguish clearly between "concept" and "principle"; the authors' statements, together with the examples they give erroneously suggest that the two terms are synonymous. (iii) The importance of objectives in selecting content is mentioned, but the chapters on selecting content and structuring knowledge give the impression that these tasks are completed before the objectives are identified. Furthermore, the chapter on objectives follows the chapters on selecting content and structuring knowledge.

This book is not recommended for its stated purposes. Persons interested in these endeavors would be better served by consulting any of the general-curriculum and methodology textbooks that are currently available.

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History–Philosophy

SCIENCE, TECHNOLOGY, AND FREEDOM, ed. by Willis H. Truitt and T. W. Graham Solomons. 1974. Houghton Mifflin Co., Boston. 284 p. $4.50.

The baker who writes a book on baking stands a good chance of being credible and accurate. However, the nonscientist who does not research, design, or "do science" cannot possibly interpret the scientific endeavor with accuracy.

This collection of readings was apparently compiled by philosophers who "read science." The book is divided into four parts, with a total of thirty articles. The usual names are found: Kass, Ehrlich, Commoner, Dubos, Dobzhansky. Nearly two-thirds of the previously published works are older than five years. The articles—some are excerpts from books—are not geared pri-