

cept for the preface, acknowledgments, introduction, and common names index. At the top of the page is a picture of the specimen (or specimens, where both male and female of the species are pictured). This is followed by the appropriate male or female symbol, genus and species, family name, common name, wingspan, range, habits and habitat, larval foodplants, sexual dimorphism, variations, and similar species.

In the introduction the writer urges that specimens be reared to conserve "some of nature's most wonderful gifts." No mention is made of the disastrous consequences resulting from the attempt to rear the gypsy moth, *Porthetria dispar*, nor the economic losses caused by "nature's most wonderful gifts."

The introduction also has a brief, generalized life history of moths, methods of rearing in captivity, structures and senses, light traps and lamps, education and conservation, classification of moths, and regions of the world (that is, Palaartic, Indo-Australica, and so on). There are a number of questionable statements, such as "Moths have no internal solid structures." Although there is a "Common Names Index" there is not a comparable one for scientific names (genus and species).

In spite of its shortcomings, the book would be of interest to high-school and college students as well as lay people who enjoy or would like to learn more about moths.

Walter Lener
Nassau Community College
Garden City, N.Y.

AN INTRODUCTION TO THE REPTILES AND AMPHIBIANS OF THE UNITED STATES, by Percy A. Morris. 1974. Dover Publications, Inc., N.Y. 260 p. \$3.00 softback.

Morris very appropriately introduces his book with a chapter pertaining to the discussion and dispelling of several snake fallacies. He devotes a chapter each to harmless snakes, poisonous snakes, crocodylians, lizards, turtles, toads and frogs, and salamanders. Although the title refers to the United States, Morris tends to give emphasis throughout the book to the eastern states species. For each species is given both common and scientific names, a description of the organism, and its habitat, habits, diet, breeding habits, economic importance, and, where advisable, capability of being kept in captivity. This book is written in non-technical language with several accounts of the author's personal experiences which make for easy reading. However, there is enough scientific information to make it worthwhile for a serious-minded student. Although several of the approximately 130 photographs are not of a good quality, they are appropriately placed and add to the overall intent of the book. Inside the

front and back flaps and after the index are listed 136 titles of Dover books in all fields of interest, which richly enhances the value of this book.

In my opinion, this reference book should be in every high-school biology classroom. It has potential value for the student who is not familiar with out-of-doors while allowing the more knowledgeable student to acquire a stronger background.

Doris VanCleve
McLean County High School
Calhoun, Ky.

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For Young Readers

DINOSAUR TIME, by Peggy Parish. 1974. Harper & Row, Inc., New York. 30 p. \$2.50.

Powerful dinosaur portraits by Arnold Lobel help make this an exciting book for the primary-age child who is learning to read. The reader is introduced to eleven different dinosaurs in a brief and factual manner; he learns how large they were, what they ate, and for every animal he discovers some especially interesting and distinguishing characteristic. Each turn of a page presents a new animal and new situation for young curious minds. The book is simple and straightforward and will be received with enthusiasm by the young child.

Mary Wise
Northern Virginia Community College
Alexandria

SCIENCE IN SUMMER AND FALL, by Georg and Lisbeth Zappler. 1974. Doubleday & Co., Inc., Garden City, N.Y. 177 p. \$5.95.

A better title for this clearly written book might have been "Natural History in Summer and Fall," because the activities are more descriptive and informational than experimental. The authors admit they have compiled a pot pourri, and they briefly cover the areas of astronomy, weather, selected groups of animals and plants, microscopic study, spices, food, bones, natural household objects, and others. Some of the summer topics are repeated for fall. There are descriptions, often superficial, of an arbitrary selection from each category. For example, in the material on trees, a preponderance of eastern and southern examples limits the geographical appeal; inclusion of species found throughout the country or a more geographically representative list would have corrected this.

Fall is a glorious time for the outdoors. It seems unnecessary to me to move students indoors to spices, food, and furniture. Why not save these topics for a book on winter and make it

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of sufficient depth to be intriguing to young readers without having to be supplemented, as this one may, by parents, teachers, or nature leaders?

Frances L. Behnke
Teachers College, Columbia University
New York

ANIMALS AND PLANTS THAT TRAP, by Philip Goldstein. 1974. Holiday House, Inc., New York. 128 p. \$4.95 hardback.

This random sampling of animals and plants that lure and collect their

food in a variety of interesting ways will serve as a useful natural history reference for students in grades 5-10. It should stimulate enough curiosity so that some readers will seek additional information from other sources. The author has written to the nontechnical reader, but there is a reasonable degree of substance to his comments. The excellent illustrations are highly instructive and provide a valuable supplement to the narrative.

James M. Garner
Washington State Dept. of Public
Instruction
Olympia

Special issue ...

from p. 82

solutions to the problem will require contributions by disciplines in practically every field of learning from ministers of the gospel to business executives, scientists, politicians and, most importantly, private citizens.

Eugenia Keller
American Chemical Society

The Enemy Is Us

Pogo's insight that "we have met the enemy and he is us" has been mentioned by at least one other of the contributing editors. This suggests a gathering consensus about the importance of human population increase in environmental issues.

Various demographic surveys during 1973 have estimated the world population to be about 3.8 billion and the worldwide rate of increase to be about 2% per year. By extrapolation of these estimates, we may expect to be told sometime this spring that the world population has reached 4 billion. The increase in population during the past four years will equal the increase that took place in the two hundred years between 1600 and 1800. Virtually all of our environmental problems are attributable directly or indirectly to the rapid increase in human population and the associated stress on the carrying capacity of our planet. Because increase in human population is at the core of environmental problems, and because human population control involves physical, biological, social, aesthetic, and ethical components, population control is the legitimate business of nearly every academic discipline. Population control must be the foremost concern of interdisciplinary environmental education.

Technological advances have increased the productivity of agricultural lands and have led to the development of pollution abatement techniques. We are indebted to the technologists who have enabled us to tread water while our population increase has placed ever increasing strains on the environment. Unfortunately, other technologists have developed nonbiodegradable products, energy-hungry modes of transportation, and methods for the manufacture of public demand of products and services that are overtaxing the resources of our finite planet.

In my view, the sale of cemetery lots represents the epitome of environmental assault. Suppose, for example, every human being purchased a fifty square foot plot for a "final resting place." If

(Concluded on p. 130)