this book. The major areas of coverage include astronomy (18 pages), earth science (24 pages), and the various phyla of plants and animals (about 700 pages).

Fowler suggests that there is a gulf of misunderstanding between (i) scientists and technologists and (ii) these professionals and the laymen who depend upon their wares. He hopes that this book will help all to better understand themselves and the environment in which we live, without requiring the nonscientist to learn a vast new vocabulary of technical terms. The index includes both scientific and common names of organisms as well as entries from the nonliving universe. This book could serve as a valuable reference and also a stimulus to more careful observation of the world around us. I recommend it for high school and college libraries as well as science teachers and the public in general.

One criticism of the book is that most of the print is so small (6 point) that many students will probably not put forth the extra effort required to read it for pleasure. However, the drawings of organisms are quite good and should be very helpful in identifying the plants and animals. The black-and-white photographs of various rocks and minerals are of limited value for identification purposes, but the textual descriptions should be helpful.

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MAN KIND? OUR INCREDIBLE WAR ON WILDLIFE, by Cleveland Amory. Harper and Row, (10 East 53rd St., New York, 10022). 372 p. $9.95 hardback.

I do not recommend this book.

Amory writes well and has great love and compassion for wild animals. He deplores hunting for sport. He condemns cruelty to animals. He is against the use of the furs of wild animals for fashion clothing. He supports humane treatment of animals. I am in full agreement with all of those positions.

The reason I cannot recommend his book is not because it is an emotional book, which it is, but rather because it is an uncritical book. In pursuing his major goals, to which I fully subscribe, Amory throws his net far too broadly. Most importantly for readers of this journal, he appears to reject the use of animals for educational purposes. Thus he quotes, with apparent approbation, a statement condemning "the taking of specimens for zoos ... and large scale research" (p. 228).

It seems to me that in man's relationships to animals there are a series of continua. For example, many persons in the Middle East would find an appropriate place for themselves on a continuum involving man's relation to animals as sources of food. That continuum might include diets of (i) vegetable matter only, (ii) vegetable matter and fish, (iii) vegetable matter, fish, and/or eggs, (iv) vegetable matter plus fish, eggs, and poultry, (v) vegetable matter plus animals other than cattle, or (vi) no restrictions.

In an analogous way, another continuum reflecting man's relationships to the use of wild animals could be recognized. One such continuum might be (i) all wild animals should be left undisturbed; (ii) wild animals may be taken for educational purposes such as displays in zoological gardens and museums and for study purposes in museums and schools; (iii) wild animals may be killed so that their flesh and pelts can be used for food and clothing; and (iv) wild animals may be hunted and trapped for sport and pleasure. The problem with the book under review is that it leaves the impression that Amory is not willing to move one inch from the first position on that continuum. I think it appropriate and reasonable to occupy a more intermediate position.

I have found that the attitudes of biology teachers towards wild animals are humane and thoughtful and, further, biology teachers have a better understanding of, and concern for, conservation and the proper role of mankind in the living world than do most other groups of people.

All of these considerations lead me to believe that this book would be of little value to biology teachers or their students.

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Education and Professional Concerns

MEASUREMENT FOR EDUCATIONAL EVALUATION, by Clinton I. Chase. 1974. Addison-Wesley Publishing Co. (Reading, Mass. 01867). 312 p. Price not given.

This is a textbook designed for a course in educational measurement and evaluation. The author's purpose is to provide a discussion of basic concepts needed by teachers to use and interpret standardized tests and to prepare better tests of their own. The book presents a good, simplified overview of most traditional issues in educational measurement as well as some discussion of differences between norm referenced and criterion referenced evaluation.

As with most books on educational measurement, this one fails to present adequately how evaluation can influence what students will learn and how knowledge can be organized for an understanding of concepts in a discipline. This shortcoming derives in large part from the lack of foundation in learning theory, which Chase acknowledges, a deficiency that is likely to be remedied in the future as the learning theory of David Ausubel becomes better known. For biology teachers, I would recommend Nedelsky's *Science Teaching and Testing,* although Chase's book would be a useful supplementary reference.

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TEACHER EDUCATION: THE SEVENTY-FOURTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART II, by The Yearbook Committee and Associated Contributors, ed. by Kevin Ryan. 1975. The National Society for the Study of Education, distributed by the University of Chicago Press (Chicago, Ill. 60637). 352 p. $10.00 hardback.

Many science educators are familiar with the National Society for the Study of Education's renowned *Forty-Sixth Yearbook 1974, Part I—Science Education in American Schools* and *The Fifty-Ninth Yearbook, 1960, Part I—Rethinking Science Education.* In a similar vein *The Seventy-Fourth Yearbook, Part II* should be referred to for many years to come. While it is not concerned with science education, per se, it is concerned with the training of teachers on the primary and secondary levels.

The yearbook begins with the history of teacher education; then it examines such topics as why people become teachers, what various teacher training institutions are like, and how they reflect society. Research in the area of teaching education is reviewed as well as some contemporary concerns such as performance-based teacher education, unionism, certification, and inservice training. The yearbook concludes with various views of the future.

As the chapters are authored by different writers, so the style tends to vary. There is some overlapping and some omissions of problems, but this does not detract from the valuable information forthrightly presented. The book is highly recommended.

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READINGS IN SCIENCE EDUCATION FOR THE ELEMENTARY SCHOOL, ed. by Edward Victor and Marjorie S. Lerner. 3rd ed., 1975. Macmillan Publishing Co. (866 Third Ave., New York 10022). 475 p. $6.95.

This book, intended to be a resource book for both preservice and inservice elementary teachers, is a revision of an

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