cation system would make follow-up investigations difficult. But as the purpose of the work is to stimulate interest in wetlands, the book could be useful to the casual visitor on a beginning observation in a freshwater wetland.

M. J. Crumlish
Neshaminy Maple Point High School
Langhorne, Pa.

THE EARTH MANUAL, by Malcolm Margolin. 1975. Distributed by Houghton Mifflin Co. (2 Park St., Boston 02107). 184 p. $10.00 hardback, $5.95 softback.

The Earth Manual is essentially a "how to do it" guide for would-be conservationists. According to the author, most of the book is based on his experience in managing the conservation program for the Redwood Regional Park in the hills above Oakland, Calif.

The author gives a number of excellent detailed instructions on how to help control water erosion, fell trees, transplant native shrubs and trees, collect, treat, and disperse wildflower seeds, treat injured trees, prune trees, build nature trails and ponds, construct hedgerows to encourage the proliferation of birds and small mammals, and, in general encourage the maintenance of wildlife in wilderness areas.

Margolin should have been content with writing a practical how-to-do-it guide for distribution through bookstores. Instead, his book is laced with personal opinions about how "kids" behave, with *his* ideas on how "kids" should be taught, and is replete with anthropomorphic statements of the wildest sort. He uses the term "kids" repeatedly when referring to students ranging from fifth graders to high school seniors. The reader is left confused as to the age of the students even though the author talks of recruiting high school students, Cub Scouts, and Boy Scouts to aid in his work.

The following quotations should help to clarify my objections. For example: "There are animal droppings—a sure winner with kids since they combine two of their favorite obsessions: animals and turds." "The litter of half-eaten nuts teaches us that animals are enormously sloppy, inefficient feeders—a fact that small children are always glad to hear." " 'C'mon' I'd yell. 'Let's go out and see how the plants make babies.'" "'You mean a stick is going to grow?' a kid once asked me. 'It's not a stick,' I replied. 'It's a magic wand.'" "Kids' work is bound to be sloppy and half done. That is the nature of kids." "One of the nicest things about using plants is that plants *want* to fight erosion. In fact, they want to fight erosion even more than you do, and what's more, they know how to do it."

One classical example of a combination of teaching technique and anthropomorphism: "I would assemble the kids and give them what must have been the craziest speech they ever heard. 'Be quiet, please. You've got to be quiet. It's lunchtime. The trees are eating. Sh-sh-sh! The trees in the forest are always eating. It's always lunchtime. No wonder the trees are so fat. Just look at the bellies on them. They eat all day long, all night long, every day of the year. Eat, eat, eat. Millions of mouths, always eating. No wonder trees don't move and run around and jump. They don't have time. All they have time to do is eat. The earth is like a huge banquet table, and all their lives they sit at the table, eating, eating, growing, growing, swelling, swelling.'" Margolin goes on to explain to his "kids" that trees breathe in and out through millions of noses.

I submit that Margolin's approach to teaching, his tendency to catorgorize student likes and dislikes regardless of age, and his unnecessary use of anthropomorphism, are not consistent with good teaching practice. I find it impossible to state for whom the book is written—"kids," or "teachers."

Norman Abraham
Interaction Science
Curriculum Project
Chico, Calif.

Educational and Professional Concerns

OPPORTUNITIES IN ENVIRONMENTAL CAREERS. by Odom Fanning, Rev. ed., 1975. Vocational Guidance Manuals, Inc. (620 S. Fifth St., Louisville, Ky. 40202). 251 p. $3.95 softback, $6.95 hardback.

This volume is a complete revision of the highly successful edition of 1971. It is a book of career opportunities designed especially for teachers and guidance counselors. The long-term outlook for jobs in environmental management, particularly in the area of protection and energy programs, is presented from a very optimistic viewpoint.

The organization of the text makes it easy for the user to locate the desired information about specific careers without having to read the entire book. The reader can quickly view a general description of the occupation and then find specific institutions that offer training in this area. The writing style is reasonably concise and objective.

The basic fault with this book is due not to the editor but to the quickly changing times. The information becomes obsolete very rapidly due to ever changing technology.

Donna Bentley
Alabama State Department
of Education
Montgomery

AN INTRODUCTION TO THE PROFESSION OF MEDICAL TECHNOLOGY, by M. Ruth Williams and David S. Lindberg. 2nd ed., 1975. Lea & Febiger (Washington Square, Philadelphia 19106) 135 p. $5.00 softback.

In an age of computers and electronics, the profession of medical technology requires a person knowledgeable not only in the clinical and medical foundations of the career but also in the new and emerging tools of the profession as well. This relatively brief but valuable reference clearly captions for the biology or health careers coordinator, careers counselor, or prospective student the academic and clinical training necessary for entry into the various allied health fields within the profession of medical technology. As a textbook, the volume is suitable for use in introductory classes in medical technology.

The profession of medical technology has undergone numerous developmental changes since its beginnings in the 19th century. In this revised edition, the authors have referenced extensively the historical basis for the profession as well as current employment training, salaries, and opportunities. Such opportunities may be found in hospitals, private labs, public health agencies, and industry. Williams and Lindberg note the recent changes in the above areas which have raised medical technology from a health occupation to an emerging health profession. The authors