

find a collection of papers that does not have a predetermined bias. Even if you decide not to use the environmental education module of the BSCS, it is highly recommended that the books of resource papers be examined. They can add much to any classroom program in environmental education.

The ten volumes that make up the environmental education module present an impressive package. Teachers who are contemplating its use in the classroom should examine all elements of the program carefully before committing themselves or their school district to it. As stated earlier, the writing team who prepared the module and tested it in high school classrooms expects a specific instructional strategy on the part of the teachers. If a teacher cannot implement these strategies or the school administration is not willing to allow students the freedom the program requires, then this BSCS program is not for you. However, if you are interested in students learning how to carry out a scientific investigation, becoming knowledgeable about one aspect of their environment of importance to them, and having experiences with the relevancy of education, then this program is for you.

With this program, the BSCS has done what curriculum studies should do, that is, provide the educational community with *new* models of curriculum design.

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THE ECONOMY OF NATURE, by Robert E. Ricklefs. 1976. Chiron Press (1816 S. W. Hawthorne Terrace, Portland, Oregon 97201). 455 p. \$12.00, hardback.

This book is, as the author claims, "a basic exposition in ecology." Ricklefs deals with ecology in a totally naturalistic sense, describing the principles as they operate in nature, coupled with constant illustrations and specific examples of those principles. He excludes any discussion of man's impact on the environment and our ecological crises of today.

Aside from the occasionally far-fetched metaphors of the first chapter, the text is straightforward and quite readable. It is appropriate for secondary students, non-science-oriented college classes, or anyone wishing to gain a general knowledge of ecology.

In the nineteen chapters of the book,

Ricklefs gives a complete and concise overview of ecology. He describes the mechanisms and dynamics of competition, predation, and evolutionary responses at work in populations and communities, as well as the interrelationships between the biological and physical world through soil formation, nutrient cycling, and energy flow. Throughout the text, Ricklefs emphasizes the importance of the individual and the diversity present in the natural environment through specific examples and depictions of the different manifestations of the ecological principles within different ecosystems.

Photographs, illustrations, and charts and graphs are frequent but not dominant. Descriptions of mathematical and statistical formulations are absent.

*The Economy of Nature* successfully fills the gap between long and comprehensive textbooks and paperbacks. The 418-page text is supplemented with a table of conversion factors, glossary, index, and references listed by chapter at the end.

There are no suggested laboratory procedures or ideas for class activities, as the book is geared toward a simple explication of the principles and practice of ecology. As such, it is an excellent text for any class or individual.

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THE CALIFORNIA LAND: PLANNING FOR PEOPLE, by the California Land-Use Task Force of the Planning and Conservation Foundation. 1975. William Kaufmann, Inc. (One First Street, Los Altos, California 94022). 96 p. \$4.50 softback.

This report is composed of an introduction and three chapters. The introduction provides an analysis of land-use patterns, land ownership and population growth in California. The first chapter provides an overview of agencies in California that have any type of authority over land use. The second chapter is divided into land-use issues including cities, housing, agriculture, resources, energy, transportation, taxation and compensation. Each issue raised is explored briefly but thoroughly and the task force recommendation for control is given. The third chapter provides specific recommendations for comprehensive land-use planning for administrative and legislative action. This action involves the creation of a state land-use council and involves

statewide agency planning, areawide planning and local government.

The report was prepared by a task force of twenty-four people representing both public interest organizations and the business community.

This brief report would be useful in the high school library as a resource for student reports in environmental science, ecology and biology classes. It would be useful at the college level as a possible supplemental text for courses or units in courses dealing with land-use practices and problems or environmental impact statements.

The report is easy to read and the material on the various agencies of government involved in land-use planning is interesting and original. The illustrations are attention-provoking and provide a good orientation to the text. The report deals only with California but the issues are nationwide and many of the goals, solutions and recommendations are applicable anywhere.

The only real fault with this report is the rather high cost for the size of the book.

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#### **Educational and Professional Concerns**

TEACHING THE FUTURE, by Draper L. Kauffman, Jr., 1976. ETC Publications (Palm Springs, Calif. 92262). 298 p. Price not given, softback.

This book poses the question: "Why teach the future?" and then sets about answering both why and how in the context of primary and secondary schools. Designed for teacher uses, the book offers guidelines for organizing a future-oriented curriculum and discusses specific exercises, models, and systems that can be developed within the classroom to help students cope with change. Major questions—global survival and the role of society in planning—occupy a third section of the book, and finally there is an appendix with an outline of historical background, and an annotated list of resource materials, including books, periodicals, and films, and a fairly extensive bibliography and brief glossary.

The style of the book is clear and interesting, and the richness of illustrative material provides a variety of options for its use. Naturally, many questions the future poses to the human species deal with genetics, population, and nu-