

that focus on a strict memorization of parts and require little understanding of those parts.

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### Related Fields

#### BETTER SCIENCE THROUGH SAFETY

Jack A. Gerlovich and Gary E. Downs, eds. 1981. Iowa State University Press (South State Avenue, Ames, IA 50010). 155 p. \$10.95.

Written as an informative guide to laboratory safety, this book uses the word *safety* to mean effective management of laboratory and other facilities so that a minimum of risks are incurred during worthwhile learning processes. The book can be easily utilized and adapted to fit individual teacher needs. It may also be used by school districts in the preparation of written safety guidelines to be used by all the teachers within a school district.

This book is divided into 11 specific areas of safety. Most important topics for teachers are legal liability, eye protection, safety in biology, chemistry, physics, field, and student research settings. The first appendix contains excellent checklists for each area of safety concern.

Although this book compares favorably with other safety manuals, there are two elements that could be improved. The chapter on eye protection and eye care might have been included within another chapter or placed near the end of the book. Also, the final chapter on accident reports could have been reduced to a checklist within the first appendix rather than a short lecture on the need for proper reporting and analysis of accidents.

As far as content is concerned, this is an excellent book. It covers all aspects of science safety adequately, and I certainly recommend it as a resource guide to any science teacher concerned with possible safety problems in his/her room or school.

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### Social and Ethical Issues

#### THE CUSTOM-MADE CHILD? WOMEN CENTERED PERSPECTIVES

by Helen B. Holmes, Betty B. Hoskins, and Michael Gross. 1981. The

Humana Press, Inc. (Crescent Manor, P.O. Box 2148, Clifton, NJ 07015). 68 p. \$14.95 hardback, \$7.95 softback.

The material in this book is based on reports from the conference on "Ethical Issues in Human Reproduction Technology: Analysis by Women" held in 1979. The topics include: Diethylstilbestrol, Prenatal Diagnosis, the Neonate, Sex Preselection, and Manipulative Reproductive Technologies. Each report consists of a factual presentation of the material, a discussion of the ethical and moral aspects of the subject, and an exchange of views by members of the workshop. There is an appendix containing the resolutions of the workshop, notes and references on each topic, and biographies of the participants, as well as an index.

With the exception of the factual material, the topics are dealt with from a woman's viewpoint and express women's concerns for what is happening in these fields. This woman-centered approach gives the reader startling new insights into these problem areas. The book is very readable and informative. It does not emotionally present the woman's view, but clearly and concisely states that women are personally involved in some fields more than men and that they do feel and react differently in these areas. *The Custom-Made Child* is suitable for the adult reader—high school and above. It would be a valuable source book for science, health, or social studies, because regardless of your viewpoint—feminist, chauvinist, or indifferent—it does make you think.

Thelma J. Flint  
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### Zoology

#### LESSONS FROM NATURE: DR. FOX'S FABLES

by Dr. Michael W. Fox. 1980. Acropolis Books Ltd. (Colortone Building, 2400 17th Street, NW, Washington, DC 20009). 157 p. \$7.95 hardback, \$3.95 softback.

The dust jacket of this attractive book about animals states that the book is for children aged 5-10. These fables would certainly be of interest to children in this age group, but the vocabulary would preclude much readership by children prior to third or fourth grade. It would be an excellent book for teachers/parents to read to young children, for children

### Just Published!

#### EARLY LIFE By Lynn Margulis

Written in non-technical language expressly for introductory students and others interested in the early evolution of life, this useful, richly illustrated and provocative little book is an ideal mini-text or supplement to update essential content in a variety of biology and general science courses.

*Early Life* evolves from more than twenty years of research by its author — a career which has led to nearly 100 publications and several books.

From the Preface — "*Although tiny, early life was complex and original. In mudflats, evaporite expanses, fens, and ponds, microbes evolved innovations that we now associate with animals and plants: reproduction, predation, movement, self-defense, sexuality, and many others. This book attempts to tell these stories of early life. I hope it conveys some of the excitement in the current attempts to reconstruct the opening chapters of life on the planet Earth, long before the appearance of the simplest animal or plant.*

*Are the well-formed filaments found so recently in the Warrawoona Series of northwestern Australia really evidence of the oldest life on the planet? Do the fossils found in the great Gunflint Iron Formation of Ontario tell us that bacteria were instrumental in the accumulation of the most important iron reserves in the world? These questions are not solved here, but they are raised for students, scientists, and general readers interested in earliest evolution and its consequences."*

Feb. 1982, 176 pp., 62 illus. Glossary. \$9.95 (paper), \$16.50 (case). Science Books International, 51 Sleeper Street, Boston, Mass. 02210. Write to Jane Wescott for purchase or examination copy, or call (617) 426-2224.

in "ungraded" classrooms, and for remedial instruction.

Dr. Fox's fables are both animal-centered and value-centered at the same time. Dr. Fox states "My wolves have led me on an unexpected but necessary path: away from science and knowledge for knowledge's sake and into conservation and human values." This statement is evident in each of the 23 fables. Equally evident is that Dr. Fox is a scientist-scholar, an animal lover, an ethologist, an ecologist, and a philosopher. Dr. Fox identifies deeply with his animals, so much so, I think, that he has fooled himself about not being anthropomorphic. He claims to avoid anthropomorphisms ("Animals are not little people.") and instead to be zoomorphic ("... my animals think and act as animals rather than as human beings."). His animals do act like animals some of the time, especially in regard to their methods and style of food getting. But his animals are also concerned with power, conceits, pride, and the types of interspecific competitiveness that have got to be labeled as "animals acting like furry people."

The book is attractive and easy to read, the print is large, and the black-and-white drawings are artistic and convey the author's knowledge and love of animals. Each fable conveys a thoughtful message that is appropriate for all age groups.

E. Russell TePaske  
University of Northern Iowa  
Cedar Falls

#### VERTEBRATE ENDOCRINOLOGY

by David O. Norris. 1980. Lea and Febiger (600 Washington Square, Philadelphia, PA 19106). 536 p. \$29.50.

I agreed to review this textbook because, as a teacher of vertebrate zoology, I wanted to learn more about new discoveries in the fields of endocrinology and neural chemistry. Well, I certainly did. Reading this, I was able to gain a new framework in which these two subjects cooperate as one giant homeostatic force.

Part I of the book introduces the reader to an overview of the field: its chemis-

try, terminology, and techniques, with sections on homeostasis in general, and chordate evolution in brief. Part II looks at each portion of the endocrine system in greater depth, using the better-known mammalian data to discuss each topic, with comparative accounts of how these glands and hormones differ in other vertebrate classes. Part III explores the special regulation of iono-osmotic balance, amphibian metamorphosis, migratory behavior, and mammalian metabolism in greater depth. In plain, easily understood terms, Dr. Norris escorts the reader through the biochemical jungles of synthesis, cellular effects, and interactions for each of the endocrine secretors. He excels in making extremely complex areas clear. Excellent diagrams and electromicrographs are used effectively. Typos are rare.

I found one difficulty in the repeated use of acronyms (once there were 39 of them introduced in 27 pages). Some were old friends, such as DNA and FSH, but others like 3B-HSD and 1,25-DHC became difficult to remember. Most, but not all, were listed in the index. A page number referring to previous discussion



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### A Compendium of Information on The Theory of Evolution and the Evolution-Creationism Controversy

This issue seems to loom ever larger on the education horizon. Teacher, administrators, school boards, and parents are all being asked to take sides. Is creationism a valid scientific explanation of origins? What is the significance of evolution for biology teaching? How do religious leaders view evolution? What is the position of learned societies in this controversy? How have the courts viewed equal time laws? These questions and more are fairly dealt with in this 128-page paperback publication.

Published in 1977, revised in 1978, and reprinted twice, the *Compendium*, as it is widely known, remains the sourcebook of choice for people who must understand the issues. It has been purchased by school officials, administrators, clergy, reporters, scientists, and teachers, and should be available as a reference in every public school library in the country.

The *Compendium* contains articles on: "The Constitution and Creationism"; Text of the Court decision in the 1975 Tennessee Genesis law case; Text of the decision in the 1977 Indiana textbook case; "Evolution as the Central Theme of Biology"; "Evolution, Creation, and Biology Teaching"; and much more.

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