

dents are told what to expect in the experiment. A teacher's guide accompanying the laboratory manual provides test questions for each chapter along with a pre and post test for each unit. Eight colored bulletin board size charts and some transparency masters come with the teacher's aids.

If someone is looking for a traditional biology book that is well done, this will fill the bill. If they are looking for something to challenge the students' creative potential and formal thinking, they need to look elsewhere.

Joseph B. Schiel Jr.
Carlsbad High School
Carlsbad, NM

LIFE SCIENCE

by Bonnie B. Barr. 1986. Addison-Wesley (Menlo Park, CA). 598 p. hardback. (Price not given).

Life Science is a biology textbook which appears to be aimed at junior high school students (no age level was supplied with the textbook). Compared with other textbooks of this type, it is considerably above average.

The subject matter of each chapter serves as the core to each unit. Support sections such as library research suggestions, small articles on related careers in biology, activities for lab work, and last, sections entitled 'Science Heritage,' which are historical notes relevant to the material being studied, are all interwoven with the core information. This extra material helps interconnect subject matter with the real world and provides interesting diversions. The numerous photographs, illustrations, etc. are keyed to the text and are very well done.

The author seems to have made a distinct effort to be even-handed in her choice of photographs in that men and women of several races appear in photographs in various role models. A minor point perhaps, but worth considering if we wish to encourage all our students to develop their potential.

Junior high textbooks in the past were quite good at developing broad general concepts, but often did a poor job teaching specifics. This book hopefully represents a trend toward more thorough coverage of subject matter at this level.

I'd be happy to use this book in my classroom.

Kevin Collins
Stidwell Jr. High
Sandpoint, ID 83864

GENETICS

CLONING: OF FROGS, MICE, AND OTHER ANIMALS

by Robert Gilmore McKinnell. (Revised edition of *Cloning: A Biologist Reports*.) 1985. University of Minnesota Press (2037 University Ave. S.E. Minneapolis, MN 55414). 127 p. hardback, \$12.95.

This slim volume can be read in one sitting. Many people will want to read it this way, for it is an engrossing account. It is a lucid, interesting, factual story of the progress of cloning animals written by one of those making the discoveries.

The author goes beyond his first book on cloning by including recent studies and by adding work done on animals other than amphibia. The substantial appendices explaining how to care for frogs, make microimplants, etc. are missing from this second book. Instead, there is an interesting chapter on how humans might be cloned if anyone is foolish enough to do this and an essay on why this should not be done. As might be expected, McKinnell dismisses D.M. Rorvik's account of the cloning of an eccentric millionaire by quoting a judge of a U.S. District Court to the effect that Rorvik's book was a 'fraud and a hoax.'

McKinnell's book will be useful to high school and college students and to biologists who need to know in general the state of the science of cloning. The author is at pains to tell why research in cloning is done: to provide a tool for the study of aging, cancer and embryology, not to provide cloned drudges, superathletes, or the usual Marilyn Monroes and Einsteins. While he shares the joys of discovery, he eschews the glitzy and meretricious speculation that has surrounded the subject of cloning.

A scientist actively discovering new information about our world makes a worthy contribution when he stops long enough to invite the rest of us to look over his shoulder and see what he is doing and why he is doing it. Robert McKinnell has done just that.

Donald S. Dean
Baldwin-Wallace College
Berea, OH 44017

TEACHING METHODS

SECONDARY AND MIDDLE SCHOOL TEACHING METHODS

by Leonard H. Clark and Irving S.

Starr. 5th ed., 1986. Macmillan (866 Third Avenue, NY 10022). 469 p. Price not given.

This college textbook is a useful assembly of pedagogical principles aimed at helping the prospective teacher learn how to teach. It is not directed at any particular subject area, but many of the methods listed are useful in science teaching. Although principally for perspective teachers, it may be a valuable tool for both university supervisors and supervising teachers.

This edition is better than most of its kind, and not nearly so dry as most. It incorporates some of the more useful classroom innovations, such as computers, but retains all of those found in previous editions. The chapter, 'The Professional Teacher,' is packed with excellent advice concerning proper behavior of student teachers. I wish all of my previous student teachers had read this chapter before entering my class!

The only major flaw in the book is the chapter, 'Marking and Reporting to Parents.' Most school districts have adopted their own policies regarding these important concepts. Though I may generally agree with the concepts presented, I do not believe that the student teacher is provided with enough background or latitude for reaching sound decisions, particularly in the area of marking. If one skips this chapter, the book is otherwise very good indeed.

Alton L. Biggs
Allen High School
Allen, TX 75002

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