

Book Reviews

All unsigned reviews have been made by the Editor.

General Biology

BIOTIC PRINCIPLES, Herbert L. Stahnke, 654 pp., Charles E. Merrill Books, Inc., Columbus, Ohio, 1961.

Another completely new elementary college biology text. The organization of the book follows the so called functional approach, but there are variations in the usual sequence of topics in the elementary course. To be sure, evolution occupies the last chapter, and reproduction is a unit near the rear end. But quite strange to this reviewer are some topics' placement. For instance, the principles of immunology are taken up in a remarkably brief treatment of the bacteria. The nitrogen and carbon cycles are taken up in the chapter on elimination of waste.

Although these strange sequences are noticeable, the treatment of topics is usually quite detailed. The exceptions are the lower plants, bacteria, and viruses. However, such topics as the chemical basis of life, cell structure, and reproduction are in great detail. The author's favorite topic of scorpions and venomous bites shows up throughout, including the appendix. The illustrations are well done.

In short, there seems to be an uneven emphasis which does not reflect traditional elementary biology courses or the newer treatments. Genetics and ecology are often not emphasized, but cell structure is. The book reads well although often there is an emphasis on terminology which does not seem warranted. It is an important text to review for possible adoption.

BIOLOGY: AN INTRODUCTION TO THE SCIENCE OF LIFE, Clarence J. Goodnight, Marie L. Goodnight, and Richard R. Armacost, 460 pp., \$6.95, John Wiley and Sons, Inc., New York, 1962.

A text written for an introductory course in general biology. There are 20 chapters arranged into four major sections. The first section treats human anatomy and physiology; the second, structure and function of higher plants as well as a survey of the plant kingdom; the third, survey of the animal kingdom; and the fourth, genetics, evolution, ecology, and conservation. Each chapter is concluded with a summary and review questions. There are 241 illustrations distributed uniformly among the 20 chapters, as well as a glossary and an index.

The organization of the text is conventional,

but the authors have made a genuine attempt to present the information in such a manner that students with diversified backgrounds and interests should both be interested and challenged. Structural details have been minimized; the relationships of structure and function have been stressed without involving much organic or biochemistry.

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BIOLOGY, Louis A. Leslie, Ed., DDC Learning Aid Series (No. 30), The Dictation Disc Company, 170 Broadway, New York 38, 1961, (Recording—33 $\frac{1}{8}$).

A review of this learning aid for biology is quite an interesting experience. The terms as defined by the narrator, are accurately described, and are facts that are commonly encountered in biology.

The place of utilization of such a recording is questioned by the reviewer. It is felt that the narration was quite fast, leaving the impression that the narrator was working against time in order to get the terms covered.

The most effective area of utilization would be as a review after reading of a specific chapter or unit in the text. Also, if a pupil had been absent during a class discussion, the record could be used by such pupils as an aid in defining certain terminology used in the unit.

Experimentation would have to be carried out to determine the value of such a teaching aid as an introductory lesson, and in general, it was the opinion of the reviewer that a more extensive introduction would be required before the recording could be effectively utilized by the pupil.

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THE GIANT GOLDEN BOOK OF BIOLOGY, Gerald Ames and Rose Wyler, 99 pp., \$3.95, Golden Press, Inc., New York, 1961.

The reviewer would judge that this beautifully illustrated book is aimed for elementary school pupils or even junior high school level. The format is quite attractive although its dimensions will prevent its easy book shelf storage. The artist has done a superlative job with pictures which are largely suggestive rather than strictly anatomically correct.

The foreword is written by Harvard's George Wald who is quite interested in elementary biology teachers. The authors indicate that they carefully read AIBS reports in placing an emphasis on molecular biology,