

Who hi-jacked our new catalog?



If you don't find Ealing's 1971 Film-Loop Catalog between the center pages of this magazine, some discriminating colleague has probably decided he cannot live without it. Not surprising. Our Film-Loop library in biology — over 300 subjects — is by far the world's largest. It covers most of the core areas — classification, behavior, reproduction, evolution etc. — and has brand new series on "frontier" topics such as ecology and biochemistry.

We had it inserted in *The American Biology Teacher* because we wanted to make it available to the most active and professional teachers at the high school and college level. If you would like your own copy to refer to throughout the coming year, just write us and ask for Ealing's 1971 Film-Loop Guide to Biology. Better still, come and pick one up at the NABT Convention (Booth #337). There you can also view the loops themselves and talk to our editors, both ex-biology teachers. Ask for Dan Kamerman or Pierre LaTour.

 **Ealing**
Films

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A description of Vesalius' later activities—in private practice in Belgium and as physician to the royal court in Spain—illustrates the medical practices of the time. Excerpts are included from his *Letter on the China Root* (1546) to identify his attitude toward Galen and to convey his lively writing style. Two reprints from the *Fabrica*, the portrait of Vesalius, and a well-known dissection scene—magnificent examples of the wood-engraver's art—are reproduced so well that it is a pity more were not included. His other publications are also described. This book deserves a wide audience in high school biology.

Richard P. Aulie
Chicago State College

HUMAN BIOLOGY

SEXUALITY AND MAN, by the Sex Information and Education Council of the United States. 1970. Charles Scribner's Sons, New York. 251 pp. \$6.95.

This exciting collection of 11 essays on aspects of sexuality will be of value to the individual, the parent, the educator, and the counselor. The book challenges the acceptance of traditional ideas of sexuality: if there be no supportive evidence, or indeed if current practice negates older preaching, then the more relevant view is presented objectively within its current cultural context.

Covered in the book are concepts of sexuality and the life cycle; male and female sexual responses; premarital sexual standards; sexual relations during pregnancy and puerperium; masturbation; homosexuality; sexual encounters between adults and children; sexual life in later years; sex education; sex, science and values; and the sex educator and moral values. Several important ideas emerge: that sex with affection is currently accepted, that if an act seems to feel good and occurs without guilt then it is right for the individual, that controversial sexual concepts (abortion, contraception, premarital sex) should be discussed, and that in a democratic society choice of sexual behavior is the inherent right of the individual, provided it does not harm others.

The book points out the lack of physicians attending to the sexual problems of patients of all ages. The chapter on sexual encounters between adults and children is well done, and it contains material not usually presented in similar collections. Perhaps the most confusing chapter is the one on sex, science, and values. Although the presentation commences with a discussion of the rhetoric that has clouded the subject, the author's own semantics become a problem. In another chapter there are disturbing indications that recent data, especially with respect to female sexuality, were not considered. And there are contradictory state-

ments: on page 25, for example, we are told that "the physiologic response that we term orgasm does not basically differ in the human male and female" and on page 27 that "it appears that female sexual response shows a much wider range of variation." Data from the 1960s seem ignored when a 1953 reference is offered in support the notion that males are stimulated by visual and auditory sexual material and females are not, and that females are mainly stimulated by movies and stories. Undoubtedly the Women's Liberation Front will request equal time.

For practical use there is a handy appendix containing film resources for sex-education programs as well as a selected bibliography. One could only wish the authors' names had been given at the beginning of their respective chapters.

The book is a good one, warranting the attention of teachers—not only as educators but also as individuals.

Dolores Elaine Keller
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New York City

THE NERVOUS SYSTEM, by Peter Nathan. 1969. J. B. Lippincott Co., Philadelphia. 394 pp. \$7.95.

Written in first-class English, this book is a survey of aspects of the human nervous system as seen by a neurologist. Chapters are short, to the point, and replete with verbal illustrations. The richness of the examples bespeaks the wide knowledge of the author and makes the book an excellent one for biology teachers. The technical data concerning nerve function suffice to support, without being burdensome, a good explanation of what is known. The organization of the book is orthodox enough—ranging from structure, receptors, and endocrines function to the various manifestations of brain activity. Unfortunately, the photographic illustrations are in the familiar center insert. There is a full glossary and index. This is an excellent book for teachers and the biologically educated student.

Paul Klinge
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MEDICAL HISTORY OF CONTRACEPTION, by Norman E. Himes. 1970. Schocken Books Inc., New York. 550 pp. \$3.45.

Originally published in 1936, Himes' book has now been republished, without revision, in softback form. The author traces the medical history of contraception before the dawn of written history to 1930. This text is undoubtedly one of the most comprehensive and thorough treatments of this subject ever undertaken. The use of footnotes on almost every page makes reading somewhat difficult, but the footnotes contain a wealth of information that would not fit into the text but are