

# 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

2225 Massachusetts Ave.  
Cambridge, Mass. 02140

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  
Pace College  
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  
Indiana University  
Bloomington

**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

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necessary for overall continuity. The book also contains a bibliography of some 1,500 items, covering publications up to the mid-1930s.

The documentation and case histories of contraception are almost endless. The reader is overwhelmed by the mass of data suggesting that birth control represents an ageless struggle of mankind. One of the most fascinating portions of the book deals with contraceptive methods used by preliterate societies. The author documents methods of birth control used by tribes in Africa, North and South America, and Australasia. The last chapter is particularly interesting: here the author, writing in the mid-1930's, makes a number of predictions about future population growth in this country.

This book is a history, not a running commentary on contemporary affairs relating to birth control. It is therefore more applicable to sociology, anthropology, and science-history students. I would not recommend it for general use in the usual biology course, unless for reference. But it is a classic that should find renewed acceptance by readers interested in the early beginnings of population control.

Jon R. Fortman  
Mississippi State College for Women  
Columbus

HEALTH PRINCIPLES AND PRACTICE, by C. L. Anderson. 6th ed., 1970. C. V. Mosby Co., Saint Louis. 443 pp. \$8.50.

Any teacher of human physiology or health education will appreciate this book. Special attention has been given to cardiovascular disorders; human sexuality, reproduction, and inheritance; drug use and misuse; dental hygiene; and nutrition. Most of these topics are worrisome to high school and college students.

The information describing physiologic processes and the prevention and treatment of various disorders is very well written. Included are charts of current statistics and, at the end of each chapter, a comprehensive bibliography. However, throughout the book are many long lists, which distract the reader.

This book obviously was written for college use. Although it has the flavor of a typical health-education text, its special emphases make the book an excellent reference for the secondary school teacher.

Donald E. Mason  
Gen. William Mitchell High School  
Colorado Springs, Colo.

## MARINE BIOLOGY

MARINE BIOLOGY: AN INTRODUCTION TO ITS PROBLEMS AND RESULTS, by Herman Friedrich. Translated from German by Gwynne Vevers. 1970. University of Washington Press, Seattle. 474 pp. \$9.50.

This book, in the original a popular German textbook, could become popular in this country also. It is surely one of the most comprehensive surveys recently published. It is suitable for advanced college undergraduates or graduate students who are interested in a short but thorough introduction to the most important aspects of marine ecology. High school teachers offering elective courses in the marine sciences to upper-level students would do well to examine this book.

A suitable introduction covers the history, apparatus, methods, and basic problems of marine biologic research. Biotic as well as abiotic factors are treated rather extensively, ahead of a brief treatment of phytoplankton and zooplankton; in this, Friedrich's book differs from the many others that over-treat taxonomic matters and then relegate important principles and considerations peculiar to marine environments to the remaining few chapters.

The author's style tends toward long, involved sentences, but the text is rich in descriptive and explanatory material, with few digressions. References are constantly cited within sentences—a matter of correct style at the expense of distracting the student and therefore discouraging him from reading scientific

literature of this kind voluntarily or for pleasure. Unfortunately, too, there are few photographs; and these, though clear, are washed out. By way of compensation there are dozens of charts and diagrams, most of which are taken from published works covering 60 years of marine research. The bibliography—22 pages of fine print—is longer than the index, which does not truly reflect the book's valuable contents.

Physiologic and morphologic descriptions systematically follow a sequence of typical pelagic and benthic organisms. Life on the margins of the sea is treated separately, as are those organisms of economic importance. Topics common to most marine texts are presented without undue emphasis on exclusively European organisms; this makes the book of potential interest to American biologists.

Whether or not a school offers a course in marine biology, this volume would be a valuable addition to the library.

John D. Woolever  
Pine View School for  
Gifted Students  
Sarasota, Fla.

THE OCEANS: A SCIENTIFIC AMERICAN BOOK. 1969. W. H. Freeman & Co., San Francisco. 140 pp. \$6.50 hardback, \$3.25 softback.

The September issue of *Scientific American*, for a number of years, has dealt with a single major topic. These issues are traditionally very popular and newsstand copies often are sold out within hours. Fortunately for non-subscribers, *Scientific American* has re-issued a few in book form. This book contains the major articles appearing in the issue of September 1969. Topics include geology and origin of the ocean basins; characteristics of the shallow and the deep ocean floor; food webs; food and mineral resources from the ocean; marine technology; interaction of the atmosphere and the ocean; and political problems of the use of international waters.

This volume, although of only limited use as a reference in biology, should be popular as supplementary reading material for introductory oceanography courses at the college level. It should also aid the high school teacher who has a student professing interest in ocean science and needing more than the meager fare available in most high school textbooks.

S. Arthur Reed  
University of Hawaii  
Honolulu

## MICROBIOLOGY

LABORATORY MANUAL AND WORKBOOK FOR GENERAL MICROBIOLOGY, by Frank Swatek, 1969. C. V. Mosby Co., St. Louis. 247 pp. \$4.95 (softback).

Swatek has produced a laboratory manual that, according to the preface,