

QUESTIONS AND ANSWERS ON HUMAN PHYSIOLOGY, by O. C. J. Lippold. 1970. J. & A. Churchill, Ltd., London. 182 p. \$6.75.

This book correlates with *Human Physiology*, by O. C. J. Lippold and F. R. Winton (1968: Little, Brown, & Co., Boston). Sections and chapters are numbered identically in the two volumes, for easy reference. By using *Questions and Answers on Human Physiology* with the textbook, the student could locate the authors' major points of emphasis. Using it as a separate volume, he could readily relate the questions to other textbooks. Or he could use it to review his basic knowledge.

For each chapter there are multiple-choice questions, varying from one question to a comprehensive series. The questions are straightforward, with two to six choices and any number of correct answers. Some questions have yes or no answers; others require considerably more thought. The answers are in the back of the book. Seemingly ambiguous answers are explained.

Short-answer and essay questions for examinations, without answers, are included for additional review.

Oneida Beeman  
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EXPLORATIONS IN THE LIFE OF FISHES, by N. B. Marshall. 1971. Harvard University Press, Cambridge, Mass. 204 p. \$6.50.

Teleostean fishes constitute a group of over 20,000 species, which have undergone 170 million years of evolutionary radiation. Surveying the present knowledge in this field is a monumental task requiring a full effort by a dedicated specialist. Marshall's scholarly treatment contains many outstanding aspects of interesting fish biology. The five chapters cover the success of teleostean fishes, features of dynamic design, the life of deep-sea fishes, life and pressure in the deep sea, and aspects of convergent evolution. An underlying evolutionary theme is easily recognized throughout the text.

The 255 references are cited frequently. The 54 illustrations are useful, but most of them are extremely small and have been relegated to the margins; this gives the page a rather cramped appearance, in several cases.

Although the book deals with all the teleostean fishes, greatest emphasis is placed on marine forms. The text contains numerous gems of information for the interested reader. The book is highly recommended for reading by fisheries majors and workers (aquatic and marine enthusiasts).

J. T. Windell  
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INTRODUCTION TO HERPETOLOGY, by Coleman J. Goin and Olive B. Goin. 2nd ed., 1970. W. H. Freeman & Co. San Francisco. 353 p. \$8.00.

Biology teachers, naturalists, and a host of amateur and professional herpetologists will be delighted to see a new edition of this popular book. The first edition (1962) filled a genuine void for those who wanted a serious introduction to herpetology; the second edition continues to meet this need, with considerable updating of content.

The book is organized, as was the first edition, into separate chapters for reptiles and amphibians on structure, origin and evolution, and reproduction; here the revisions are minor. Small changes also have been made in the chapters on speciation, geographic distribution, and the groups of herptiles.

The greatest revision has to do with physiology and ecology. These topics are expanded into two chapters: "Homeostasis" and "Relation to Biotic Environment." The former includes sections containing recent information on regulation of heat, gas exchange, and water balance; the latter is divided into sections on consort and nonconsort interactions.

The treatment of herptile behavior is considerably updated. It reflects the

considerable activity in ethology in the past decade.

Underwood's *A Contribution to the Classification of Snakes* (1967) and Hoffstetter's review of this work in *Copeia* form the basis of the updated classification of snakes. The burrowing creatures, Typhlopidae, are now placed with the snakes rather than in an uncertain status with the lizards, as was the case in the first edition.

The dust jacket indicates the book was designed as a one-term textbook for students who have had a year of college biology; but its use should go far beyond that. Its excellent organization, wealth of information, and low price should make it a welcome addition to many personal, secondary-school, and college libraries.

Paul M. Daniel  
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Oxford, Ohio

### For Young Readers

PLANTS WE LIVE ON, by Carroll Lane Fenton and Herminie B. Kitchen. 1971. John Day Co., New York. 128 p. \$4.29.

This is a revised and enlarged edition of *Plants That Feed Us* (1956), by the same authors. The book traces the introduction and domestication of most of the common vegetables eaten today, and it concludes with a discussion of methods to improve food production. The accounts of the grains, from corn to rice, are especially well done. Dealing with the vegetables in plant families gives order and an introduction to the taxonomy of plants. Derivation of names adds an interesting touch; for example, "Chicago" is the white man's variation of the Indian word *shikai-o*, which meant a place where wild garlic grew thickly.

The book is written for children in the upper middle grades or in junior high school. The language and print are clear. Italicized words and pronunciation helps are used consistently. Although written for young people, the book should interest adults, too. The illustrations are good. The book is a valuable one for reference work in social studies and science classes.

Anne Bohlen  
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ANIMAL MOVERS: A COLLECTION OF ECOLOGICAL SURPRISES, by George Laycock. 1971. Natural History Press, Garden City, N.Y. 170 p. \$4.50.

Muskrats in France, mongooses in Jamaica, rabbits in Australia, gray squirrels in England, and camels in Texas: these are ecologic surprises that

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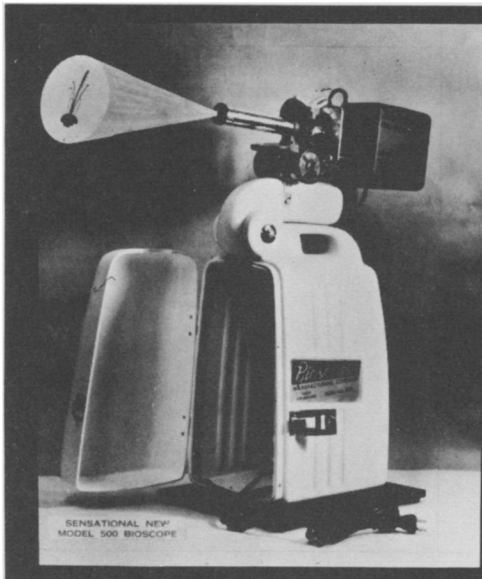
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became ecologic mistakes. Man moves the animals about: "That's the way it often is with people; instead of looking to the creatures with which nature surrounded them, they redesign the world according to their own ideas," Laycock says, in this delightfully written account of the disastrous effects of animal importation. Chain reactions are set in motion, upsetting nature's delicate balance; the errors of man's deeds emerge throughout the text. Numerous photographs illustrate examples of misplaced animals. Thoughtful young readers will find interesting, informative, and challenging reading here.

*Elizabeth J. Davison*  
Swarthmore (Pa.) High School

**MYSTERIES FROM THE PAST**, ed. by Thomas G. Aylesworth. 1971. Natural History Press, Garden City, N. Y. 112 p. \$3.95.

This slim anthology is an enchanting encounter with anthropology and the scientific enterprise as a whole. The nine articles, by six authors, all appeared in *Nature and Science* magazine. Aylesworth introduces each mystery with a short summary paragraph.

Such familiar historical puzzles as Stonehenge, Easter Island, and Atlantis are traced with the freshness of tomorrow's news. Oh, that the history books of my junior-high days had told about the Mayan Indians and the Norse explorers with such "whodunit" excitement! The authors make guesses about the gigantic stone spheres found in the jungles of Costa Rica and about the incredible accuracy of a map, depicting part of Antarctica's coastline, that was drawn by the Turkish admiral Piri Re'is centuries before scientists explored the region. The life of the earliest Indians of our own Pacific Northwest coast is a mystery described in another article, which depicts teams

of specialists and students as they systematically search for more pieces of the puzzle of a culture that may be 6,000 years old. The final story tells of a "village upon a village" discovery at Jarmo, in northern Iraq; with this stratified evidence, the author traces the development of man from hunter to farmer to village specialist who used metals and built temples.

Each article illuminates the scientific enterprise: its piecemeal presentation of data, its tentative hypotheses, its admission of limitations in methods and tools of discovery, and its description of a slow progress built through the efforts of many inquirers. Illustrations are plentiful, and many special terms are defined. The articles seem navigable for the sixth-grade adventurer and entertaining for all ages beyond. Only the last article smacks of "talking down" to youngsters and of being illustrated for a traditional elementary textbook.

Surely all teachers who care about kids' enjoying books in general, and science in particular, will welcome such helps as *Mysteries from the Past*. It is a message in "undogma" for those who want to know science as a way of life.

*Helen H. James*  
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**BACKYARD SAFARI**, by John and Cathleen Polgreen. 1971. Doubleday & Co., New York. Unpagged. \$4.50.

This attractive book is designed to encourage expeditions to the "nearby"—a backyard, a park, a vacant lot. Many of the black-and-white photographs have an artistic rather than a realistic quality, and here is the drawback: those with a black background will not be of much help to children in recog-

nizing some of the living things. Without familiar objects for comparison, it is difficult to tell exact sizes and shapes; this is the case, for example, in the pictures of the hollyhock, the Japanese beetle and the wood sorrel. Some children will want names for those that are without them, such as "the 'useless' weed" (dock), "the big noisy colorful bird" (blue jay), and the "little quiet gray birds" (?). These omissions are strange, since names—even "samaras" (key fruits)—are generally included. However, the book is informative and should arouse interest in one's immediate surroundings.

*Frances L. Behnke*  
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**ANIMALS NOBODY LOVES**, by Ronald Rood. 1971. Stephen Green Press, Brattleboro, Vt. 215 p. \$6.95.

This is a delightful book in defense of "critters." It will appeal to readers of all ages. What do you know about the gallantry of the wolf, the intelligence of the octopus, the fastidiousness of the pig, the radar of the bat? Or did you know that there are really no "sand fleas," that the eel is really a fish, that coyotes cunningly hunt in pairs, that there are differences in snake eyes? These and many other interesting facts are found in this book. Other hated and harried animals discussed are the rat, mosquito, and spider.

Most biology teachers have found themselves in the position of defending these unloved animals to their students. Rood does this so well—and all in one volume—that a teacher will be glad to own his book.

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