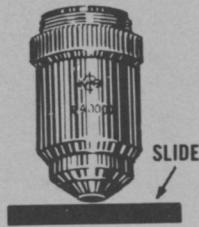


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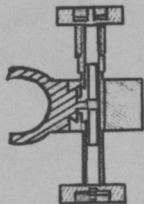
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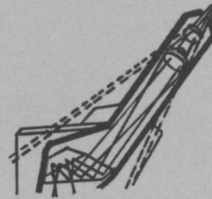
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ography at the end of each article.

This book—and the series—would be invaluable to an investigator in human heredity; to a physician who might come upon cases of the disorders discussed in the book; to a graduate student in genetics; and to a teacher of genetics. It has proved to be a source of enrichment for my own lectures in genetics. It could be used as outside reading for the undergraduate in genetics.

Margaret L. Watson
Simpson College
Indianola, Iowa

HUMAN HEREDITY AND BIRTH DEFECTS, by E. Peter Volpe. 1971. Bobbs-Merrill Co., New York. 166 p. \$6.95.

This timely book is a part of the Biological Sciences Curriculum Study "Science and Society" series for the layman. It succeeds admirably in meeting its basic objectives of being "short, highly readable and non-technical."

One-third of the beds in children's hospitals are occupied by patients with birth defects. Furthermore, birth defects are the third most common cause of death in the newborn. This book

emphasizes birth defects of obvious genetic origin—the best-understood defects. This orientation is well supported by discussions of human chromosomes, meiosis, and the nature and means of human inheritance.

Unfortunately omitted are several medical advances in the field of birth defects. Intrauterine transfusion of erythroblastotic fetuses in Rh disease is now a relatively common clinical procedure. Amniocentesis (sampling of amniotic fluid) is mentioned only in the context of sex determination; but there are now numerous clinical centers routinely performing amniocentesis in order to obtain fetal cells so that various birth defects, including mongolism and Tay-Sachs disease, may be predicted and prevented. Although several persons and foundations are justifiably mentioned for their contributions to the field, no mention is made of the National Foundation, once devoted to a successful fight against polio, whose considerable energies and talents today are aimed at the detection, prevention, and alleviation of birth defects.

Nevertheless, both teacher and student will find Dr. Volpe's brief book engrossing reading. It is warmly written and well illustrated; most important, it is *human*.

W. Ann Reynolds
University of Illinois
College of Medicine
Chicago

Human Biology

TEACHING ABOUT FAMILIES, by Hyman Rodman. 1970. Howard A. Doyle Publishing Co., Cambridge, Mass. 107 p. \$4.50.

This is a brief, interesting, and thought-provoking appraisal of what is taught about family life in the secondary schools of the United States. It is a refreshing book in that it not only criticizes but offers excellent suggestions for improving family-life courses and textbooks.

The book is divided into six chapters, an epilogue, and two appendices. The first chapter deals with the major goals of family-life education; namely, to teach about families and to promote individual and family well-being. It justifies the teaching of family life in school and discusses the joint responsibility of school, church, and home in family-life education. Family-life teachers are cautioned against the error of assuming that it is deviant not to marry and have children.

The second chapter—one of the most enlightening in the book—should cause the reader to become uncomfortable with the existing family-life textbooks. Rodman evaluates 11 of these, and he

(Continued on p. 108)