

SOCIAL IMPLICATIONS OF BIOLOGICAL EDUCATION

Edited by
Arnold B. Grobman

Teachers and students of life sciences are forced to consider the social implications of biology. The important issues can not be avoided and deserve a full and balanced discussion.

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by Claude A. Welch

Additional statements are given by Vincent Dethier, Martin Schein, Haven Kolb, David Denker, Lawrence Mann and others. This book is available now from the National Association of Biology Teachers for only \$1.95.

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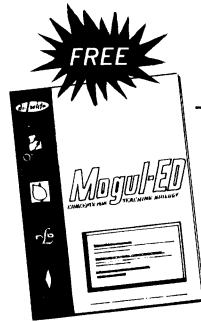
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presented material. A reading of it can benefit both the instructor and the botany student, but it cannot stand alone as a textbook.

Jane H. Bock
University of Colorado
Boulder

THE STUDY OF BIOLOGY, by Jeffrey J. W. Baker and Garland E. Allen. 2nd ed., 1971. Addison-Wesley Publishing Co., Reading, Mass. 991 p. \$11.50.

This book provides a good general coverage of biology. No particular field seems to be emphasized more than others, and several fields that are ignored or treated lightly in many other general-biology textbooks are included, such as chapters dealing with animal behavior, plant physiology, and the evolution of both plants and animals. The treatment of the subject matter is nontraditional: it emphasizes the logic of scientific investigation. The authors make very good use of data gathered from recently published research material. The introductory chapters deal with scientific method, the application of logic in science experi-

mentation, analyzing and interpreting data, and other practical matters in biology (and science in general). Most of the examples and graphs included in this book should be quite helpful to the student. In the table of contents the chapters are subdivided for easy reference. There is a glossary; an index; several appendices; and, at the end of each chapter, very good review questions and a list of suggested readings.

Several features may cause problems for some instructors and students. First, there is more material than can be covered in a two-semester course. However, this provides the instructor with a variety of material from which to choose. Next, parts of the introductory chapters and of several other chapters seem too detailed and advanced for the general-biology student. Several diagrams suffer from the same fault. Finally, the authors' vocabulary may prove too difficult for some students to understand.

This book could be used most effectively in general-biology courses for college majors in biology or related fields and in advanced-biology courses

in high school. Although no previous knowledge of biology, chemistry, or physics is necessary, this book may be too difficult for nonmajors in college biology courses and for ninth- and 10th-grade biology students.

Lawrence R. Radtke
Evergreen Park (Ill.)
Community High School

INTRODUCTORY BOTANY, by Arthur Cronquist. 2nd ed., 1971. Harper & Row, New York. 894 p. \$14.95.

Although the general format of this botany textbook is traditional, for the most part, its volume (894 pages) gives a clue to the wealth of material it contains. Therein lies its great value. It is obviously intended for a full year's general-botany course; but it can, and should, serve as an excellent reference book for a high school biology teacher. And certainly a college graduate student in botany preparing for his prelims could spend his time most profitably with this book as a primary source of fundamental knowledge. Practically all aspects of botany are covered—most of them more deeply than one expects of an introductory textbook. Lest the reader of this review be apprehensive that Cronquist's book might be nothing more than an encyclopedia of information, let me hasten to add that it is extremely well written and that photographs and drawings are plentiful, pertinent, and of excellent quality without exception.

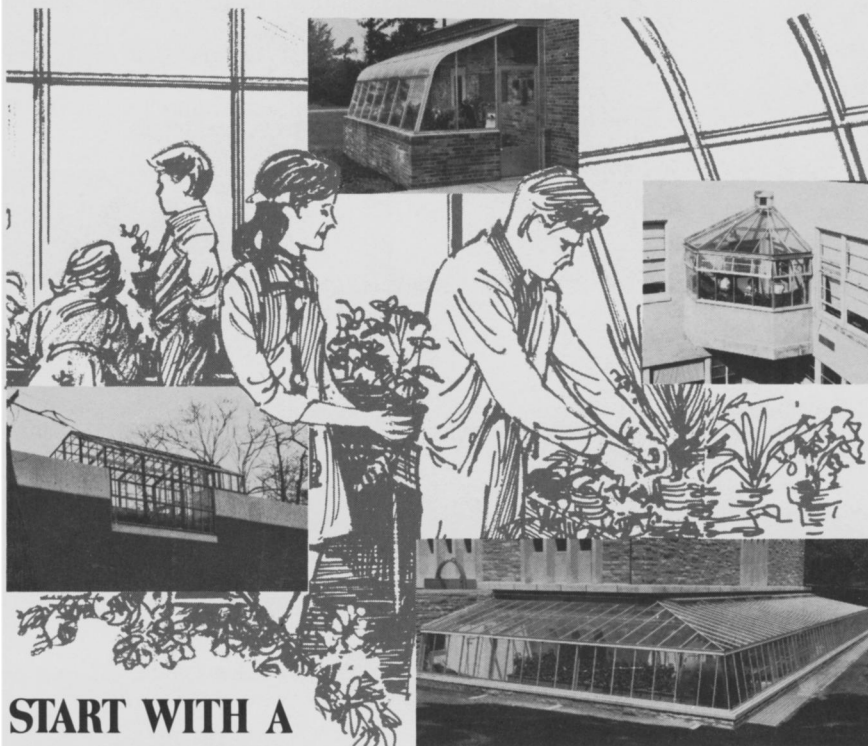
The book opens with several introductory chapters to set the stage for an extensive survey of the plant kingdom. These chapters cover the basic physical and chemical aspects of biology; cell structure, function, and division; and sexual reproduction. They also present an introduction to taxonomy, including the author's new classification of the plant kingdom. (A student with only an elementary knowledge of chemistry will find the chemistry chapter more than a little taxing.)

Beginning with the bacteria and viruses, a highly detailed survey of the plant division ensues; it culminates with the angiosperms (Magnoliophyta, in Cronquist's scheme). Among the many favorable comments that could be made on these chapters are these: each begins with a brief summary of the important characteristics of the plant group involved—a feature that should be most helpful to the student in reviewing for a test; and the fossil record of each division is covered in a most adequate, up-to-date manner.

The last portion of the book deals with the anatomy, morphology, physiology, classification, and economic importance of the flowering plants and closes with chapters on genetics, evolution, ecology,

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