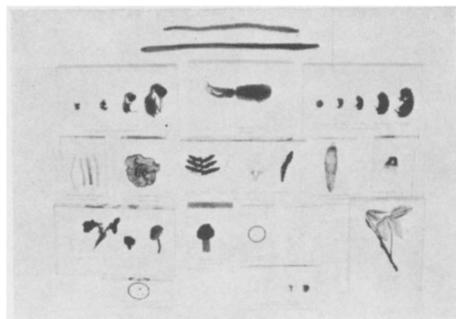


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presentation that has been in disrepute for years. In order to achieve the most effective compromise between "technical depth and ease of understanding," the processes of science have largely been ignored and the venerable head of expository "science" has again been reared. In spite of the technical accuracy and relevant content in this comparatively short book, many will deplore its exclusions on the grounds that the science of biology is falsely represented by such brevity and selectiveness. The questions raised by theoretic structures, assumptions, and alternatives are not emphasized, albeit some are briefly mentioned here and there.

The fact is that I cannot imagine college students' being excited by this presentation so that they would be disposed to pursue the limited suggested readings or to press the instructor for greater depth of understanding. However, if memorization is the goal, then there is much less detail to memorize, which may be a plus for the book. There are valid arguments for reducing the amount of information that is communicated to nonmajors in biology and for focusing attention on those concepts that are crucial to an understanding of environmental concerns. Parts 5 and 6 of this text do a creditable job in that respect. However, neither the excitement of science or the explosive character of the ecologic crisis is effectively

communicated. The non-science student deserves something much, much better.

Thomas J. Cleaver
Governors State University
Park Forest South, Ill.

LIFE SCIENCE, by Gerard J. Tortora and Joseph F. Becker. 1972. Macmillan Co., New York. 790 p. \$11.95.

Innovative, informative, interesting: these terms describe *Life Science*. Designed for students with no previous college experience in biology, the textbook possesses both the necessary background information in chemistry for students lacking adequate preparation in supporting fields and the sophistication desired by students wishing to pursue careers in the life sciences. Its innovative aspects include the placement of guiding questions at the beginning of each chapter. This placement affords the student an opportunity to know what principles should be understood at the completion of the material. In addition, the use of Whittaker's five-kingdom classification allows for a unique handling of phylogeny.

The text is organized from the perspective of control mechanisms. This enables the authors to convey considerably more meaningful experimental information than the more conventional systemic organization. The detailed analyses of such topics as pollution,

population, tissue transplantation, and exobiology add a dimension of interest and relevancy rarely found in introductory books.

Instructors should not be dissuaded by the absence of color plates, etc. *Life Science* is one of the top half-dozen of an exceptional group of introductory textbooks published this year.

Georgia E. Lesh-Laurie
Case Western Reserve University
Cleveland

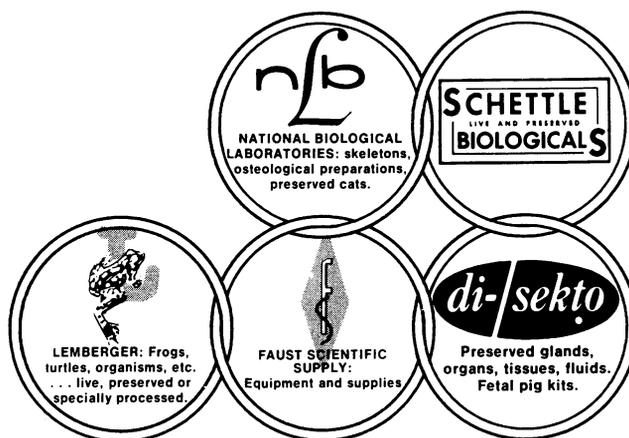
Zoology

THE LAST OF THE RULING REPTILES: ALLIGATORS, CROCODILES AND THEIR KIN, by Wilfred T. Neill. 1971. Columbia University Press, New York. 486 p. \$15.95.

This scholarly volume details what is known about crocodylian evolution, taxonomy, and natural history. Parts of the book discount still-persistent legends about these reptiles. Although the passages on classification may tire some laymen, other sections excellently explain biologic principles, such as territoriality and ritualized combat. Informative pictures and graphs are frequent. Neill discusses reptilian evolution in general, speculating about causes for the extinction of some groups and the persistence of others. Concerning the future, the author flatly states that all

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