

exposition. They need lament no longer: Ghiselin has provided a readable book that, coupled with Darwin's own works, provides a rich intellectual basis for analysis and discussion.

The importance of this work to biology teachers is most evident in the on-going debate between evolutionists and creationists. The web of theory and fact in Darwin's work is carefully exposed and clarified. Those who remain uncertain about the nature of scientific processes as they relate to evolution theory will find the depth of Darwin's scholarship and the strength of his method to be valuable criteria in assessing claim and counterclaim.

Ghiselin's book is a welcome addition to the extensive work on Darwin. It is especially welcome at this critical period in science-teaching, when too many people are seeking a political rather than an intellectual resolution of a conflict of ideas.

James T. Robinson
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Textbooks

CANCER: THE MISGUIDED CELL, by David M. Prescott. 1973. Bobbs-Merrill Co., New York. 199 p. \$1.95 softback, \$6.95 hardback.

Tracing the cellular basis of life, the genetic codes, and, finally, the conversion of a normal cell into a cancer cell is very effectively done in this book. The diagrams are clear and accurately labeled. Electron micrographs illustrate the role of viruses in cancer. Evidence for and against the suspected causal relationships in cancer are presented in a factual, readable way. The glossary has clear, concise explanations of many of the terms of cellular biology.

This book is recommended for use in advanced-biology programs in high school and college.

Robert D. Littlefield
Oxford Hills High School
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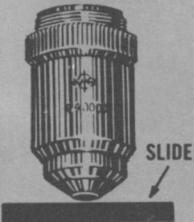
GENETICS: QUESTIONS AND PROBLEMS, by John Kuspira and G. W. Walker. 1973. McGraw-Hill Book Co., New York. 784 p. \$8.50 (softback).

This book is exactly what the title says: a set of questions and problems in genetics, ranging from the nuclear structure of cells, mitosis, and meiosis through hypotheses and theories of speciation and of racial origins in man. The extensive references range from classic papers (Mendel, Sutton) to those published as recently as 1971. Some of the earlier papers may not be available in the smaller liberal-arts colleges, but the more recent listings should be easy to obtain; and the variety is such that any student should


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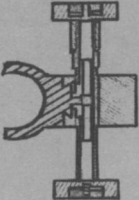
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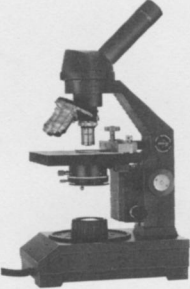
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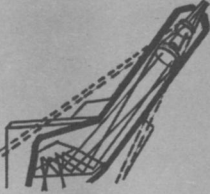
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be able to locate some of them.

The problems provided in the chapters on classical genetics are often adaptable for use in high-school biology. Other problems would be difficult to use in some graduate courses in general genetics. Many of the problems deal with traits commonly described in general textbooks, but many do not. The authors have included a great deal of explanatory material with the problems, so even a nonspecialist may gain much information from reading the problems without attempting to solve them.

The wide range of difficulty found in the problems is excellent in a volume

intended as a supplement to a variety of textbooks. However, if suggested solutions to problems had been provided, the book would have even greater value.

Jean E. Cooper
East High School
Cheyenne, Wyo.

A BIOLOGY OF HUMAN CONCERN, by W. Etkin, R. M. Devlin, and T. G. Bouffard. 1972. J. B. Lippincott Co., Philadelphia. 548 p. \$11.25 (hardback).

This textbook is intended for the general beginning student at commu-

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nity colleges or four-year colleges. It is a good, broad review of biology for those who have little background in the subject. BSCS students and others who have had modern high-school biology courses will find many familiar topics but will also find this to be an interesting and challenging presentation.

The title is somewhat misleading; if you expect to find much social biology there, you will be disappointed. Rather, this is biology with "concern for the needs and interests of the student," based on the authors' many years' experience in college biology-teaching.

Ecologic principles are introduced early, in connection with macroscopic life, and are reintroduced throughout the book. Biochemical principles are introduced later. Early in the course the concept of evolutionary change is brought to the attention of the student, and this theme, as well as the ecologic theme, is continued throughout the course. A large part of the book is given over to human biology as an exemplar of processes occurring in all organisms. The treatment of evolution, reproduction, heredity, and social behavior reflects the sensitiveness of the authors to topics of special interest to their own students.

This is a well-written, informative book. It would be still more attractive if the nature of scientific investigation had been woven into the interesting discourses on the principles and processes of the living world. In fact, laboratory investigations to be undertaken by students should be an integral part of a textbook of this kind. (The authors state that there is a laboratory manual for this book—one containing 22 experiments "wherever possible human oriented and the apparatus easily obtainable"; but I have not seen the manual.)

This textbook is recommended for review by college teachers of first-year general biology and by high-school teachers who need a textbook for their advanced courses.

Jack Fishleder
University of California
Berkeley

Zoology

THE CURIOUS MOLLUSKS, by Marie M. Jenkins. 1972. Holiday House, New York. 224 p. \$5.95 (hardback).

This compact volume surveys the phylum Mollusca class by class in the traditional sequence. Interest is maintained by a careful balance of technical explanation, narration, illustration, and laboratory suggestions. An important strength of this book is the use of simple terminology.

The topics discussed include mor-