

boon), popular names in several languages, number of genera and species, distribution, commercial importance, and extensive references—to a bibliography of some 4,000 titles! And the book is exhaustively indexed.

At \$42.50—why are the Israeli Program translations so expensive?—this book will be purchased mainly by libraries, research stations, and fishing fleets. But anyone who is interested in the ingenious construction of large-scale keys should try to borrow a copy.

Sam Gadd
Colorado Springs, Colo.

THE COCCIDIA, ed. by Datus M. Hammond and Peter L. Long. 1973. University Park Press, Baltimore. 490 p. \$24.50 (hardback).

This authoritative book covers virtually all aspects of the biology of the Coccidia. It contains original review articles by Norman D. Levine, Datus M. Hammond, Erich Scholtyseck, J. K. Frenkel, and others of equal stature. The 10 chapters cover taxonomy, life cycles, host specificity, ultrastructure, physiology, cultivation, pathology, and immunity. The last chapter, by L. R. Davis, on techniques for the collection and study of Coccidia is particularly useful. The book includes many tables, photographs, and line drawings of ex-

cellent quality. Exhaustive citations of the literature appear at the end of each chapter.

This is an excellent reference work. It is highly recommended to those working with Coccidia or teaching a course in parasitic protozoans.

Ronald P. Hathaway
Colorado College
Colorado Springs

INVERTEBRATE LEARNING: vol. 1, *Protozoans through annelids*, and vol. 2, *Arthropods and gastropod mollusks*, ed. by W. C. Corning, J. A. Dyal, and A. O. D. Willows. 1973. Plenum Press, New York. 580 p. \$18.50 each (hardback).

These books seem to be a collection of reviews concerned with invertebrate learning. Vol. 1 has chapters on protozoans, coelenterates, platyhelminthes, and annelids; vol. 2 is on chelicerates, crustaceans, insects, and gastropods. Preceding each review is a conventional and brief summary of the biology and taxonomy of the groups discussed. Introducing the papers is a review of the principal parameters of learning in mammals. This attempt at presenting readers with facts that might put them on an equal academic basis in both invertebrate zoology and learning, while technically discussing learning in in-

vertebrates, creates a very unreadable and factual text. However, because it provides a needed, thorough, and up-to-date survey of the literature in invertebrate learning, it would be an excellent reference for invertebrate biologists, psychologists, ethologists, and neurobiologists.

Alexandra Vargo
Colorado College
Colorado Springs

For Young Readers

SEEDLINGS AND SOIL: BOTANY FOR YOUNG EXPERIMENTERS, by C. T. Prime and Aaron E. Klein. 1973. Doubleday & Co., Garden City, N.Y. 168 p. \$4.50 (hardback).

Although the authors (who are British) indicate that this is a practical book of experiments with plants that can be done at home by young scientists, precious few would be able or inclined to pursue the suggested experiments and observations without some assistance from a science teacher. Included in the book are instructions for setting up controlled experiments and making observations relating to the structure, function, and behavior of plants, with considerable emphasis being placed upon the relationships be-

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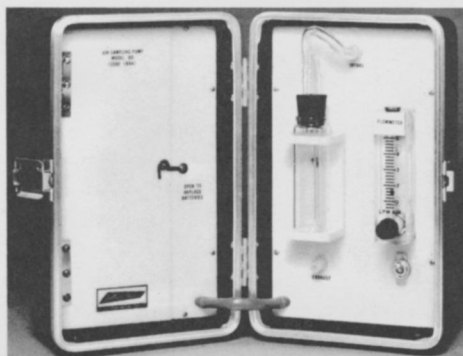
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tween plants and soils. The text has been prepared in a narrative style, rather than having each suggested experiment or observation stand by itself. The narrative includes comments about economic significance and practical applications, which should help to sustain interest. Considerably more of the latter could have been done, however.

Some of the plants suggested as experimental materials are either unknown or unavailable in this country or are known by other common names. The authors also use some terms that would not be familiar to many in this country; or they use terms that have a somewhat different meaning from that to which we are accustomed ("loam," for example). In some parts of the book the authors introduce detailed terminology and rather difficult concepts (such as alternation of generations) without adequate explanations or illustrations. All illustrations are line drawings.

In spite of the problems outlined above, I believe that the book has a place in middle-school, junior-high-school, and high-school classrooms, as a resource book. Although not very sophisticated by BSCS standards, this book appears to have considerable potential for whetting the appetite of young students for botany.

James H. Grosklags
Northern Illinois University
DeKalb

THE CAT BOOK, ed. by Richard Shaw.
1973. Frederick Warne & Co., New York. 48 p. \$4.95.

Although basically a children's book, *The Cat Book* can be thoroughly enjoyed by cat-lovers of all ages. It is a colorful and artistically compiled collection of cat literature; the writers include John Ciardi, Ogden Nash, and J. R. R. Tolkien. The book is also beautifully illustrated with paintings, drawings, collages, and woodcuts by many excellent artists.

Laura Carter
Colorado College
Colorado Springs

EVERYTHING A TEENAGER WANTS TO KNOW ABOUT SEX . . . AND SHOULD, by Harry Preston with Jeanette Margolin. 1973. Books for Better Living, Chatsworth, Calif. 176 p. \$1.25.

This booklet contains a wide assortment of questions and answers that teenagers—and most people—have about sex. Although it is difficult to preserve continuity and get adequate topical coverage with such a format, the authors have done fairly well. However, some errors do emerge; some are due to inaccurate information, and others are inherent in the format. For example, concepts about premature ejaculation and current modalities in the treat-

ment of sexual dysfunction are muddled: on p. 60 the authors say it is bad to stop masturbating before ejaculation, yet stop-start masturbation is one of the basic components leading to training in the toleration of increasing stimulation and ejaculatory control that is standard in the Semans' technique; and on p. 81 the authors state that premature ejaculation is a problem that comes under the heading of impotence and requires psychiatric intervention. This represents a terrible put-down, because prematurity is a common problem and may differ entirely, in origin and treatment, from impotence. And why are teenagers constantly referred to as boys and girls? One of the essential postpubertal rites is the emerging self-image as man or woman. Also, confusion exists in the interpretation of questions when the sex of the questioner is not given; for example, on p. 63 the question starts, "My brother and I masturbate in bed at night. . . ."

The booklet is in large type, and it does answer some important questions frankly and factually. But coverage is sparse and sometimes inadequate. Even so, there is a marvelous ending chapter—all of two half-pages—on the slang of sex. I know that when I was a teenager everything I wanted to know about sex would have filled a bigger book.

Dolores Elaine Keller
Pace University and
Center for Sex Education
New York

Books Received

DISSECTION OF THE FETAL PIG, by Warren F. Walker, Jr. 2nd ed., 1974. W. H. Freeman & Co., New York. 68 p. Price not given.

WORKING WITH NATURE, by John Brainerd. 1973. Oxford University Press, New York. 517 p. \$15.00.

TREASURE KEEPERS, by John FitzMaurice Mills. 1973. Doubleday & Co., New York. 160 p. \$7.95.

BIOLOGICAL MINERALIZATION, ed. by Isadore Zipkin. 1973. John Wiley & Sons, New York. 914 p. \$45.00.

THE BIOLOGY OF PROTOZOA, by Michael A. Sleight. 1973. American Elsevier Publishing Co., New York. 323 p. \$25.50.

NUCLEUS AND CYTOPLASM, by Henry Harris. 3rd ed., 1974. Oxford University Press, New York. 200 p. \$6.95 soft-back, \$17.50 hardback.

PALEOBIOLOGY OF THE INVERTEBRATES, by Paul Tasch. 1973. John Wiley & Sons, New York. 971 p. \$19.95.

SEA TURTLES, by Thomas P. Rebel. Rev. ed., 1974. University of Miami Press, Coral Gables, Fla. 250 p. \$10.00.

POPULATIONS, SPECIES, AND EVOLUTION, by Ernst Mayr. 1971. Harvard University Press, Cambridge, Mass. 468 p. Price not given.

MOLECULAR STRUCTURE AND FUNCTION OF FOOD CARBOHYDRATE, ed. by G. G. Birch