

and complex terminology. Rarely is the student confronted with exciting details of how biologists formulate and test hypotheses. Precise behavioral objectives, not available to the reviewer, would add considerably to the thrust of the scripts.

In summary, these scripts are of above average to average quality and could serve a useful function in existing or developing audiotutorial biology programs.

Michael Szabo
Pennsylvania State University
University Park

LIFE: ACTIVITIES AND EXPLORATIONS, by Eleanor R. Fabiano and Eunice S. Liberson. 1975. Houghton Mifflin Co., Boston. 495 p. \$4.98 (school price).

This biology textbook is not only very readable but stimulating and refreshing in its approach. The first unit captures the interest of the student by dealing with behavior—the whole individual, and then the authors build on this interest in the following units by looking within the individual and concentrating on the cell and mechanisms of life. The lab activities are integrated with the text and worksheets utilize the question-and-answer format. In most cases, the questions lead the student to broad concepts and are combined with such skills as making careful observations, recording data, and even designing experiments.

The open-ended ideas presented in "Research You Can Do" are especially good and in most cases introduce the student to current books, ongoing research, and some current social issues. The basic biological techniques—using the microscope, making wet mounts, the dissection of the frog—are skillfully presented and clearly illustrated. Also deserving of praise is the "Use Your Wits" section at the end of each chapter. These problem-solving activities are easily adaptable to many levels of difficulty and serve as a valuable resource for test questions. The appendix contains a useful "Careers in Health" table and a badly needed "Biology Hall of Fame."

Noticeably absent are the use of biological terms (almost to a fault) and in-depth explanations, which enhances the book's suitability for terminal science students and those not exposed to K-12 science programs.

The chapter on genetics lacks any mention of pedigree, Mendelian mechanisms of inheritance, and genetic technology and its implications; but the material on behavioral studies and on the brain—topics not usually scrutinized in books of this type—compensates. The last unit, on preventative medicine, lacks luster and substance. The issues of drugs, alcohol and tobacco are not included as teen-age health problems. Had these issues been included and ex-

amined objectively and in combination with values, a meaningful learning experience would have been provided. As it is, the unit belongs at the end of the book.

Gloria B. Speroni
Anacostia Senior High School
Washington, D.C.

Periodicals

BIOLOGY DIGEST. Vol. 1, Issue 1, September 1974, and Issue 2, October 1974. 199 p. and 187 p., respectively. Data Courier, Inc., Louisville, Ky. 9-issue subscription \$75; \$10 per single issue.

Biology Digest, a new publication, has been designed to keep the educated layman and the biology teacher abreast of recently published materials in the biological sciences. It contains digests, or abstracts of articles, appearing in numerous publications ranging from the sophisticated scientific journal (*Scientific American*, *Science*) to the nonscientific publication (*Time*, *Prevention*, *New York Times*, *Washington Post*)—several hundred in all. Neither the scientific sophistication nor the brevity of *Biological Abstracts* is attempted by the editors.

Each abstract is placed under one of the following general headings: Plant Life, Living Systems, Micropopulations, Biosphere, Health Science, Biogenesis and Development, Animal Kingdom, and General Topics. An index based upon keywords identifying the main themes of an article assists in locating each abstract. This keyword index is not divided according to the eight major divisions of the publication, a feature which should prove helpful if included in future issues. An index listed according to publications represented would also be a valuable asset. An author index is included.

Each issue contains two special feature articles—one on a biological topic of interest, the other reviewing a life science career; a list of publications received for each issue (without addresses); and four or five unsigned book reviews. Whether these features actually contribute to the central purpose of *Biology Digest* or simply serve as a marketing device will have to be decided by the reader.

The brevity of each abstract (approximately 300 words) and the excellent writing style provide for interesting and easy reading. I found it difficult to put these issues down once I began reading and was surprised at how many of the over 550 reviews were of immediate value. My biggest disappointment was that several reviews which happened to be of particular interest were listed as having anonymous authors. Not only was it disappointing but, I believe, inconsistent with the standards of profes-

sional reporting to which a publication like *Biology Digest* should aspire.

Biology Digest does not pretend to appeal to the researcher, but will be of interest to the secondary school and college student and teacher, as stated by the publisher. Its high quality appearance, general interest reviews, attractive functional format, and non-technical terminology will also appeal to many persons outside of the formal classroom. The primary drawback to wide use beyond the school or departmental library will be cost. If such an amount is to be spent on the latest biological information, one must consider that a similar expenditure will also purchase annual subscriptions to several special-interest scientific journals of high quality.

Wendell F. McBurney
Indiana University-Purdue University
at Indianapolis

Genetics

THE EXPERIMENTAL GENETICIST: AN INTRODUCTORY LABORATORY MANUAL, by P. Saint Lawrence, J. W. Fristrom, and W. H. Petri. 1974. W. H. Freeman and Co., San Francisco. 118 p. \$4.95.

This high-power collection of genetic experiments has been developed at the University of California, Berkeley. The authors gratefully acknowledge assistance from a number of friends who have also formulated packets of genetic experiments and from several teaching assistants who helped eliminate the "bugs."

The manual is geared to juniors and seniors with a minimum of two quarters of biology, a quarter of genetics, and two quarters of organic chemistry. Some will have taken courses in biochemistry and statistics as well. Strangely enough in view of the prerequisites, the authors state that the majority of the students have had very little previous laboratory experience in biology.

Their objectives for the course are laudable for, as they observe: "These experiments have been chosen because we believe that each presents a significant concept, experimental design, or technique that has contributed to the development of modern genetics." A ten-page section is devoted to the descriptions and life histories of the objects to be studied. Included are bacteriophages, *Bacillus subtilis*, *Escherichia coli*, *Salmonella typhimurium*, *Neurospora crassa*, *Saccharomyces*, *Drosophila*, and *Tribolium confusum* and *t. castaneum*.

At Berkeley each laboratory section is made up of 20 students who work in pairs. Several of the 23 experiments are required of everyone and the students may choose a certain number from the remainder. Some of the experiments are quite expensive, for they require costly