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physiology briefly clarified. Although this book is written for the beginning college student, advanced high-school biology students will find it useful.

The information in Chapter 2, covering the body fluids, illustrates and explains membrane physiology particularly well. The explanation on membrane function utilizes the most recently available concepts, but may leave the reader searching for more detail. The illustrations blend well with the descriptive material. The author uses some new diagrams to illustrate the active and passive membrane functions which are helpful. Many more traditionally used diagrams are found throughout the remainder of the text, which provides good orientation to the concepts.

The clarity and brevity of the topics will stimulate the student to seek additional sources. Students will find references listed at the end of each topic useful in seeking a detailed explanation of the topic.

The remaining chapters provide a broad base of information on cellular controls, such as nutrition, excretion, osmoregulation, respiration, and gas transport. The physiological systems' function are then presented.

The book is one an instructor would feel confident to place in a student's hands to provide him with a review of

fundamental physiological concepts. It will be a useful addition to the library.

Clyde Joel Carpenter
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ANATOMY AND PHYSIOLOGY LABORATORY MANUAL, by Harold J. Benson and Stanley E. Gunstream. 5th ed., 1974. Wm. C. Brown Co., Publishers, Dubuque, Iowa. 240 p. \$5.50 softback.

This manual is intended for use in a one-semester introductory anatomy and physiology course that consists of two or three hours of lecture and three hours of laboratory per week. The text is a shortened version of *Anatomy and Physiology Laboratory Textbook* by the same authors, published also by Brown, and available in a ninth printing, 1974, \$7.95. It would be helpful for teachers to know that the publisher has available an answer manual called "Laboratory Report Solutions for Anatomy and Physiology Laboratory Textbook." But because of changes in pagination it takes much time to try to match up the answer key to the shorter version. It would be helpful if the authors and publisher made available an answer key designed especially for the shorter version.

This manual has 32 exercises, whereas the longer version has 40. Cat anatomy has been deleted, but there are dissections involving rat, frog, and viscera of sheep and cow. Also omitted are some physiology experiments involving skeletal muscle contraction, metabolism, and digestive enzymes. The exercises in this manual cover four types of activities: illustration labeling, anatomical dissections, microscopic studies, and physiological experiments.

The manual is organized into five general areas: (i) fundamentals (anatomical terminology, rat dissection, microscopic study of cells and tissues including mitosis); (ii) body support and movement (skeleton and muscle systems of man); (iii) perception and coordination (reflex experiments, brain anatomy [the sheep and human brains are compared], ear and eye); (iv) support of metabolism (blood, heart, respiration, digestion, skin, urinary system, endocrine glands); (v) reproduction (male and female organs and meiosis).

Laboratory reports for each area are grouped at the end of the manual. The pages are perforated and the student can tear out the report sheet and work on it while doing the experiment in the front of the manual and then turn in the report to the instructor. The manual is well illustrated and the experiments are clearly described with a de-

gree of detail that is excellent for this type of manual. The laboratory reports provide useful testing material to measure student progress.

In summary, either the manual or the longer textbook would be useful respectively in teaching one- or two-semester courses of anatomy and physiology.

Allen Isaacson
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Wayne, N.J.

For Young Readers

ALBUM OF PREHISTORIC ANIMALS, by Tom McGowen. 1974. Rand McNally & Company, Chicago. 58 p. \$4.95 hardback.

Although in a format reminiscent of less-than-fascinating grocery store "fact" books, this sequel to Rand McNally's *Album of Dinosaurs* is a useful, readable reference work for upper-elementary and junior-high science students interested in prehistoric animals. The title does not indicate what is most important about the book: it is about prehistoric *mammals*!

Compensating for the formula-ridden nature of a series book is the scientific accuracy maintained by McGowen and checked by William Turnbull of Chicago's Field Museum of Natural History. Definitions of such terms as evolution are carefully done. There is a pronunciation glossary.

Although every attempt is made to present the twelve prehistoric mammals (including *Eohippus* and mammoths) with "moving, action-packed" narrative and "moving, action-packed" full-page color illustrations, it is the many little black-and-white drawings by illustrator Rod Ruth that really grace the book with imaginary detail.

Anne Mariner
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CARNIVOROUS PLANTS, by John F. Waters. 1974. Franklin Watts, Inc., New York. 53. p. \$3.45 hardback.

This attractive little book describes various insect-eating plants including the Venus flytrap, pitcher plants, bladderworts, and some animal-eating fungi. These fascinating plants could create much excitement in a science room. Instructions are given for preparing a terrarium and growing the plants. The author, a former elementary science teacher and author of other books on various scientific subjects, seems to have done a thorough study of carnivorous plants.

The book is divided into sections for each group of these plants. Very good black-and-white illustrations are well

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Edited by
Arnold B. Grobman

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placed. Most of the descriptions are clear and concise. Also included is a short biography, a brief glossary, a suggested reading list, and an index.

The suggested reading level, 4th-6th grades, seems inappropriate: average fourth and fifth graders will have trouble with the frequent use of difficult scientific names and terms. This will be a beneficial reference in general biology and it is highly recommended for science libraries from upper elementary through junior high-school levels.

Loyce D. Whitson
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WHAT TO DO WHEN THERE'S NO ONE BUT YOU, by Harriet Margolis Gore. 1974. Prentice-Hall, Inc., Englewood Cliffs, N.J. 48 p. \$4.95.

When Wendy scraped her knee, she washed and dried it, covered the wound with a Band-aid, and put an ice compress on it. Matthew bit into an apple and lost a tooth; he held a tissue on his gum until the bleeding stopped. Water was used to remove a bug from Wendy's ear, and a tetanus shot was the treatment of choice for the splinter in Michelle's hand. 26 such narratives of problem situations and their solutions comprise this unfortunately mundane and ineffective first-aid manual for children.

The first shortcoming in the book lies not with the advice given, nor even with the story-mode of presentation. What is missing is any answer to the question "Why?" First-aid procedures can be remembered and applied more easily if one understands the general principles involved. The book fails to point out the reasons for treatments, even though many of the situations described require identical first-aid measures. For example, when Michelle puts a knife in a toaster and receives a shock, Anthony knocks her away with a wooden broom handle. Why a wooden handle should be used is never explained. Tetanus shots are recommended for a nail wound, a dog bite, a splinter, and a fish hook cut. But there is no mention either of the basic similarity that makes the shot appropriate for all these occurrences or of what tetanus is and how the shot works.

The second problem with the book may seem to some more an annoyance than a major shortcoming in content or mode of presentation. However, there are those (including some publishers and many readers) who now insist that sex stereotyping be eliminated from children's literature. The author of this book must have missed the point. The boy builds a playhouse while the girl watches. The boys go camping, have pillow fights, paint houses, fish, and do chemistry experiments. The girls? Predictably, they play princess, make toast