

Tracking Down the Sickle Cell

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Tracking Down the Sickle Cell is a short course which clearly explains the facts on transmission, treatment, and effects of sickle cell anemia. Designed for junior/senior high school students and community/neighborhood study groups, the program fully explores the medical, personal, and social aspects of the disease. Materials include Student Booklets, Leader's Guide, duplicator masters for Activities, a Content Questionnaire, Implementation Guide, blood sample slides, a full-color Wall Chart and two color/sound films entitled **THE RED CELL** and **LIVING WITH SICKLE CELL ANEMIA**.

Prepared under the aegis of the Sickle Cell Medical Advisory Committee of the **AMERICAN SICKLE CELL ANEMIA ASSOCIATION**, Cleveland, Ohio

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prefer to define medical technology as "that branch of medicine concerned with the performance of the laboratory determinations and analyses used in the diagnosis and treatment of disease and the maintenance of health."

Using that definition, the authors examine the various departments in the clinical lab career cluster, including but not limited to hematology, cytology, chemistry, microbiology, and nuclear medicine. However, the descriptions of these sections are probably the weakest part of the book. Possibly due to the brief nature of the book, medical technology specialties are only very lightly treated. While this inequity in coverage doesn't distract from the book's usefulness, it is serious. Most medical technologists will probably specialize in one of the areas in any large clinical lab. Nevertheless, the discussions on employment opportunities and educational requirements are especially well done.

One of the most impressive features of this book is the profession's emphasis on standards, ethics, and interpersonal relationships. The authors describe not

only the problems in training standards and how they developed, but also legal and professional accreditation and licensing differences among state and federal agencies. The various professional registries and organizations mentioned are objectively described while the appendix lists the addresses of major groups so students might write for additional information. The section on interpersonal relationships contains interesting tips on how to maintain good working and yet professional relationships with other employees and persons, such as the physician, patient, and pathologist. In each case, illustrative situations are given. Responsibilities of the profession are outlined in several sample codes of ethics. The above sections should prove useful to the student who wishes to evaluate himself in terms of being compatible with expected professional goals and responsibilities.

The format of the volume will likely set the pace for other career volumes in the allied health career cluster. And such volumes would be highly desirable for medical career preparation programs. Few other paperbacks are avail-

able with so much concise information about the profession of medical technology.

Louis P. Mulé
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Related Fields

FOUNDATIONS OF BIOPHYSICS, by A. L. Stanford, Jr. 1975. Academic Press (111 Fifth Ave., New York 10003). 392 p. \$19.50 hardback.

Biophysics is traditionally an advanced topic of study for biologists and physicists. In the preface the author recommends this textbook as an introduction to biophysics at the earliest possible level in the student's education after he has completed calculus-based general physics courses.

The book is divided into three major segments. The first is devoted to biological principles usually covered in a general biology course and would be of little use for the biology student. The other two segments, covering biophysical studies of biological systems and

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biophysical techniques, are adequate condensations of topics receiving more extensive treatment in advanced biophysics textbooks. Inevitably, though, clarity is lost in the condensation, especially for biologists, who at this stage are less familiar with the physical principles. Although the author recommends the book for both biology and physics students, it is obviously written primarily for the physics student.

In general the illustrations are adequate, but some of the more complex drawings lack clarity. References at the end of each chapter and a glossary at the end of the book are helpful additions.

As an introductory book, it should be useful for physics students but not for biology students. It is likely that the excessive price may often prevent its adoption as a textbook for an introductory course.

Robert D. Allen
West Virginia University
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CONCISE COLOR ENCYCLOPEDIA, by Robin Kerrod. 1975. Thomas Y. Crowell Co. (666 Fifth Ave., New York 10019). 256 p. \$9.95.

The publisher's global assertion that this is a "fascinating source of scientific information which comprehensively describes and illustrates every imaginable scientific topic" is questionable. In spite of the book's seeming exhaustiveness, there are too many topics in the realm of science that are not treated; for example, biology as a field, chemistry as a topic, earth science as an entity, physics as a science, and zoology as a science. There are no references at all to natural history.

Because the author claims that the book is written for "readers looking for an introductory overview which provides its readers with a simple but never simplistic volume which explores in an orderly and easy-to-use format every aspect of the physical sciences," the title is misleading. The publishers have designated the book for "young readers." No attempt is made to define "young people," but the book may be useful for the later years of junior high and senior high school.

Probably the criticisms expressed here are only so important as the specificity of the use to which the encyclopedia is put. If it is used as a very general and introductory reference, it will probably

be helpful for students in the grades mentioned above. For senior high school, the book would be useful for those less able students enrolled in introductory courses.

Because the book covers such a broad spectrum of subjects, it is difficult to determine its accuracy over all subject areas. There is no indication that specific content was scrutinized by experts in the various fields represented by the table of contents. The format of the book and its illustrations (both black-and-white and colored) are attractive. Type is large and discussions are interestingly written. Subjects are covered in a conversational manner not typical of encyclopedias, a feature that might be a welcome change for the reader.

The book, as a conveyor of information, does not compare favorably with traditional encyclopedias. However, this may not have been its purpose. The volume is inexpensive compared to other reference works. Its greatest value may be as a shelf reference in a junior high or senior high school.

H. Seymour Fowler
Pennsylvania State University
University Park

Zoology

VERTEBRATES: A LABORATORY TEXT, ed. by Norman K. Wessells and Elizabeth M. Center. 2nd ed., 1975. William Kaufman, Inc. (One First St., Los Altos, Calif. 94022). 228 p. Price not given.

A publication with two editors, six authors, and one illustrator has either nine opportunities to confuse or nine opportunities to clarify an issue. In this laboratory textbook the latter route was taken; the publication is a cohesive well-structured document.

The authors of the book and the illustrator were all undergraduate students at the time of the writing and the editors their professors. This in itself is a fairly unusual arrangement and it worked well.

The book is fairly limited in its breadth of coverage but detailed in its depth. Four topics are covered: the lower chordates, the structure-function of the dogfish shark, the structure-function of the nervous system (dogfish and sheep), and structure-function of the cat. It is primarily a laboratory guide to dissections, but because some

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