

itely not for the high school or community college student or teacher who is not advanced in mathematics.

Elizabeth P. Nuckolls
West Los Angeles College
Culver City, California

PHYSICS FOR BIOLOGISTS, by George Duncan. 1975. John Wiley & Sons (605 Third Ave., New York 10016). 200 p. \$8.95 softback.

Although most biologists are well aware of the applicability of physics to many biological problems, few textbooks are available that clearly point out this relevance to undergraduates. In many cases biophysical concepts are not fully presented until graduate school. The author of *Physics for Biologists* is a biologist and has presented a textbook which, through the means of a series of specific applications, provides the student with a number of important concepts of physics.

The book includes ten chapters, three appendices, and a brief subject index. Chapters one and two present some basic concepts of physics including mechanical properties of matter, temperature and heat. Chapters three, four and five discuss concepts of fluids and gases, including pressure, flow, viscosity, and surface tension. Chapters six, seven, and eight discuss the concepts of sound and ultrasonics, optics and microscopy, and quantum optics. Chapter nine is a long chapter on electricity, followed by a discussion of radioactivity in chapter ten. Appendix I presents the International System of Units and Appendix II discusses vector algebra. The book includes numerous problems with answers provided in a third appendix. A number of highly useful diagrams, figures and photographs add to the value of the book.

Donald F. Logsdon, Jr.
USAF Environmental
Health Laboratory
McClellan Air Force Base, California

BEGINNING BIOCHEMISTRY, by William Berman. 2nd ed., 1976. Arco Publishing Co. (219 Park Avenue South, New York 10003). 157 p. \$2.25 softback.

The author has written a textbook to entice and challenge a young person's curiosity about the fascinating world of biochemistry. Berman has taken a complex scientific subject and put it within the intellectual grasp of many advanced or senior high school students of biology and chemistry. This book may also have impact upon high school teachers who are seeking new ways to

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present an interesting and challenging learning environment. The format of the text lies between traditional instructional textbooks and the newer programmed varieties.

Fifty percent of the material is devoted to background information about inorganic and carbon chemistry. The text discusses the structural organization of carbohydrates, lipids, proteins and nucleic acids. These macromolecules are also shown in relationship to cellular processes, especially the energy transducing activities of respiration and photosynthesis.

Perhaps the outstanding feature is the presentation of experiments and projects that are intended to enhance biochemical concepts and involve students in the joy of discovery. The most interesting experiments include water bombardment and solvation, osmosis and diffusion in live chick cells, caves gallstones and pH, and assay techniques for a lipase. Most students should find the investigations enjoyable and rewarding experiences.

I wish the author had given additional space to the biology of nucleic acids in the areas of replication, transcription and translation. Furthermore the author might better have shown the relation-

ship between biology and chemistry by including more cellular anatomy.

The print is easy to read. Illustrations are meaningful and well-suited to a beginning level. All high school teachers of biology should buy this book and place it where the fertile young mind may enjoy its challenges. In fairness to the author, many freshman college students would profit by pursuing the pages of this textbook.

Alan R. Orr
University of Northern Iowa
Cedar Falls

Television Programs

Check your local television listings for dates and time of the following October programs:

Nova

Death of a Disease—The exciting story of the worldwide battle against smallpox, an untreatable disease that has killed, blinded and scarred people over 2,000 years. (PBS)

Ninety Degrees Below—Why do hundreds of scientists from all over the world spend much of the year working