

section after having learned the background material in the first section. It becomes clear why the various vegetative formations are where they are and how the unique interactions occur within the formations. Each description of a formation includes a discussion of the human impact on that formation. Most of the photographs are clear and help the reader to visualize the vegetation types. Specific diagrams and maps based on the ones introduced and explained in the first section complete the descriptions of the eight formations. An appendix lists the corresponding common and species names used in section two.

Although the book is intended for college use, it would be a welcome supplement for a second year high school course in biology or ecology.

Ronald E. Charlton
Mt. Lebanon High School
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Educational and Professional Concerns

TEACHING SCHOOL: POINTS PICKED UP

by Eric W. Johnson. 1979. National Association of Independent Schools (4 Liberty Square, Boston, Massachusetts 02109). 219 p. \$8.95.

On the cover page, the subtitle "A book for anyone who is teaching, wants to teach, or knows a teacher," boldly stands out in yellow type on a black background. After reading the prescriptive twenty-five chapters, this "how-to-do-it" book left me with mixed emotions; for the book is as general as the subtitle...something for everyone! Chapter titles such as: "Order," "Discipline," and "Learning the Basics," reveal the authoritarian philosophy held by the author. The listings of "thou shalls" and "thou shall nots" are sprinkled with elements of behaviorism, authoritarianism, humanism, existentialism, and moralism. The

broad-based approach used by the author makes it difficult to determine the value of the book to the professional educator. The author states that he has read 200 books on teaching and that Abbie G. Hall's book, *Points Picked Up: One Hundred Hints in How to Manage School* (published in 1891) is a... "book full of good sense." The reader must judge if Johnson's newly synthesized litany is a book full of the same good sense.

Jon R. Hendrix
Ball State University
Muncie, Indiana

GETTING INTO MEDICAL SCHOOL

by Donald J. Solomon. 1979. W. B. Saunders Company (West Washington Square, Philadelphia 19105). 167 p. \$5.75.

Gaining entrance to an American medical school is a seriously competitive endeavor requiring exceptionally thorough preparation. This compact book is an invaluable resource for anyone whose career goal is the practice of medicine.

Donald Solomon, a medical student when he wrote the book, gives concrete advice about how to proceed each step of the way. He begins with the considerations that should go into the decision to become a pre-medical student. The various chapters cover topics such as what preparation is valuable in high school, courses to take in college, the importance of grades, extracurricular activities, the medical college entrance examination, filling out applications and where to send them, interviews, and many other preparatory aspects. The coverage is extremely thorough; nothing is omitted. The approach should encourage the determined individual who is willing to make a total commitment to pursuing medical school entrance, while discouraging the casually interested.

The book is written in an appealing style. Many touches of humor relieve the

seriousness of the topic and make for enjoyable reading. Two additional features are used to increase the reader's interest: a question-and-answer format, and liberal use of actual case histories to illustrate and reinforce the points made.

Finally, the three appendices complete this carefully researched resource by including a directory of U.S. medical school admissions offices, a list of pertinent medical associations, and a bibliography of books of interest to prospective medical students.

Because this is the only book that comprehensively covers this subject, it should be an important acquisition for high school and college libraries. It is a must for career counselors.

Betty Risley
University of Illinois at the
Medical Center
Chicago

Physiology and Anatomy

HUMAN FUNCTION: A LABORATORY MANUAL

by Michael E. Egan and J.P. McMillan. 1979. W.B. Saunders and Company (West Washington Square, Philadelphia 19105). 111 p. \$4.95.

Many physiology textbooks available do not have laboratory manuals. This lab manual is excellent for use with any physiology textbook selected by a teacher in senior high school or junior college.

The labs are practical, interesting, and not too difficult to perform. The lab manual begins with an overview of each of the human body systems. Each lab exercise has an informative introduction that may serve as a review of lecture or text material, clearly stated objectives, and explanations of the materials, methods and procedures. Also included are good discussion questions that involve application of the principles observed during the lab activity. Of particular aid to the instructor are the last pages

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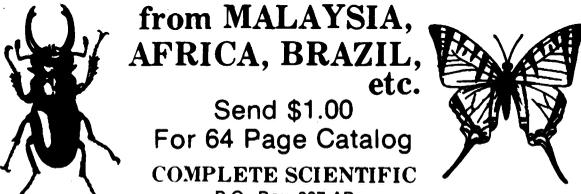
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in the manual that outline the material and equipment necessary for each lab and give instructions for the preparation of reagents and solutions needed.

Dorothy Chang-Van Horn
Venice High School and
Palms Science Center
Los Angeles, California

TEXTBOOK OF ANATOMY AND PHYSIOLOGY

by Catherine P. Anthony and Gary A. Thibodeau. 10th ed., 1979. The C.V. Mosby Company (11830 Westline Drive, St. Louis, Missouri 63141). 731 p. Price not given.

The tenth edition of Anthony and Thibodeau's book will certainly be welcomed by those who are already acquainted with previous editions of this basic anatomy and physiology text. Those involved in teaching an introductory human anatomy and physiology course will certainly want to consider this text. It is distinctly designed to teach rather than to serve as a reference source. It provides an interesting and thorough blend of morphology and function that has been flavored with information to interest students from nursing programs or other health-related fields. The text is rich with multi-colored diagrams often coupled with electron micrographs that provide the student with the opportunity to translate from an artists conception back to the "real world." This edition has included new units of material on basic chemistry, arthrology, and the immune system. The student is guided through the reading of each chapter by both preview outlines and summary outlines as well as thought-provoking review questions. The text is accompanied by a 38-page lab manual that also deserves attention.

Robert R. Jenkins
Ithaca College
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Related Fields

EINSTEIN'S UNIVERSE

by Nigel Calder. 1979. The Viking Press (625 Madison Avenue, New York 10022). 154 p. \$10.

The promise made by the prize-winning science writer in the subtitle to this book for the intelligent layperson is that in it relativity will be "made plain." The occasion is, of course, the 1979 centenary of Einstein's birth.

This is the latest in what has been a continuing stream of popular books claiming to strip relativity of its reputed recondite arcaneness, starting soon after the first announcement in 1905. Other authors—especially Gamow and Asimov, and even Einstein himself—have written accounts in non-technical terms that are not only technically correct but also readily comprehensible.

The special feature of Calder's slim volume is that it couples an exposition of the special and the general theories of relativity with contemporary scientific developments in which relativity plays an absolutely central role. Thus, the well-known slowing of a clock in motion is first illustrated by considering the special features of a black hole. Indeed, the book is as much about cosmology, space travel, and elementary particles as about relativity alone.

Does it work? Can a bright high-school student without formal training in physics make sense of it? In my opinion, the answer is a qualified "yes." The language is graphic, if at times overly precious. The analogies are apt. The logic is clear. And the excitement of present-day findings in astrophysics is well conveyed.

The book suffers from non-trivial defects, however. Calder eschews even the most primitive algebra and geometry, where their use could be especially helpful. Only two equations appear; one is the inevitable $E = mc^2$. Hasn't the time

arrived when simple quantitative reasoning ability can be expected of intelligent non-scientists? Science writers above all should not wear disdain for mathematics as a badge.

Moreover, Calder is inclined toward verbal overkill. The statement (page 60) that "Albert Einstein abolished the force of gravity" is clearly dramatic emphasis carried to a ridiculous extreme.

This British writer even stoops to a nasty ethnic slur. On page 96 a patently stupid procedure is dubbed "The Irish method of measuring the speed of light" and is imagined to be carried out by "Michael" and "Patrick." This is a despicable cheap shot.

In short, the book is good but unpleasantly flawed.

Richard T. Weidner
Rutgers University
New Brunswick, New Jersey

ASPECTS OF CHEMISTRY FOR HEALTH-RELATED SCIENCES

by Curtis T. Sears, Jr. and Conrad L. Stanitski. 1979. Prentice-Hall, Inc. (Englewood Cliffs, New Jersey 07632) 409 p. \$16.50.

The title of this textbook adequately expresses the intentions of the authors. As a modified version of a more comprehensive textbook, this volume is written for the one-term introductory chemistry course often taken by nursing, dental hygiene, mortuary science, and similar students. Basically it follows the progression from general to organic to biochemistry.

The authors do a commendable job of presenting chemistry in a workbook-like fashion. An idea is offered, data is shown and explained, and the student is given an exercise to perform with answers in the appendix. Common biological terms are used throughout, and relationships to health situations are often drawn. The authors speak freely to the student and a

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