The first four chapters deal generally with structure, function, reproduction, and the role of protozoa in ecosystems. The remaining thirteen chapters deal more specifically with the morphology, ultra-structure, biology, and ecology of particular protozoan groups. The classification keys at the beginning of the chapters may be used to identify the genus of organisms observed during laboratory experiments. The book is complete in detail and contains 600 illustrations. An excellent glossary is included, and each chapter ends with a list of references and recommended readings.

This book is appropriate for the current trend of the importance of protozoans in the ecosystem—as initiating food chains, indicators of water quality, and as parasites of humans and domesticated animals.

This book can be used by all levels of biology students from high school to the graduate student.

Ralph Kinkead
*GBG Salem Senior High*
*Greensburg, Pennsylvania*

## General Biology

BIOLOGY
by Irwin L. Slesnick, LeVon Balzer, Alan J. McCormack, David E. Newton, and Frederick A. Rasmussen. 1980. Scott, Foresman and Company (1900 East Lake Avenue, Glenview, Illinois 60025). 700 p. Price not given.

*Biology* is a textbook appropriate for the standard tenth grade offering. The publishers offer a teacher's addition, a laboratory manual, a teacher's edition of the laboratory manual, test materials (on duplicating masters), and study guides (also on duplicating masters). The materials are attractive, scientifically accurate, current, and clearly presented.

The content is fairly traditional with ten common units divided into twenty-seven chapters; each chapter is further divided into "lessons." Performance objectives are listed at the beginning of each chapter; these are translated into specific cognitive competencies.

There is attention to career education—mostly in terms of "professional" science. The activity approach is good in terms of its flexibility and its incorporation into the total presentation. Unfortunately most activities are fairly standard—designed to illustrate concepts and general information.

Although the authors suggest that most ideas are related to humans, this idea is not in as much evidence in the actual material as is desirable. The first nine chapters are fairly common topics in a general biology course, *i.e.*, scientific method, classification, cells, genetics, and evolution. The next section concentrates upon the five kingdoms of organisms—proceeding from simple to complex.

The pictures are exceptional; the questions and the attempt at *relating* chapters, lessons, activities, and extensions of the material are also exemplary.

The emphasis upon central concepts, traditional topics, the typical structures for such a course, is not a strength—except for those looking for a new text designed to update courses already described and in place in school programs.

Robert E. Yager
*University of Iowa*
*Iowa City*

PROBLEMS IN BIOLOGY: A BIOLOGY LABORATORY GUIDE
by Carol Knox and Katheryn Rowsey. 1980. The Independent School Press, Inc. (51 River Street, Wellesley Hills, Massachusetts 02181). 90 p. Price not given.

This laboratory manual for an introductory high school biology course includes thirty-five investigations in the major areas of biology with emphasis on the use of the scientific method. The manual is designed to be used with a student-made notebook and any textbook.

Most of the investigations are very traditional, but the manual also includes investigations on karyotypes and succession in a woodlot that are well-designed and unusual. The manual's best features include emphasis on student-developed reports, very good choice of investigations, and a section at the end of each lab called, "To Do If You Have Time and Interest."

However, its usefulness is limited by several factors. No information for teachers or teacher's guide is included. The total program is rather expensive as it includes dissection of a fetal pig, the use of two types of live vertebrates, and the dissection of photomicrographs. Several labs require access to outdoor areas. Students using the manual must be good readers and writers. Much of the organization and reporting is left to the student.

Two investigations require the use of live vertebrates: "Agonistic Behavior in Mice" and "Hibernation in Frogs." Neither requires injury to the animal, but the animal must be handled during the investigations and housed in the school. One of the weakest features is the drawings that accompany the directions. They