

GENERAL

ELEMENTS OF THE SCIENTIFIC PAPER: A STEP-BY-STEP GUIDE FOR STUDENTS AND PROFESSIONALS

by Michael J. Katz. 1985. Yale University Press (New Haven, CT). 142 p. \$20 hardback, \$6.95 softback.

Scientific papers form the "scaffolding of science," writes Katz. He has described this specialized form of writing in a fast-reading, compact book that should be useful to graduate students, young scientists, scientific editors, dissertation typists or anyone in need of a review of scientific style.

Katz, an assistant professor of development genetics and anatomy and of biometrics at Case Western Reserve University, Cleveland, Ohio, uses examples in biology to illustrate principles which are true for scientific papers in all the natural sciences.

In 20 short chapters, he treats each aspect of the scientific paper, from its purpose, place of publication, organization, language, discrete parts, figures, use of statistics and references, to rewriting and revision (computers, he writes, help overcome the inertia of rewriting and reworking). Katz includes information on the organization and a structure of seemingly small, but important items, such as the title (a source of "key words" for indexing) and acknowledgments (a historical statement of the author's scientific efforts).

Although the bulk of the book emphasizes the constraints on and the format of scientific writing, Katz concedes, "Writing is research; it is a process of discovery. Although you begin with a tentative outline, each scientific paper has a natural, logical structure that emanates from within and cannot be completely imposed from without."

In the chapter on language, Katz advises writers to: "Use simple, direct words, words with little emotional weight and clear meanings." His accompanying annotated list of 58 commonly misused words, for instance, includes distinctions between "parameter" and "variable," and among "inherent," "innate," "intrinsic" and "endogenous."

Nine appendices, of themselves a reason some may find the book useful, include a sample paper, a list of books for further reference, standard scientific abbreviations, the Greek alphabet, critical T values and

X² values, a random number table and a list of common nontechnical science words.

"Simplify and clarify," Katz writes, "and write a paper that is disarmingly straightforward and to the point." He has followed his own advice in constructing this particular piece in the scaffolding of science writing.

Jillyn Smith
Utah State University
Logan, UT 84322

SEX EDUCATION

Sex Education Pamphlets
Network Publications
(P.O. Box 8506 Santa Cruz, CA 95061).

TALKING WITH YOUR YOUNG CHILD ABOUT SEX

by Jane Hiatt. 1985. [7 p. \$.25]

It is quite amazing that a pamphlet this short can achieve so much. It is accurate, reassuring and complete. It acknowledges that parents will have different values and indicates how to teach within the context of these values. It delineates the kind of behaviors and questions which may be raised at different ages and stresses the importance of age-appropriate answers. It includes a bibliography for further reading for parents and of books appropriate for children.

TALKING WITH YOUR SON ABOUT BIRTH CONTROL

by Kay Clark. 1985. [7 p. \$.25]

This is an excellent pamphlet stressing the importance of boys knowing the risk of pregnancy and why birth control must be used. It discusses various methods and the value of a couple deciding together. The pamphlet is straightforward, stresses the advantages to discussing birth control before boys are sexually active and indicates how to provide information if you are unable to have an open discussion.

TALKING WITH YOUR DAUGHTER ABOUT HER FIRST PELVIC EXAM

by Mary Nelson. 1985. [8 p. \$.25]

This pamphlet is informative and accurate while gentle and reassuring in tone. It might more appropriately be titled "Your First Pelvic Exam" as it is as suitable for the patient as for the parent to whom it is addressed.

TALKING WITH YOUR PARTNER ABOUT BIRTH CONTROL

by Christina Waters. 1984. 4 p. \$.15.

This pamphlet honestly addresses both the importance and difficulty of talking about birth control with your partner before you have sex. Suggestions for making it easier (talking to a friend, seeking the advice of professionals at health care and birth control clinics) are mentioned although no specific information or references are included.

TALKING WITH YOUR PARTNER ABOUT HERPES

by Kay Clark. 1984. 7 p. \$.20.

Excellent in tone, this pamphlet is very supportive. Although it does refer to another pamphlet for information, it probably would have been wise to include some basic information on prevention of transmission, for instance.

TALKING WITH YOUR PARENTS ABOUT BIRTH CONTROL

by Jane Hiatt. 1983. 4 p. \$.15.

Although this pamphlet contains some good ideas, it does not seem to acknowledge the magnitude of the reactions that may take place. The problem is that most young people will not feel any need to bring this topic up until they are involved or soon to be involved in a sexual relationship. Most parents will assume this and the discussion will not really be about birth control but whether or not the parents feel their child is ready for sex. This pamphlet in no way prepares the young person for this likely scenario.

WHAT DO WE KNOW ABOUT AIDS?

revised edition by Mary Nelson
(original by Jory Post). 1985. 4 p. \$.15.

This is an excellent, clearly written, informative, realistic pamphlet on AIDS. It includes basic information, how to reduce the risk of getting AIDS and what is likely to happen in the future. It includes a Public Health Service hotline number for further information.

Judith Geller
Dalton Schools
NYC 10128