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# THE STUDY THIRD EDITION OF BIOLOGY



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The front and back covers show scanning electron microscope pictures of an egg laid by the silk moth Antheraea polyphemus. Front cover: High-magnification view of a cross section of a portion of the egg's surface. The structures protruding from the surface are called aeropyles. When submerged in water, these structures trap a layer, the equivalent of a large bubble, next to the egg's surface. Oxygen diffuses from the surrounding water into the bubble: from the bubble it diffuses into the egg to support respiration. Carbon dioxide, a waste product of respiration, passes from egg to bubble to water. Insert on back cover; Lowmagnification view of a whole egg. The surface is differentiated into three areas: a central smooth area containing the micropyle (a pore through which sperm enters), a surrounding rough layer exhibiting the aeropyles, and smooth sides. (Courtesy Gretchen Dane Mazur, Harvard University Biological Laboratories, and Ed Seling, Museum of Comparative Zoology, Scanning Electron Microscope Laboratory, Harvard University.)

The cell shown opposite the title page was infected with a tumor virus called polyoma. The virus caused the cell to undergo changes in both morphology and growth properties (a process called transformation) so that now it is more like a cancer cell than a normal cell. This particular cell is enormous relative to the surrounding cells. Such cells occur fairly frequently in this type of cell culture. The cell shown has rounded up in the early stages of cell division (mitosis). Originally the cell was spread out and covered the entire area. Then, as mitosis began, the cell cytoplasm withdrew, forming the rounded central ball and leaving behind the many fine "arms" seen in the picture. After dividing, the cell will respread as the cytoplasm flows back out into the "arms," again assuming a large, flat form. The other cells pictured are also polyoma-transformed 3T3 cells. The original line was derived from mouse embryos by Howard Green and George Todero. (Photo by Dr. Paul B. Bell, Jr., and Dr. Jean-Paul Revel, California Institute of Technology.)

This book is in the Addison-Wesley Series in Life Science

### Also by Baker and Allen:

A Course in Biology, Third Edition (1979) Hypothesis, Prediction and Implication in Biology (1968)

Matter, Energy and Life:

An Introduction for Biology Students, Third Edition (1974)

The Process of Biology, Primary Sources (1970)
The Study of Botany (coauthored with Preston Adams)
(1970)

The Study of Biology foreign-language editions

Spanish:

Biología e Investigación Científica

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Portuguese:

Estudo da Biología

Second Edition

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# **Preface**

In preparing the third edition of *The Study of Biology* we have incorporated many suggestions from both instructors and students at a variety of colleges and universities. This has resulted in extensive rewriting, the addition of new material to virtually every chapter, reorganization of previously existing material, and the addition of new chapters. We have made the third edition of *The Study of Biology* more comprehensive as well as more up-to-date than the previous versions.

New information has been added to the chapters on cellular biology and biochemistry, reflecting recent discoveries and new concepts regarding cell structure and function. Chapters on elementary chemistry and biochemistry have been added to assure that the student has review and reference material easily available. The present edition also contains more discussion of human biology, with entirely new chapters on human genetics, reproduction, development, and sexuality. In addition, throughout already existing chapters, new material has been added relating biological issues to medical and social concerns. Since much interest has been voiced in recent years over such biological and social issues as population control, heredity, race and I.Q., the XYY chromosome complement, environmental pollution, and the general social responsibility of scientists, we have included material on these and other controversial topics. Because these issues often have a political as well as a scientific side, the authors recognize that bias could color their presentation. However, since we usually find ourselves on different sides of the political, if not always the scientific, aspects of such issues, our presentations attempt to reflect both sides of these controversies, encouraging readers to come to their own conclusions. The organization has been changed, with the present 25 chapters grouped into six units: Biology and the Scientific Enterprise, The Structure and Function of Cells, The Structure and Function of Whole Organisms, Heredity and Development, Evolutionary Biology, and Population Biology. This unit organization has brought

together in a more cohesive way chapters that deal with related topics.

Organizational changes have also been made within chapters. First, the main body of the text has been made to read more smoothly by separating it from supplementary material such as analyses of critical experiments, historical vignettes, and discussions of significant biosocial problems. Such supplementary material appears in tinted boxes. This separation of relevant supplementary material will introduce topics of special interest without interrupting the flow of ideas being developed in the body of the text. Second, throughout each chapter we have set off important principles in prominent headlines, a technique which will ensure that the reader focuses clearly on the biological principles being emphasized. Third, each chapter ends with a summary that can be used for study and review.

Important changes in style have also been made. In keeping with the suggestions of many users, we have abandoned (except in Chapter 1) the device of setting off hypothetico-deductive statements by indentation. Although the older format was useful to some, many felt it became distracting and monotonous when carried through the entire text. To aid the student in reading and information retrieval, we have added numerous subheadings to the text.

Although there have been many alterations, deletions, and additions in this revision, the spirit and intent of the previous two editions has been preserved. Chapters 1 and 2 explain the important role of scientific methodology in devising and testing hypotheses. Throughout the book, experimental design and detail are included (frequently in supplementary boxes) so that the student can examine some of the evidence on which generalizations and explanations are based. One of the most important opportunities an introductory science course affords the student is the opportunity to learn to think critically. To this end we continue to stress "how we know what we know"—the process and method

of scientific investigation. This goal has been maintained even as we have made the book much more comprehensive in its content coverage. To aid the student in acquiring critical attitudes, many of the exercises at the end of the chapters are inquiry-based, challenging the student to interpret scientific data, draw conclusions, and choose between alternative hypotheses.

We have eliminated all vestiges of sexism that inadvertently appeared in previous editions. While such changes are subtle, they reflect evolving social values to which we wish to give full support.

In preparing the present edition we have had the help of a number of individuals. Attila O. Klein of Brandeis University thoroughly reviewed much of the material on chemistry, cell structure and function, plant physiology, and developmental biology. Richard Boohar of the University of Nebraska at Lincoln provided informative evaluation of the material on cell structure and function, plant anatomy and physiology, and genetics. Bert K. Whitten of Michigan Technological University and Jonathan C. Hake of the Group Health Hospital in Seattle, Washington, reviewed the chapters on animal structure and function and offered many useful suggestions. M. M. Green of the University of California at Davis was most helpful in his critique of the newly added material on human genetics. Alan Covich of Washington University in St. Louis played a major role in the extensive reviewing, revising, and rewriting of the chapter on ecology. Veda Andrus of Wesleyan University made many specific and helpful suggestions on the chapter dealing with human reproduction and development. Carol Lynch, also of Weslevan University, thoroughly read the chapters on behavior. Without the help of these subject matter experts, the preparation of much of the new material would have been more difficult and less successful. We have not always followed all the advice of these consultants, however, and the authors assume full responsibility for the content and approach selected.

In addition, a number of people have helped in reviewing older chapters for the rewriting process. Among these are Johns W. Hopkins III, David Polcianski, William H. Mason, Barry Mehler, and Marvin Natowicz. Susan Allen undertook the complex and sometimes frustrating job of organizing the permission materials for new photographs. Mike Veith prepared a number of glossy prints, and Josh Tolin helped track down sources of illustrations and assisted in preparation of the Glossary, as did Ruth Balluff of Virginia. Linda Hassell undertook the detailed and tedious task of preparing the index.

Middletown, Connecticut St. Louis, Missouri J.J.W.B. G.E.A.

January, 1977

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