

Dussart, G.: **Biosciences on the Internet**. – John Wiley & Sons, Chichester 2002. ISBN 0-471 49842 4. 326 pp., € 21.50, SFr 51.50, GBP 12.99, USD 25.00 (paperback).

At present it is difficult to work in science without using internet at least for the e-mail correspondence. The reviewed book was prepared as a guide for senior secondary school students and first year undergraduates, but no doubt even old scientists may use it to learn principles and praxis that did not exist in their student years.

The Introduction explains what is internet, its history (interesting chronology in Fig. I.13), principles, and basic terminology. Part 1 (Teaching and learning in relation to internet) contains nine chapters. Chapter 1 explains internet use in learning and deals with questions such as what to print and keep, how to save time and money, how to use cheat sites, manage files, identify the invalid, deal with viruses, *etc.* Chapter 2 is on getting access to the internet, connecting up *via* intranet, explains service providers, browsers, *etc.* It shows how to start searching and avoid distractions, preserve addresses, or what to do with error messages. Chapter 3 gives citation guidelines for the use of internet materials by students (references, citations, copyright and plagiarism). Chapter 4 shows how to evaluate software and web sites and which web sites are academically reliable (scientific journals, museums, learned societies, bibliographic on-line services, *etc.*). Next chapter presents types of search engines, the logic of a search, how to analyse the results of search, and what problems may arise. Chapter 6 deals with e-mail, contacting experts, with newsgroups, mailing lists, group discussions, *etc.* Chapter 7 is entitled “Approaches to preparing a bioscience assignment”: it shows also how to write an essay, a practical report, or prepare an oral presentation or a poster. Chapter 8 deals with pinching mate-

rials (images, web pages, *etc.*) from the web, and the last chapter of the first part lists websites that present the work of students.

Part 2 of the book gives six examples of searches. The topics are: Microbes. University web sites. The wreck of the tanker *Sea Empress*. Mad cow disease. Bioscience shopping (the example shows how to buy a model dinosaur skull). Whaling – freedom of enquiry. Searching *via* research groups.

Part 3 consists of three chapters. In the first of them an eclectic list of web sites brings information for 16-18-year-old students dealing with various fields of biology, with attached explanation what material each of the given sites presents (*e.g.* 5 web sites in biotechnology, 6 in chemistry for biologists, 18 in environment topics, *etc.*). Next chapter lists web sites for the school syllabus useful for students grouped from less than 11 years to more than 21 years. The final chapter gives conclusions. The appendix contains basic information on getting the computer going (hardware, software). The glossary brings explanation of all necessary terms. Supplemented are also references to main literature and a subject index.

The author of the book is an ecologist, hence these examples prevail, but this does not lower the value of the text. I was pleased to find here problems with the newest versions of Windows I also have and learn what the Boolean searching is. Photosynthesis is mentioned on p. 110, stomatal control on p. 111. There are many illustrations that help understand the explanations, even if they are always clearly put. The book is certainly very useful for both students and teachers.

Z. ŠESTÁK (Praha)