BOOKS

which comes from genetics and evolution: It is just geometry.

Reading these two books stimulates reflection and raises questions: What is symmetry? Is a square more symmetric that a pentagon? (We learn that the mathematical answer is no.) Why are natural constructions so symmetric, but nevertheless often depart from exact symmetry? All these questions are good reasons to read with pleasure these two books.

But the repetition of the same points in different parts of the two books is sometimes boring. For example, the affirmation that researchers have determined that the proportions of the human body "can be" related to the golden mean, even if supported by the Leonardo da Vinci drawing, appears several times. Once would have been sufficient, and the statement should have been analyzed in philosophical terms. To be provocative, I am sure that there is to be found among all pigs one that can be inserted in a golden triangle. It is not always clear whether an author is explaining a theory or agreeing with and supporting the theory. This is the case with Jay Kapproff's article on mystic theories on the golden mean. Therefore, these two books, while stimulating, should be read with a critical mind.

Pickover gives a very nice quotation from the English mathematician Godfrey Harold Hardy that emphasizes the spirit of these books: "A mathematician, like a painter or a poet, is a master of pattern."

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Introducing Einstein's Relativity

R. A. d'Inverno

Oxford U. P., 1992. 383 pp. \$39.95 pb ISBN 0-19-859686-3

The author of a textbook is faced with many decisions. Among the most important are how much of the subject to cover and what level and depth of discussion to use. Unconscious constraints generated by the source of the material and by personal attitudes affect these decisions. The important constraints of Introducing Einstein's Relativity are its origin in printed notes prepared by Ray d'Inverno for his students in a course on special and general relativity (and applications of the latter) and his view that the material must be acquired by the student rather than taught by the teacher.



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The target audience for the book is the advanced undergraduate or beginning graduate student. The material is presented rather tersely; there are few extended discussions. The structure is that of an expanded outline. For instance, in chapter 4 on relativistic mechanics, the part on special relativity is allotted nine pages. The range of topics is determined by d'Inverno's intent that the student "gain insight into, and confidence in handling, the basic equations of the theory" and acquire the basis for discussions of "black holes, gravitational waves and cosmology. The aim is worthwhile and largely achieved; the foundation is suitable to the intended superstructure.

Chapter 1 is an overview that provides a rationale for the structure of the book and advice to the prospective student; it is a valuable orientation. The first part, Special Relativity, presents the usual discussion of the kinematic foundations and the consequent mechanics. In the next part, the purely mathematical armament required for the general theory is presented. In deference to the probable lack of sophisticated background of most of the students, the treatment is the conventional tensor approach. There is only a brief mention of the more modern coordinatefree technique. The third part deals with the basic theory of general relativity. The choice of material is traditional and an incomplete list runs from "the principles of general relativity" through, among other topics, "general relativity from a variational principle" and "the structure of the field equations" to "the Schwarz-schild solution" and "experimental tests of general relativity." The next three parts on black holes, gravitational waves and cosmology, respectively, are the ultimate structures for which the first 3 parts are the foundation.

The book has important strengths. There is a large collection of problems (with answers) and an extensive bibliography. treatment is lucid, well-focused and more complete than one might expect of an introductory text. Many topics that are not usually found in an introductory text are included, if briefly. Among these are Penrose diagrams and conformal treatment of infinity, the Hawking effect, colliding gravitational waves, news and mass loss, Petrov classification, the missing mass problem, and the anthropic principle.

The brevity of the discussion places a heavy burden on both teacher and student. The teacher will have to be an aggressive, inspiring "resource person." Students will find it necessary to consult other texts with fuller treatment. This is d'Inverno's intent and undoubtedly motivated the bibliography of texts and monographs as well as the collection of problems and answers. Many of the problems are intended to induce the student to complete some of the discussion in the text.

There are several objectionable features. In the table accompanying the section on acceleration in special relativity, the entry for general relativity requires clarification. In the absence of any "absolute" element (in the sense of J. L. Anderson, Principles of Relativity Physics (Academic P., New York, 1967)) in the theory of general relativity it is not clear what the term "relative" means. In the section on cosmology, the diagrams for those Friedmann models in which the scale factor R approaches zero do not show properly that R becomes infinite in that limit.

In the hands of a dedicated teacher able to inspire his or her students, the text could be very successful.

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