an excellent stimulus for more extensive reading of the popular literature of science by pupils in junior and senior high schools.

The twenty-two selections appear to have been carefully selected. They are non-technical and they cover a wide range of interest. Eight of them deal with plants and animals, six with the physical world, three with health and six with laboratory experiments. They seem to the reviewer to be within the range of comprehension of average ninth grade pupils.

ELWOOD D. HEISS

DAVIS, WATSON, Editor. *The Advance of Science.* New York: Doubleday, Doran & Company, Inc. 1934. 400 pp.

Slow as scientific progress seems at times, it is possible to see year by year an increase in our knowledge of mankind.

It is the purpose of this book to outline the extent to which that knowledge has now advanced in each of the major fields of scientific endeavor. A bird's-eye view of the frontiers reached by man, a view wherein man sees each part of the advance of science in relation to every other part, may fulfill a useful purpose in a world of much confusion.

The book does not pretend to be exhaustive, nor does it pretend to fulfill the needs of the specialist. It is for the layman who is interested in the latest scientific achievements and who wants to be told in his own terms just what has been accomplished.

Science has been hailed both as the savior of mankind and as the monster that is about to devour him. Its implications cannot be ignored whether man fosters or fears it. The limits of human knowledge are expanding daily toward a newer life which is and will be just as different from ours as ours is from yesterday's. What lies beyond is not certain. It is for us to study these facts and to weigh the consequences.

Is the world shrivelling up beneath our feet? How cold is "Absolutely without Heat?" Is there an undiscovered planet? Are stratosphere flights anything more than interesting stunts? Will the use of gas in the next war destroy humanity? Will insects conquer man? Why isn't television here? Will the split atom throw everyone out of work? Has a cure for dread cancer been found? How old is man? These and many other questions are here answered interestingly and clearly.

LEWIS R. HASTIE

BIOLOGICAL ABSTRACTS AND THE SECONDARY SCHOOLS

During the last decade we have seen the world at large and the United States in particular grow increasingly "science conscious." This gradual and subtle change has become a part of everyday life and thought. Even yet, however, science does not attain the position of prominence merited by its great importance to civilization today. And this situation remains in spite of the increased science consciousness together with better and more accurate reporting by the newspapers and periodicals of today. Certain agencies, as Science Service, have provided effective, accurate and popular accounts of the important developments in many of the fields of science. It is to be hoped that these and other agencies as *Biological Abstracts,* will operate, as Barss and Rand* so aptly expressed it,

* H. P. Barss and Frederick V. Rand. *Biological Abstracts and Science Teaching.* School and Society 48: 182–183. August 6, 1938.

"to inspire in the oncoming generation a saner attitude toward policies that are soundly in the interest of human welfare, and to insure a more energetic participation in the social, economic and political activities necessary to carry them into effect."

Biological Abstracts was founded in 1926 and was published for eleven years largely through the support of a generous foundation. Beginning with Volume 12 the journal was placed upon an entirely self supporting basis. Publication during 1938 was possible chiefly through the willing cooperation of the college and university educational institutions that subsidized the journal. Beginning with 1939 the subsidy was abandoned and the subscription price to the complete volume and index was reduced to $25. It was also decided to split Biological Abstracts up into sections as follows:

Section A—*Abstracts of General Biology* to include General Biology, Biography-History, Bibliography, Evolution, Cytology, Genetics, Biometry, and Ecology; price $4.

Section B—*Abstracts of Experimental Animal Biology* to include Animal Physiology, Ecology, Nutrition, Pharmacology, Pathology, Anatomy, Physical Anthropology, Embryology, and Animal Production; $9.

Section C—*Abstracts of Microbiology and Parasitology* to include Immunology, Bacteriology, Viruses, Parasitology, Protozoology, and Helminthology; $5.

Section D—*Abstracts of Plant Sciences* to include Phytopathology, Plant Physiology, Ecology, Plant Anatomy, Paleobotany, Systematic Botany, Agronomy, Horticulture, Forestry, Pharmacognosy and Pharmaceutical Botany; $6.

Section E—*Abstracts of Animal Sciences* to include Paleozoology, Parasitology, Protozoology, Helminthology, Systematic Zoology, Ecology, and Economic Entomology; $6.**

This is mentioned because it is believed that many of the members of the National Association of Biological Teachers are not familiar with the opportunities offered biologists in this abstracting service. Such a service is of particular interest when it is realized how intimate is the relationship of biology to humanity and to a study of the forces of nature and their effects.

Biological Abstracts may of course be utilized in a number of different ways. It may be the means of helping keep the teacher abreast of his particular field by bringing him prompt notice and a digest of research and other publications. Also, the teaching biologist may elect to use it as the source of brief reports dealing with "current events in the program of biological research. Barss and Rand* made this point very effectively when they wrote:

"Covering the wide scope that it does, including all branches of the life sciences and their applications to such fields as human health and disease, vitamins, plant breeding, forestry, horticulture, agronomy, plant and animal physiology, nutrition and pathology, entomology, bacteriology and parasitology, *Biological Abstracts* would appear to lend itself more effectively for this type of educational method than any other available publication within the reach of school libraries."

It is hoped that the above discussion may be useful in pointing out what is believed to be a comparatively new aid to the teaching biologist and one that will prove to be increasingly useful in the years that lie ahead.

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** *Biological Abstracts*—Editorial and Business Office, University of Pennsylvania, Philadelphia, Pa.