

aromatic flavoring for gravies; garnish for salads; pungent scents to preserves and a spicy tang to summer drinks. Prepared herbs are obtained from various parts of plants including dried flowers and leaves, young shoots or bulbous roots, and one or two from bark and twigs. Some herbs listed in your seed catalogues are camomile, thyme, hoarhound, lemon and rose geranium, chives, parsley, Hamburg turnip, Rosemary, rue, and Tarragon "Epicure."

In conclusion, the food problem will be one of the factors in winning the war and some state in writing the peace. Be judicious about the projects. Utilize waste or idle land in place of plowing and digging up existing beautified landscaped areas which are just as essential to morale. Use seed judiciously, buying the quantity which has been computed previously as being sufficient for your needs. Substitute some other variety if a specific variety is scarce or difficult to obtain, even substitute other vegetables if you have difficulty obtaining certain seed varieties. The biology teacher must remember that even if he does not have actual gardening experience there are still numerous ways he can be of assistance in the movement.

M. C. LICHTENWALTER,
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THIS DEFENSE ISSUE

The original dummy for this issue consisted of a few hurried penciled scrawls on the back of a used envelope, fished from my pocket, together with a sheet of Dallas hotel stationery. They are here beside me now serving as a final check on the progress of our thinking regarding the plans for the issue. These notes were made at the annual meeting held on the eve of this year. One by

one we were becoming nervously apprehensive, as we individually were recovering from the numbing shock of Pearl Harbor, anxious that something be done. We were all of the opinion that THE AMERICAN BIOLOGY TEACHER should have a Defense Issue.

A year prior to this meeting I had asked to be relieved of the duties of associate editorship. My request was granted but kindness kept my memory green honoring me with an Advisory Staff membership. Now a year later your new editor, Mr. John Breukelman, exercising his prerogative, asked if I would aid with the defense issue. Our immediate problem was to get such an issue out before the end of the spring school term—permitting it to do some effective good.

The response from the editorial membership was splendid. I am sorry that I was unable to answer each member as soon as his communication was received. The time was short; there was only a period of six weeks to make our contacts, secure our copy and go to press. There was no time to polish off a planned and well-organized issue. We took pot luck. Time would not permit us to proceed in any other manner. However we have a good cross-section of what is possible in this war effort. It may not be as detailed nor complete as it might have been. More time might have permitted different balance. The end of this emergency is not in sight and there is yet room for subsequent articles and material on biology and national defense. Give editor Breukelman your support.

In conclusion I wish to thank the editorial staff for their excellent support and cooperation. Each contributor also deserves special praise for his consent to work under pressure. Readers should remember that contributors, staff members and officers work without pay. We

have a nonprofit organization—you may help by giving the journal its support.

M. C. LICHTENWALTER,
*Guest Editor National Defense Issue
and Advisory Staff Member.*

WHAT CAN WE DO?

In this period of grave national crisis many patriotic citizens feel distress at their inability to discover ways in which they can be of service. From the standpoint of biology teachers, *THE AMERICAN BIOLOGY TEACHER* is trying to present in this issue some things we can do and some ways in which we can do them. The suggestions come from a variety of sources, not just from biology teachers, but from the pupils, as well as research biologists and state and federal health services—all of them indicating ways in which biology and biology teachers are helping and can help to make the United States of America worthy of her heritage.

Biology classes are logical centers for the study of such fundamental aspects of our national strength as first aid, personal and public hygiene, sanitation, prevention of infectious disease, vitamins and their associated diseases, the preparation, storage, transportation and conservation of food, healthful diet in the face of rising costs and shortages of certain foodstuffs, Victory Gardens, efficient growth of food crops, improved animal husbandry, crop substitutes, insect control, and many other kindred subjects that are of immediate importance.

Taking a somewhat longer view the biology teacher sees the responsibility that may be his in helping our people to distinguish between righteous anger and blind hatred. A study of the biology of the human species can do much to help in the efforts to carry this war

to a victorious conclusion without the hatreds which will interfere so seriously with the difficult task of post-war reconstruction.

This is a special issue in the sense that we concentrate on the theme of National Defense. We shall of course continue to devote much space to what is uppermost in our minds and hearts—helping to build a strong America. In this number we are only scratching the surface. For future issues we welcome contributions in all of the above subjects, as well as many others not mentioned but perhaps equally fundamental. They may be in any form—articles, news notes, editorial comments, addresses or abstracts of addresses, summaries of local programs, symposium reports, letters.

Thanks are due Mr. M. C. Lichtenwalter for the manner in which he handled the task of getting material for this issue, and to the contributors for their promptness and their cooperation in working under time pressure. Most of our readers probably do not realize that such a magazine as this must always be in preparation several weeks ahead. For example, the manuscripts in this number went to the printer on February 24; many of them were in the editor's hands by the 10th.

JOHN BREUKELMAN.

OUR ROLE IN A NATIONAL HEALTH PROGRAM

The National emergency now confronting us has made health protection doubly urgent, in fact imperative. What are we doing to help this important problem?

The biology teacher over the years has had a wonderful opportunity to educate the future adult citizenry to be health-conscious. It is through this channel that parents and future par-