

problem approach to these activities, or to provide for individual differences by including activities of different levels of difficulty. There are no summaries, nor suggestion to help the pupils make their own. A short bibliography accompanies each unit.

In addition to the basic terms defined within the body of the text itself, there is a pronouncing glossary of additional words. The index and table of contents are both very complete and a *Studies and Activities Workbook* by Day and Ritchie supplement the work. This book parallels the text and is substantially filled with diagrams, multiple-choice, fill-in questions, and additional activities. It is a perishable text.

Psychological Soundness: As both the title and the author state, this is a book which is designed to meet the needs of the pupil in his everyday life. Psychologically speaking, the size alone is enough to discourage even an ambitious biology student from using it to its best advantage. In the main, the organization is by principles with concrete studies of both the type and group illustrations of the principles. I find this book a bee-hive of information although I do not see how the units are divided into principles with such titles as Unit 19, "Life in the Sea," or Unit 9, "The Cold-blooded Vertebrates." The author himself states "The units are in the main independent of each other and after the course is under way they can be taken up in practically any order." This clearly demonstrates the lack of unity of the book but it does possess a well-developed problem presentation of the subject matter.

Unit 1, "Why We Study Biology," presents a superb piece of work on the scientific method, its characteristics and its value in modern life. *Every* biology teacher ought to read and incorporate some of that material in his or her teaching.

ALAN A. NATHANS, (Chairman)
ALFRED NOVAK, Illinois
MARION RICHTER, New York
MILLIARD BOSWORTH, Vermont

BUSH, GEORGE L. *Science Education in Consumer Education*. Bureau of Publications, Teachers College, Columbia University. New York. x + 228 pp. 1941. \$2.35.

This book points out the need for greater consumer education and places special emphasis on the opportunity and responsibility of science teachers in meeting this present-day need. The book is written primarily for teachers of the natural sciences.

As stated in the preface the book has the following four major aims:

1. It is intended to be persuasive in encouraging science teachers to give serious

thought to the urgent need for consumer education and to the part that science education may have in meeting this need.

2. It is intended to be helpful to science teachers who accept responsibility offered by this consumer education need.

3. It is intended to be corrective with respect to the nature of much of the consumer education now being offered.

4. It is intended to be hopeful rather than pessimistic as it reviews progress recently made and looks forward to the possible accomplishments of science in consumer education.

The author has in a masterful way accomplished the aims he set forth in this book. He has been most careful to present both points of view on questions which may be controversial. The book is organized into eleven chapters. The first tells of the great need for consumer education. The next four chapters are critical appraisals of: Books, Federal Government Agencies, Private Testing and Rating Agencies and Professional Associations and Related Sources of consumer information. The next four chapters present illustrative consumer education subject material for Natural Science Courses. Materials for Foods and Health, Clothing, Purchase and Rent of Shelter and a Variety of Suggestions are the topics discussed. The tenth chapter discusses the problems arising from curricular emphasis on Consumer Education. The last chapter, *Broader Horizons*, is an interesting one, for in it the author has ably summed up the work thus far accomplished in consumer education and also gives an optimistic report on what the possibilities can be for the future in consumer education.

For teachers interested in consumer education this book should prove to be most valuable. The suggestions are practical and the sources of information are extensive enough to meet the needs of high school teachers. It is a book that every progressive teacher in the natural sciences should have in his library.

MELVIN A. HINTZ

DRIVER, ERNEST C. *Name That Animal*. Published by the author, 119 Prospect Street, Northampton, Mass., 527 pp. illus. 1942. \$5.00.

This book, "designed especially for courses in field zoology, for biological field stations, and for the interested camper or hiker," contains identification keys to all the major groups of land and fresh-water animals, except birds. Most of the invertebrates, except insects and arachnids, are keyed to genera; most of the vertebrates to species. Each