

A review of appropriations and activities, with particular emphasis on post-war reconstruction.

GREGG, CLIFFORD C. *Annual Report*. Chicago Natural History Museum. 140 pp. illus. \$1.00. 1947.

Memorials to Albert H. Sprague and Silas H. Strawn, long-time trustees of the Museum, descriptions of accessions, new exhibits and installations, expeditions, research and special activities of each department, financial statement, attendance statistics, membership list.

DAHLGREN, B. E. *Tropical and Subtropical Fruits*. Chicago Natural History Museum, Popular Series, Botany, No. 26. 72 pp. illus. 50¢. 1947.

A brief, well-illustrated, descriptive booklet including more than 60 types of Old World and New World tropical fruits, with scientific names and also vernacular names, the latter being in several languages if the fruit is one of wide distribution. Many of the fruits are totally unfamiliar to Americans, but with airplane transportation of perishable foods, more tropical fruits may be expected to reach the tables of distant lands. Most of the fruits are on display among the exhibits of the Museum.

DALKE, PAUL D., LEOPOLD, A. STARKER, and SPENCER, DAVID L. *Wild Turkey in Missouri*. Technical Bulletin No. 1, Conservation Commission, State of Missouri. 86 pp. illus. 1946.

Excellent illustrated concise treatise on the present status of the turkey in the state, its ecological relationships and its management. Many highly informational tables and graphs, as well as line drawings and photographs.

Books

DEAN, F. W. and CHADWICK, L. C. *Ohio Trees*. Bulletin 47. Agricultural Extension Service, The Ohio State University, Columbus 10, Ohio. 127 pp. illus. Revised 1946. Paper binding. 25 cents.

The pamphlet contains an easy key, mostly of vegetative characters, for the identification of trees in Ohio. Since 157 species are

included, the key will be of use in surrounding states. For each species there is a description, a statement of its utility, its distribution in Ohio, and frequently a pen sketch of the leaf, twig, and fruit.

ROBERT C. MCCAFFERTY,
Central High School,
Wadsworth, Ohio

MESSER, HAROLD M. *An Introduction to Vertebrate Anatomy*. Revised ed. The Macmillan Company, New York. xii + 475 pp. illus. 1947. \$4.75.

This one-semester college course in vertebrate anatomy is designed to meet the needs of pre-professional students and biology majors. The comparative study is based on systems rather than types. A brief review of taxonomy and early vertebrate development leads into the detailed study of the origin of each system including the embryology with a comparison of early forms in similar stages of development, anatomical structures typical of each form, and the specific functions of each system, and concludes with a summary at the end of each chapter. A short bibliography and a glossary serve as aids to the students.

In the revised edition each system has been reviewed in the light of recent discoveries and such information included as to make it an interesting and stimulating college textbook.

GRUENBERG, BENJAMIN C., SNYDER, EMILY EVELETH, MILLER, JESSE V. *A Workbook for Students of Biology*. 1st ed. Ginn and Company, Boston. iv + 266 pp. illus. 1946.

This workbook is designed to suggest various projects on the nature and functions of plants and animals and to guide students in working them out. It is based on eight units of work divided into thirty-two chapters which may be undertaken as parts of group experience or as individual study. Space is provided for experiments, diagrams, answers to questions and recording of student observations. Specific references to eleven textbooks are listed at the beginning of each unit and additional questions and suggestions provided at the end. A series of multiple-choice tests in separate packets provides a constant check to aid in early elimination of errors.

The range of experiments is wide and the approach is based on scientific attitudes toward planned experience which should make it readily adaptable to varied courses of study.

RUTH A. DODGE

HOFF, ARTHUR G. *Secondary-School Science Teaching*. The Blakiston Co., Philadelphia. xi + 303 pp. 1947. \$3.75.

This well-written new book on the techniques and principles of science teaching is divided into five units as follows: *The Mission of Science in Education* (three chapters), *The Content of Science in the Secondary School* (three chapters), *The Function of Method in Science Teaching* (three chapters),

Specific Techniques in Teaching Science (four chapters), *Supplementary Factors in Science Teaching* (four chapters). The appendix includes sample tests, a unit in biology, a unit in chemistry and a list of equipment for general science. The book is carefully outlined and arranged for easy reading and reference. The writing is concise and practical; it is obviously the outgrowth of a long period of successful experience. It should help the beginning teacher to get his feet on the ground, because it follows through—it is not just a handbook of various methods. Many biology teachers will perhaps be disappointed to find the book written largely in terms of the physical sciences; e.g., in the treatment of field trips the biology trip is left

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