

seven used them and "bacteria" incorrectly.

STATEMENT SUMMARY BY NUMBER

Pupils	Statements
1	10
2	7
2	6
8	4
1	3
2	2
27	5 (as required)

STATEMENT SUMMARY BY GRADING

Pupils	Grade
7	Very Good
14	Good
16	Fair
5	Poor and Unacceptable

In conclusion may it not be said that we teach, in part, that information may be gained and a generous percentage kept? Does a pattern of retention evolve which would hold for an entire group year in and year out? The wide variety of facts which these eighty-two youth recalled concerning plants indicates that there was considerable catholicity of interest. Yet some uniformity emerges.

An association had been made by contrast. Plants either were or were not, did or didn't, had or hadn't certain likeness, abilities, features. Nor was it wholly the facts that were seen which made an impression. Processes of food-making, reproduction and nutrition stand high in the listings along with anatomical characters, if they do not actually over-shadow them. The importance to the world of plant life was stressed as it was believed a subject otherwise of lesser appeal might gain attention from that approach. Once the role of photosynthesis and chlorophyll was visualized it was not lost from consciousness. And it is very likely that

an appreciation and understanding of the place of plants in the world was, for these particular young people, somewhat enhanced.

BOOKS

MITCHELL, PHILIP H. *A Textbook of General Physiology*. 4th ed. McGraw-Hill Book Company, New York. 927 pp. illus. 1948. \$7.50.

This rather detailed review of a well-known text will be welcomed by the many friends of the previous editions. The basic plan and the attitudes of the book remain as they were. It still builds up to and around human physiology as the central area of emphasis. The chemical foundation of physiology, both general and human, has been given an even larger place than before. The book starts with the fundamentals of life reactions and reacting systems, then treats the chemical and physical features of protoplasm and of organisms, follows with discussions of diffusion, osmosis and the changes depending largely on these, and finally, treats digestion, circulation and the other body functions. As in the previous editions reproduction has been omitted except for incidental mention here and there.

There are twenty-six chapters, which fit into each other so as to give the book unusual continuity without making actual references from one chapter to another. The illustrations and tables are carefully done and well selected. The index is comprehensive and so arranged that almost any topic or technical term is easy to find. The reference lists at the ends of the chapters are more extensive than is usual in a textbook. The paper, typography and arrangement make for ready reading. All in all, this is an excellent book for the high school or college teacher, the college student, and the unusually able or especially interested high school student. It should be available on the library shelves wherever biology is taught.

NESBIT, PAUL W. and JEWELL W. NESBIT. *Instructive Nature Games*. Published by the author, Estes Park, Colorado. 36 pp. illus. 1947. 75¢.