

The above experiment can be readily set up with a minimum amount of material. It can serve as a dynamic example of hydroponics, the importance of trace elements, and even the role of various chemicals in plant metabolism.

## A *YOUR* MAN TEACHES BIOLOGY

The word *the* occurs with considerable frequency in the language of most English-speaking persons. Mr. B. has lost the word from his vocabulary. Mr. B. is my cadet teacher this year, but next year he will have a position of his own. Perhaps the case is similar to that of Van Dyke's character. The result is Mr. B.'s case is not so pathetic; that is, not to Mr. B. But to the students the effect is at times amusing, at times confusing, at times embarrassing. After several yards and rods of omissions, the matter becomes exasperating.

It isn't, I suppose, that we care so greatly for a *the*. Like air, we do not miss it until it is cut off. At first when there is still oxygen, but less oxygen, we get along very well. It is only when someone presses his hand against *your* throat that you struggle for air. (I intentionally use *your* here.)

This *your* man makes me writhe. As I have said, he has no *the* in his vocabulary. Perhaps to him the word *your* seems warm, and bold, and intimate. So it often turns out, for Mr. B. teaches biology. He explains, "*Your* pine tree has *your* excurrent shape, for *your* trunk is straight and *your* limbs branch at right angles." Later, he picks up a pine cone and explains, "*Your* ovaries are placed here on *your* scales." He discusses Conservations as follows: "*Your* trees help to conserve *your* water. They aid in lowering *your* temperature by increasing *your* evaporation." And more and more of this . . .

I wish Mr. B. taught Finance!

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**Elementary science teachers** could do well to try some or all of the following: have an abundance of house plants in the class room; encourage pupils to bring in specimens of insects, flowers, and leaves; have pupils examine seeds, for food storage areas and embryos; make collections of common local fauna and flora; make leaf scatter-prints for special displays; grow seedlings in glass jars against moist blotting paper; plant a small spring garden. Many of the specimens can be used to start a class

museum, on a shelf in the room, a window sill, or in a cabinet. **Elementary science teachers** could do well to make a seed collection of plants grown in the area. They should be air-dried first. After seeds are dry, they may be stored in any type container. An attractive label for each type is essential. Seeds should not be subjected to extremes of temperature, if they are to germinate later.

## *Books For Busy Biologists*

KINSEY, ALFRED C., POMEROY, W. B., MARTIN, C. E., GEBHARD, P. H., and ASSOCIATES. *Sexual Behavior in the Human Female*. W. B. Saunders Co., Philadelphia, Pa. 842 pp. 151 charts. 179 tables. illus. 1953. \$8.00.

This much-publicized report on female sex life by a capable, courageous, authoritative, persistent, and thorough research and teaching biologist and his associates is disappointing scientifically in many ways. Dr. Kinsey, senior author, seems surprised over some of the data obtained, and not at all certain that the 5940 highly selected and often atypical females, whose interviews were used, represent a valid cross-section of American women. His conclusions occasionally seem drawn from personal opinions rather than strictly from the data obtained, and the book clearly does not attain the scientific stature of his previous report on American men. It is, however, an excellent treatise on the biological aspects of human sex life and its mammalian origins. The book should prove a valuable aid to teachers, parents, and counselors in developing a better understanding of the biological backgrounds and significance of many sex or sex-associated problems among young people today, and in dealing with young people's problems in general; also in dispelling many misconceptions about the sex life of humans with at least the nearest to the truth obtained by anyone thus far.

### THE EDITOR-IN-CHIEF

KASTON, B. J. *How To Know The Spiders*. 1st ed. Wm. C. Brown Company, Dubuque, Iowa. vi + 220 pp. illus. 1953. \$2.25.

Including sections on collecting, preserving and studying spiders, and a selected bibliography, this beautifully illustrated book considers 40 families, 190 genera, and 271 species of spiders. The large family Micryphantidae is mentioned only briefly because these spiders are seen infrequently by the casual observer. An excellent pictured glossary and helpful geographical ranges are included. The keys and descriptions are conveniently short and standardized; in some instances almost excessively so. The keys permit identification of most families and genera with little difficulty. This book will serve as a particularly valuable and long-needed introduction to the spiders.

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