

techniques of analysis of water, milk, and food counts. Section V presents four general studies of medical microbiology and immunology. These include exercises with the pyogenic Gram-positive cocci, the Gram-negative enterics, *Lactobacillus*, and ABO and Rh blood groups.

All of the fundamental tools and techniques necessary for the general microbiologist as well as for nurses, medical and dental assistants, and pharmacists are presented in a clear and meaningful sequence of exercises, each accompanied by separate laboratory report forms that include questions leading the student to a thorough understanding of the exercises. In addition to the lucid written explanations, nearly all procedures are accompanied by sequential illustrations that serve as unambiguous flow sheets of just how to do the exercises.

Those exercises requiring large and varied quantities of media have been written to allow group involvement, as an economy; but they may just as easily be performed individually, if facilities and budget allow.

Standard references on techniques of microbiology are listed at the end of

the manual. These comprise a good basic bibliography from which the student may develop his own, more comprehensive list of readings.

Charles W. Gaddis
University of Arizona
Tucson

SCIENCE EDUCATION

STRUCTURE IN TEACHING, by O. Roger Anderson. 1969. Teachers College Press, New York. 94 pp. \$6.25.

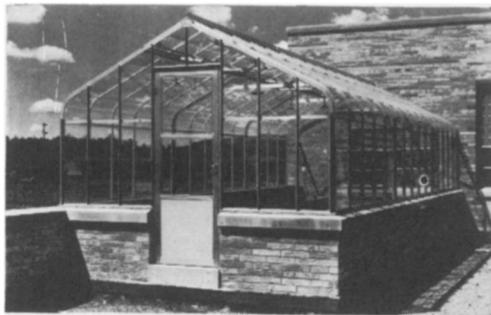
Most systems for observing and analyzing classroom behavior are concerned with the emotional climate of the classroom, which is characterized largely by means of coding and analyzing teacher reactions to a variety of pupil responses. The work by Anderson represents the analysis of a different aspect of classroom behavior: the organization of subject-matter content. The author presents a theory of structure in teaching based on concepts drawn from biologic evolution and the psychologic theory of association. He

then introduces a system of analysis based on his theory and uses the system to analyze teacher statements taken from an audio recording of a classroom situation.

The presentation of a theory along with a related system of analysis is a major strength; this has not been the general practice of researchers in the subject of classroom behavior. A second strength is Anderson's consideration of content-structure analyses of classroom behavior: his novel approach should stimulate additional research. Anderson's system for analyzing the structure of content, coupled with social-interaction analysis, may enable researchers to develop more complete models. The major weakness of the book is its style. The book is difficult to read and comprehend because the author continually introduces contrived terms that are sometimes vaguely defined and often overused.

Anderson's theory and method of analysis should be of interest to researchers; but the book is so technical as to be of limited value to biology teachers.

Thomas P. Evans
Oregon State University
Corvallis



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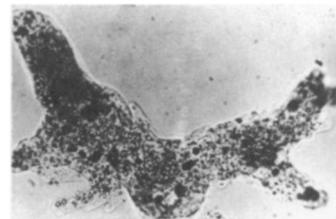
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