

of didactic material at all levels. Certainly its more immediate and practical aspects—on a personal level the immunization of children; on a more spectacular level the rejection of a heart—should fascinate young and adult readers alike.

Unfortunately, the ingredients of this volume, which are listed on the flyleaf as being “careful research, common-sense language, and enthusiasm” are unevenly mixed: careful research is limited to a few topics and, for the remainder, common-sense language and enthusiasm substitute for scholarly effort.

The story of immunology *can* be told in terms that are within the reach of children, but the younger the audience the more difficult is the choice of what to tell. One wonders, for instance, whether “protein synthesis” really belongs here (and the accompanying diagram of the living cell is neither explained nor understandable); or whether the full-page photographs of blood serve a useful purpose, particularly since their captions are misleading. (On page 29, “the cell on the lower left-hand side” is not a plasma cell, but a polymorphonuclear leukocyte; on page 31, the caption claims that the specific function of granulocytes is not clearly understood—a statement that might apply to eosinophils but surely not to neutrophils, which are covered by an extensive literature.)

The book contains errors in spelling (for example, “granulocitic,” in the caption on page 32) and factual errors: antihistamines were discovered in 1937, not 1945. The author’s definition of atopy is surprisingly vague: it sounds like a quantitative rather than a qualitative abnormality. The lack of clear differentiation between immediate and delayed hypersensitivities is regrettable: one *cannot* define delayed hypersensitivity as a mild form of immediate hypersensitivity. And, with space at a premium, one wishes that the editorial emphasis had been placed on relevant components of immunology, clearly defined, rather than on an abundance of peripheral writing.

The subject is provocative and of growing importance. A book that covers it is needed. It is a disappointment, therefore, to note the shortcomings of this particular effort. Still, one comes away with a precise notion of what should and could have been done.

Max Samter, M.D.

Abraham Lincoln School of Medicine
University of Illinois
Chicago

BRADY’S PROGRAMMED INTRODUCTION TO MICROBIOLOGY, by the Education and Training Systems Division of the Robert J. Brady Co. 1969. J. B. Lippincott Co., Philadelphia. 174 pp. \$4.75.

This combination textbook and laboratory manual of general microbiology

appears to be meant primarily for high school students, but it might be used as a very elementary remedial or review device for beginning college microbiologists, nurses, or pharmacists.

The material is presented in “small ‘bits’ or frames,” each followed by a question, which is supposed to “check the comprehension of important points” from the frame. The student selects one of two possible answers and is thereby directed to another paragraph, where he learns that his answer is either incorrect or correct. By selecting the correct answer the student, in many frames, is led to believe he has mastered that subject matter when in fact he has answered a question dealing with only one of several facts or ideas presented in the frame.

A 100-question pre-test precedes the body of the material, which is followed by a comparable post-test. The combination of these two exams is designed to allow one to measure achievement through the study of the program.

The contents include bacterial morphology, physiology and reproduction, use of the microscope, and various basic bacteriologic techniques. Pathogenic bacteria, rickettsiae, viruses, fungi, protozoa, and worms are treated in less than 25 pages. In medical microbiology there are brief presentations of such topics as infections, pathogenesis, toxins, immunity, and treatment of specimens for microbiologic examination. Each of the 42 topic headings is covered in no more than one or two pages per topic.

There are no references to supplementary readings—needed to dispel the feeling that the book lacks depth.

C. W. Gaddis

University of Arizona
Tucson

YOUNG READERS

HOW INSECTS GROW, by Gladys Conklin 1969. Holiday House, New York. 127 pp. \$3.95.

This book, for elementary and lower-secondary school children, may be used as a guide for laboratory and field observations. One insect, from each of the orders, is described. A fine glossary, references for further reading, and an annotated index are included.

Louise A. Neal

University of Northern Colorado
Greeley

MOON JELLY SWIMS THROUGH THE SEA, by Marie M. Jenkins. 1969. Holiday House, New York. 48 pp. \$3.95.

This is about *Aurelia*, the moon jellyfish: its behavior and its position in a food chain and in a life zone of ocean waters. Children unacquainted with sea life will need to have such words as hydroid, ephyra, tentacle, polyp, and barnacle explained to them,

but the diagrams and the text are helpful in identifying growth stages. Science teachers may object to such anthropomorphisms as “she” and “herself” (referring to Moon Jelly) and “ready to become a mother” (referring to a sea turtle); however, children can be taught the straightforward scientific terms and will gain valuable information.

Louise A. Neal

University of Northern Colorado
Greeley

CATCH A WHALE BY THE TAIL, by Edward R. Ricciuti. 1969. Harper & Row, New York. 61 pp. \$2.50.

This is an adventure story enhanced by many colorful pictures of whales. It describes a New York Zoological Society expedition to the far north to obtain a mate for “Robert, the White Whale.”

The scientists herded several whales into shallow water and grabbed a female by the tail. “Roberta” was put aboard an airplane and taken to the aquarium.

Children often ask about whales. This book will answer many questions.

Louise A. Neal

University of Northern Colorado
Greeley

THE POND, by Carol Carrick and Donald Carrick. 1970. Macmillan Co., New York. 29 pp. \$4.95.

Pond animals—fish, frog, duck, dragonfly, otter, beaver—are described in poetic words and colorful, charming pictures. Young children will enjoy this account of the ever-changing life of the pond and the effects of weather.

Louise A. Neal

University of Northern Colorado
Greeley

THE PENGUINS ARE COMING!, by R. L. Penney. 1969. Harper & Row, New York. 62 pp. \$2.50.

The author, a zoologist, reports the behavior of the Adélie penguin (of Antarctica). Children will be fascinated by the way Penney followed the daily life of tagged birds. He tells how they build nests with pebbles, describes the first jump of the young into the ocean, and has surprising things to say about the penguins’ fighting strength and the amenities between the sexes.

Louise A. Neal

University of Northern Colorado
Greeley

ZOOLOGY

VERTEBRATE DISSECTION, by W. F. Walker, Jr. 4th ed., 1970. W. B. Saunders Co., Philadelphia. 418 pp. \$5.00.

DISSECTION OF THE RAT, by W. F. Walker, Jr. 1970. W. H. Freeman & Co., San Francisco. 57 pp. 25c.

The first edition of *Vertebrate Dissection* appeared in 1954. The current