

boon), popular names in several languages, number of genera and species, distribution, commercial importance, and extensive references—to a bibliography of some 4,000 titles! And the book is exhaustively indexed.

At \$42.50—why are the Israeli Program translations so expensive?—this book will be purchased mainly by libraries, research stations, and fishing fleets. But anyone who is interested in the ingenious construction of large-scale keys should try to borrow a copy.

Sam Gadd
Colorado Springs, Colo.

THE COCCIDIA, ed. by Datus M. Hammond and Peter L. Long. 1973. University Park Press, Baltimore. 490 p. \$24.50 (hardback).

This authoritative book covers virtually all aspects of the biology of the Coccidia. It contains original review articles by Norman D. Levine, Datus M. Hammond, Erich Scholtyseck, J. K. Frenkel, and others of equal stature. The 10 chapters cover taxonomy, life cycles, host specificity, ultrastructure, physiology, cultivation, pathology, and immunity. The last chapter, by L. R. Davis, on techniques for the collection and study of Coccidia is particularly useful. The book includes many tables, photographs, and line drawings of ex-

cellent quality. Exhaustive citations of the literature appear at the end of each chapter.

This is an excellent reference work. It is highly recommended to those working with Coccidia or teaching a course in parasitic protozoans.

Ronald P. Hathaway
Colorado College
Colorado Springs

INVERTEBRATE LEARNING: vol. 1, *Protozoans through annelids*, and vol. 2, *Arthropods and gastropod mollusks*, ed. by W. C. Corning, J. A. Dyal, and A. O. D. Willows. 1973. Plenum Press, New York. 580 p. \$18.50 each (hardback).

These books seem to be a collection of reviews concerned with invertebrate learning. Vol. 1 has chapters on protozoans, coelenterates, platyhelminthes, and annelids; vol. 2 is on chelicerates, crustaceans, insects, and gastropods. Preceding each review is a conventional and brief summary of the biology and taxonomy of the groups discussed. Introducing the papers is a review of the principal parameters of learning in mammals. This attempt at presenting readers with facts that might put them on an equal academic basis in both invertebrate zoology and learning, while technically discussing learning in in-

vertebrates, creates a very unreadable and factual text. However, because it provides a needed, thorough, and up-to-date survey of the literature in invertebrate learning, it would be an excellent reference for invertebrate biologists, psychologists, ethologists, and neurobiologists.

Alexandra Vargo
Colorado College
Colorado Springs

For Young Readers

SEEDLINGS AND SOIL: BOTANY FOR YOUNG EXPERIMENTERS, by C. T. Prime and Aaron E. Klein. 1973. Doubleday & Co., Garden City, N.Y. 168 p. \$4.50 (hardback).

Although the authors (who are British) indicate that this is a practical book of experiments with plants that can be done at home by young scientists, precious few would be able or inclined to pursue the suggested experiments and observations without some assistance from a science teacher. Included in the book are instructions for setting up controlled experiments and making observations relating to the structure, function, and behavior of plants, with considerable emphasis being placed upon the relationships be-

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