

by spinning a pointer on a circular card containing a variety of moves; for example, "diffuse one molecule of water." The winner is the first to build a complete cell by attaining a certain number of points.

Six to eight of my students offered the following observations about the game's instructional value. It is particularly useful for students with English as a second language. Although instructions are clear, they all felt some previous knowledge of cellular biology is required. The game fosters sustained retention through group participation and discussion. It helps clarify the concept of diffusion and emphasizes the cell as a dynamic and functioning unit. In addition, my students found the game novel, fun, stimulating, and an important reinforcement aid.

In my opinion, the game is an excellent supplementary instructional tool for high school and introductory college biology courses. Its greatest asset is the invitation to inquiry it offers through participation and discussion.

Norma M. Martof
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Books Received

FOOD CHAINS AND ECOSYSTEMS: ECOLOGY FOR YOUNG EXPERIMENTERS, by George I. Schwartz and Bernice S. Schwartz. 1974. Doubleday and Co., Garden City, N.Y. 120 p. \$4.50 (hardback).

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PLANT SCIENCE: AN INTRODUCTION TO WORLD CROPS, by Jules R. W. Schery, F. W. Woods, and V. W. Ruttan. 2nd ed., 1974. W. H. Freeman & Co., San Francisco. 748 p. \$14.50.

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