

# philippine studies

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## Stone & Cozena: Biology for Tropical Schools

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which will only be surpassed in 1776-1789 (660,758.5 pesos); then comes a dip whose trough is between the years 1666 to 1670; a recovery until about 1720; another dip from 1720 to 1740 and then a slight rise from 1740 to 1790.

Price-traffic correlation is striking, but what the author concludes to be central and clearly demonstrated is the remarkable overall correlation between Pacific and Atlantic traffic, prices and economic activity. The Atlantic and Pacific were linked together in an almost transcendent way. In pointing this out Chaunu has made a unique contribution to the study of the Spanish colonial empire.

NICHOLAS P. CUSHNER

## BIOLOGY FOR THE TROPICS

BIOLOGY FOR TROPICAL SCHOOLS. By R. H. Stone and A. B. Cozens. London: Longmans, Green & Co., Ltd., 1958. 518 pp.

It is the author's intention to produce a textbook on biology for use in any part of the tropics. This book fulfills this aim and can well serve the needs of tropical schools.

The book is divided into two parts. Part I, consisting of 13 chapters, is primarily devoted to the morphology and life history of representative forms of plants and animals. Part II, comprising 14 chapters, deals chiefly with physiology and with matters on adaptation, ecology and heredity. Morphology is treated ahead of physiology because the knowledge of structure is essential to an intelligent understanding of function.

The subject matter is sufficiently detailed to give the beginner the basic concepts of biology, a thorough understanding of which is essential for a well-rounded course in this branch of science.

There may well be some disagreement as to the selection of plants and animals for study in Part I. Still all will agree that the plants and animals selected are generally well known and that their structure and life history have been sufficiently described. Since the plants and animals described are commonly known, the authors did not find it necessary to give their Latin names unless the organism had no other name except that which was in Latin, e.g., *paramecium*.

This book aims to serve not only as a textbook but also as a laboratory manual. Practical work on morphology follows each des-

cription of a plant or an animal. Furthermore, practical application of the theories on physiology is made possible by means of suggested experiments. There are seventy-eight suggested experiments designed for the proper understanding of physiologic processes.

Two hundred and eighty-seven illustrations are used to make the text clear. Line drawings predominate over photographs. To increase the usefulness of the illustrations, direct labeling of the parts of each structure illustrated was resorted to wherever possible. That a text should be as fully illustrated as possible hardly needs recommendation. Suffice it to say, students are dependent to a large extent upon illustrations for a better comprehension of the matter under study.

Lastly, one cannot help noting that the book's appendix contains questions that include selections from Cambridge Overseas School Certificate papers, Oxford School Certificate papers, Northern Universities Joint Board School Certificate papers, etc. The requirements of these examinations were taken into account in the preparation of this textbook.

JAIME C. JOAQUIN

## A BRIEF FOR KERYGMATICS

**CONFRATERNITY TEACHER'S GUIDE.** A textbook for the training of teachers in CCD Schools of Religion. By the Reverend Joseph B. Collins. Milwaukee: The Bruce Publishing Co., 1960. xxix, 458 pp.

The title and subtitle give in a nutshell the scope of this book: a *guide* as well as a *textbook* for the training of teachers engaged for the most part in the "Released-Time Religion Program" of U.S. public schools.

Within the compass of this book may be found the history, aims and objectives and the organizational set-up of the Confraternity of Christian Doctrine.

The exposition of the aims and objectives on the elementary level quite thoroughly covers the entire field, embodying under General Catechetics such topics as Professional Requirements and Spiritual Qualities of the Teacher; Educational and Child Psychology; Principles of Learning and Factors of Discipline; Organization and Planning of Classes; Teacher-centered Techniques like Oral Presentation,