

Some 4,517 children have been vaccinated by Prof. Calmette since June, 1924. While detailed reports on all these cases are not quite ready for publication the following editorial comment is significant: "The vaccinated children all come from an environment in which open tuberculosis close at hand made natural infection seemingly inevitable. The records for 423 infants for the first six months after vaccination have been published. Approximately one-third of these children have been exposed within the family. In not one of them has a death occurred from recognized tuberculosis, although thirty have died from other causes. Calmette and his associates have compiled figures showing a mortality of 24 per cent. in three years for non-vaccinated children of tuberculous parents living under the same conditions."

Almost simultaneously with the last published account of Prof. Calmette's results, Dr. Selter makes the announcement through a German journal, the editorial continues, that to confer real immunity virulent living bacilli should be used for inoculation. In accordance with this theory he has vaccinated nine children with virulent tuberculous cultures, none of whom seem to have suffered any ill effects.

As in the French experiment, Dr. Selter used only children free from previous infection but exposed to tuberculosis in their home surroundings. Drastic as introduction of virulent tuberculosis bacilli into the system sounds, he felt that the trial was well grounded on animal experimentation and that the method had proved itself harmless. In no case did the children suffer any impairment to their general health. He is careful to state that he does not think his method will replace natural acquired immunity but he recommends that it be considered as an aid to infants who have to live in a tuberculous environment.

While the efforts of these European workers merit the close attention they are receiving, the editorial concludes with the warning that strains of tuberculosis bacilli vary greatly in strength since the occasional serious infection of animals following inoculation with supposedly attenuated strains of bacteria only shows that many factors are still unknown.

DEEP-SEA INKFISH SHOOTS LIGHT, NOT INK

A cuttlefish that confounds its enemies with light instead of darkness is the interesting creature described by Prof. E. Newton Harvey, student of what is popularly known as "cold light", who has just returned to Princeton University after eight months of research in the marine laboratories of Naples and Messina, Italy.

Ordinary squid or inkfish that live near the surface escape their pursuers by throwing out a cloud of black fluid, as a kind of submarine smoke-screen, Prof. Harvey explained. This abyssal form, which lives at depths of probably 10,000 feet, where no light ever penetrates, has only a rudimentary ink-sac, which instead of the usual inky sepia contains a luminous substance. When disturbed, it discharges a jet of this luminous material, and thus blinds its enemy with light instead of darkness.

Prof. Harvey is of the opinion that this deep-sea squid is a descendant of surface-living animals, but that as it evolved in darkness it found that this

reversal of its ancestral mode of defence was useful in insuring its survival.

TABLOID BOOK REVIEW

AN INTRODUCTION TO EARTH HISTORY. By Harvey Woodburn Shimer, Boston: Ginn and Company. 1925. \$3.00.

There is such a vast lot of facts that a student is usually supposed to get in a first course in geology that the net result all too frequently is a bad case of mental indigestion, leaving, in after years, a very confused notion of the facts and none whatever of the underlying meanings of them. Dr. Shimer judiciously selects out the more important of the facts to make a somewhat smaller dishful, and what is much more profitable, so concocts and arranges them that they are not only tastier on the table but should not prove difficult even to the most delicate of sophomore digestions. They thus have a good chance of being properly assimilated, and of becoming a real and lasting part of the mental tissues. Textbooks are getting better; and this is one is a good sample of the new order.

TEACHING SCIENCE IN THE SCHOOLS, By Elliot Rowland Downing. The University of Chicago Press, Chicago, 1925. 185pp., \$2.00.

THE TEACHING OF SCIENCE AND THE SCIENCE TEACHER, By Herbert Brownell and Frank B. Wade. The Century Co., New York, 1925. 322 pp., \$2.00.

Despite the anti-scientific legislation which has handicapped the schools in some parts of the country, science in general probably has a more important place in the school curricula than ever before. In Prof. Downing's book he discusses the history of science teaching and its bearing on present day problems of the science teacher, the aims of science teaching and the way the problems are met in other countries. The discussion of the entire social and economic background of the subject should help many a teacher to a better understanding of his mission in life.

The book by Messrs. Brownell and Wade is more in the nature of a manual for the science teacher - a fact indicated by some of the chapter headings, as "Laboratory Arrangement and Equipment", "Class Management", "Use of Projects", etc., although in the second part, such subjects as "The Science Teacher and the Community" are discussed. In many ways it supplements Prof. Downing's book and the two should be in the library of every science teacher.

Americans ate more ice cream in 1925 than in any previous year.
