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CHAPTER 21 Geochemistry of the Central and Western Structures CHAPTER ... (Clark 1954, 18) Although Clark (1954) referenced the original report by Corner (1950), which was based on the fungi recovered ...

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have generally found biology a difficult  
subject to understand and learn. Despite the  
publication of hundreds of textbooks in this  
field, each one intended to provide an  
improvement over previous textbooks, students  
of biology continue to remain perplexed as a

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result of numerous subject areas that must be remembered and correlated when solving problems. Various interpretations of biology terms also contribute to the difficulties of mastering the subject. In a study of biology, REA found the following basic reasons underlying the inherent difficulties of biology: No systematic rules of analysis were ever developed to follow in a step-by-step manner to solve typically encountered problems. This results from numerous different conditions and principles involved in a problem that leads to many possible different solution methods. To prescribe a

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set of rules for each of the possible variations would involve an enormous number of additional steps, making this task more burdensome than solving the problem directly due to the expectation of much trial and error. Current textbooks normally explain a given principle in a few pages written by a biologist who has insight into the subject matter not shared by others. These explanations are often written in an abstract manner that causes confusion as to the principle's use and application. Explanations then are often not sufficiently detailed or extensive enough to make the reader aware of

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the wide range of applications and different aspects of the principle being studied. The numerous possible variations of principles and their applications are usually not discussed, and it is left to the reader to discover this while doing exercises.

Accordingly, the average student is expected to rediscover that which has long been established and practiced, but not always published or adequately explained. The examples typically following the explanation of a topic are too few in number and too simple to enable the student to obtain a thorough grasp of the involved principles.

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The explanations do not provide sufficient basis to solve problems that may be assigned for homework or given on examinations. Poorly solved examples such as these can be presented in abbreviated form which leaves out much explanatory material between steps, and as a result requires the reader to figure out the missing information. This leaves the reader with an impression that the problems and even the subject are hard to learn - completely the opposite of what an example is supposed to do. Poor examples are often worded in a confusing or obscure way. They might not state the nature of the problem or

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they present a solution, which appears to have no direct relation to the problem. These problems usually offer an overly general discussion - never revealing how or what is to be solved. Many examples do not include accompanying diagrams or graphs, denying the reader the exposure necessary for drawing good diagrams and graphs. Such practice only strengthens understanding by simplifying and organizing biology processes. Students can learn the subject only by doing the exercises themselves and reviewing them in class, obtaining experience in applying the principles with their different

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ramifications. In doing the exercises by themselves, students find that they are required to devote considerable more time to biology than to other subjects, because they are uncertain with regard to the selection and application of the theorems and principles involved. It is also often necessary for students to discover those "tricks" not revealed in their texts (or review books) that make it possible to solve problems easily. Students must usually resort to methods of trial and error to discover these "tricks," therefore finding out that they may sometimes spend several hours to

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solve a single problem. When reviewing the exercises in classrooms, instructors usually request students to take turns in writing solutions on the boards and explaining them to the class. Students often find it difficult to explain in a manner that holds the interest of the class, and enables the remaining students to follow the material written on the boards. The remaining students in the class are thus too occupied with copying the material off the boards to follow the professor's explanations. This book is intended to aid students in biology overcome the difficulties described by supplying

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detailed illustrations of the solution methods that are usually not apparent to students. Solution methods are illustrated by problems that have been selected from those most often assigned for class work and given on examinations. The problems are arranged in order of complexity to enable students to learn and understand a particular topic by reviewing the problems in sequence. The problems are illustrated with detailed, step-by-step explanations, to save the students large amounts of time that is often needed to fill in the gaps that are usually found between steps of illustrations in textbooks

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or review/outline books. The staff of REA considers biology a subject that is best learned by allowing students to view the methods of analysis and solution techniques. This learning approach is similar to that practiced in various scientific laboratories, particularly in the medical fields. In using this book, students may review and study the illustrated problems at their own pace; students are not limited to the time such problems receive in the classroom. When students want to look up a particular type of problem and solution, they can readily locate it in the book by referring to the index that

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has been extensively prepared. It is also possible to locate a particular type of problem by glancing at just the material within the boxed portions. Each problem is numbered and surrounded by a heavy black border for speedy identification.

Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an

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important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight

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careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates

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critical thinking and clicker questions to help students understand--and apply--key concepts.

Explores the appearance, characteristics, and behavior of protists and fungi, lifeforms which are neither plants nor animals, using specific examples such as algae, mold, and mushrooms.

NEW YORK TIMES BESTSELLER • A “brilliant [and] entrancing” (The Guardian) journey into

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the hidden lives of fungi—the great connectors of the living world—and their astonishing and intimate roles in human life, with the power to heal our bodies, expand our minds, and help us address our most urgent environmental problems. “Grand and dizzying in how thoroughly it recalibrates our understanding of the natural world.”—Ed Yong, author of *I Contain Multitudes* ONE OF THE BEST BOOKS OF THE YEAR—Time, BBC Science Focus, The Daily Mail, Geographical, The Times, The Telegraph, New Statesman, London Evening Standard, Science Friday When we think of fungi, we likely think of mushrooms.

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But mushrooms are only fruiting bodies, analogous to apples on a tree. Most fungi live out of sight, yet make up a massively diverse kingdom of organisms that supports and sustains nearly all living systems. Fungi provide a key to understanding the planet on which we live, and the ways we think, feel, and behave. In *Entangled Life*, the brilliant young biologist Merlin Sheldrake shows us the world from a fungal point of view, providing an exhilarating change of perspective. Sheldrake's vivid exploration takes us from yeast to psychedelics, to the fungi that range for miles underground and are the

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largest organisms on the planet, to those that link plants together in complex networks known as the “Wood Wide Web,” to those that infiltrate and manipulate insect bodies with devastating precision. Fungi throw our concepts of individuality and even intelligence into question. They are metabolic masters, earth makers, and key players in most of life’s processes. They can change our minds, heal our bodies, and even help us remediate environmental disaster. By examining fungi on their own terms, Sheldrake reveals how these extraordinary organisms—and our relationships with them—are changing our

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understanding of how life works. Winner of the Wainwright Prize, the Royal Society Science Book Prize, and the Guild of Food Writers Award • Shortlisted for the British Book Award • Longlisted for the Rathbones Folio Prize

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include new discoveries. The discussion of poisonous mushrooms has been revised to include newly recognized types (and treatments) of mushroom poisoning. Chapters on medical aspects of mycology and practical uses for fungi have been expanded. Entirely new chapters—on applications of mycological training, among other topics—are all written with Kendrick's characteristic clarity, warmth, and humor—the qualities that have helped establish *The Fifth Kingdom* as one of the best, and most engaging, introductions to mycology. Now in full color, and offering a wealth of new illustrations, this edition

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also provides readers with access to Bryce Kendrick's extensive online collection of photographs, charts, and other visual resources.

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