Concise Text of HISTOLOGY

SECOND EDITION

WILLIAM J. KRAUSE, Ph.D.
J. HARRY CUTTS, Ph.D.

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Preface to the Second Edition

In this second edition, as in the first, our aim has been to present a concise coverage of Histology without sacrificing any of the detail that is essential to an understanding of the subject. *Concise Text of Histology* was not conceived of as a "basic" or "introductory" level text; generally, it contains the same kind of information that can be found in the larger "comprehensive" volumes. Thus, while useful for introductory or elementary courses, it also can serve for more advanced presentations of Histology, since we have eliminated only the historical considerations, the more speculative aspects of recent histological research, and the "chatty" garrulities of many of the larger (and smaller) texts.

We have maintained the format of the first edition—the division of the subject matter into learning units preceded by key words, the functional summaries and the arrangement of photographic material into self-standing atlases at the end of each chapter. However, in addition to a complete revision of Chapter 1, the remaining 18 chapters have been updated and a short segment on histogenesis/organogenesis has been added to each chapter. Of the nearly 100 new photographic illustrations, most are devoted to features of development.

We have been gratified by the reception that the text has received, and appreciate the number of positive comments that have been made. We particularly value those of the students for whom this text was especially prepared, and are pleased that so many have found it useful not only in their initial introduction to the discipline of Histology, but in reviewing for National Board and Flex examinations. If we have eased the burden of studying in any way, then we have accomplished our goals.

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Use of the Text

To understand Histology, it is essential to learn a specialized vocabulary and to assimilate a rather large body of facts. Learning, as distinct from rote memorization, depends to a great degree on repetition and reinforcement and is made easier if the material to be learned can be presented in discrete, manageable segments. The format of *Concise Text of Histology* has been designed specifically to meet these requirements and if used properly, will enable the student to master the discipline quickly and efficiently. From our experience, the text can be used most effectively by adopting a study plan similar to that suggested below.

1. Read the key words carefully: they introduce the main features of the subject to be discussed and provide the basic vocabulary for that unit. As each segment is read, again note the key words (identified by **boldface** print) and how they contribute to the discussion.

2. After completing the text segment, return to the key words, using them as "prompts" to recall the details of the material just read.

3. As each chapter is completed, use the key word segments for rapid review of all the material covered. If a key word fails to prompt a response, it and its associated text can be found quickly from the **boldface** type in the appropriate segment.

4. The functional summaries briefly outline the structural/functional relationships and serve to draw the information together and to provide an additional review of the topic.

5. The developmental summaries describe how the adult tissues "got to be the way they are" and provide another means of reinforcement for an understanding of organ and tissue structure.

6. When study of the descriptive material has been completed, the atlases at the end of each chapter provide a final pictorial review of structure. Each is introduced by a table in which the key points for identification of an organ/tissue are presented, offering the briefest possible summary. The atlases also are useful as laboratory guides and can be used when examining histological preparations with the microscope.

7. As a final short review, an appendix has been added in which are presented a few short tables that outline the basic differences of several structures that frequently present difficulties in recognition. They, too, can be used, in conjunction with the atlas portions, as laboratory guides for the identification of tissues.

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