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feature of the eukaryotic cell. The metabolic capacity of a eukaryotic (plant) cell and the steps leading to it are overwhelmingly an endeavour of a joint genetic cooperation between nucleus/cytosol, plastids, and mitochondria. Alter ation of the

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genetic material in anyone of these compartments or exchange of organelles between species can seriously affect harmoniously balanced growth of an organism. Although the biological significance of this genetic design has been

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vividly evident since the discovery of non-Mendelian inheritance by Baur and Correns at the beginning of this century, and became indisputable in principle after Renner's work on interspecific nuclear/plastid hybrids (summarized in his classical article

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in 1934), studies on the genetics of organelles have long suffered from the lack of respectability. Non-Mendelian inheritance was considered a research sideline~if not a freak~by most geneticists, which becomes evident when one consults

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common textbooks. For instance, these have usually impeccable accounts of photosynthetic and respiratory energy conversion in chloroplasts and mitochondria, of metabolism and global circulation of the biological key elements C, N, and

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S, as well as of the organization, maintenance, and function of nuclear genetic information. In contrast, the heredity and molecular biology of organelles are generally treated as an adjunct, and neither goes as far as to describe the impact

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no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnatses. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. There is no lake at

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Camp Green Lake. But there are an awful lot of holes. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig

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externally mandated testing. It presents the efforts of researchers, practitioners, and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students. Under the auspices of the Center for the Study of Writing, the editors conducted a

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national survey of exemplary portfolio projects, arranged for a series of "video visits," and held several working conferences. The result of this work is a broad-ranging tale: the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks, the

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*puzzlement of students when they realize that the assignments are real and that the teacher may not have a "right answer" in mind, and the tensions between ivory-tower ideas and everyday classroom practice. Divided into four sections, this research volume: * provides a historical perspective, develops the conceptual*

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*framework that serves as a background for many activities described throughout, and discusses numerous practical issues that confront today's researchers and practitioners; * views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm, student reflection, assessment*

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*tension, the portfolio as metaphor, and the locus of control; * conveys important conceptual issues with a balance toward pragmatics; and * offers unique insights from the perspective of one individual who serves as scholar, researcher, and teacher.*

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