Written primarily to accompany the text by the same authors for the junior high school level. This workbook, with traditional blanks, however, has some interesting activities for the student. They are highly original and quite up to date, including the Mohole, van Allen belts, etc. A very fine example of an attempt to bring science activities into the physical science class.

INTEGRATED BASIC SCIENCE, Stewart M. Brooks, 507 pp., The C. V. Mosby Company, St. Louis, 1962.

The basic philosophy underlying the author's approach—that science is a unified concept and should be presented as such—is gratefully noted and endorsed by the reviewer. This text is, at least, a step toward that goal.

The basic areas of physics, inorganic chemistry, organic chemistry, and microbiology are presented as distinct chapters early in the book following the routine introductory chapters entitled, "The Nature of Science," and "Scientific Measurement." The bulk of the text is devoted to various aspects of the human body wherein the basic knowledge gained earlier is applied to the life functions of the human. Interrelationships existing among the previously mentioned disciplines are thus stressed within the framework of human anatomy and physiology.

There are 23 chapters (not grouped by units), each followed by an extensive group of discussion questions ranging, in number, from 25 to 75 in the main chapters. Emphasis seems to have been placed on careful selection of the 261 illustrations from outside sources rather than creating original drawings. Some general references, an excellent glossary, and an extremely comprehensive index close the text. A sixteen page Teacher's Guide is the only accompanying publication.

In short, the redeeming feature of this book lies in the author's treatment of traditional material in an integrated fashion.

Integrated Basic Science should serve equally well in an introductory college course in human biology or in a secondary school's science curriculum where biology, chemistry, and physics have been studied in the first three years leaving a need for an advanced, integrated senior-science course.

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Mathematics

MATHEMATICS FOR SECONDARY SCHOOL TEACHERS, Bruce E. Meserve and Max A. Sobel, 367 pp., Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1962.

Although written primarily for mathematics