

teachers who wish a straight-forward account of the new mathematics curricula, this book does have real significance for the science teacher. The book primarily uses the materials of the School Mathematics Study Group. First there is a summary of the major proposals of the curriculum studies in mathematics done in a manner which is quite informative for the science teacher. The major part of the book is a review of the major parts of the secondary school mathematics curriculum starting with arithmetic and ending with topology. Problems (and answers) are given in great quantity for, as the authors make clear, the only way to understand mathematics is to do mathematics. A most ably presented work.

**ELEMENTARY MATHEMATICAL ANALYSIS**, Theodore Herberg and James D. Bristol, 414 pp., D. C. Heath and Co., Boston, 1962.

This is a complete revision of an earlier text to implement the recommendations of the Commission on Mathematics of the College Entrance Examination Board and the courses of study proposed by the School Mathematics Study Group. It is designed as a full course for juniors, seniors, and/or college freshman. Optional sections are provided for classes in which the students have completed a course in analytic trigonometry. There is abundant review of algebraic and geometric problems making the course a sound basis for the study of the calculus.

This study of functions employs set notation and precision language to progress logically from a number system into a coordinate system. The authors have included a list of mathematical symbols, tables for use in the solution of problems, and an extensive bibliography. Throughout the book students will find many diagrams to assist in the solution of problems.

Schools and teachers interested in a good rigorous senior mathematics course for the college bound student should certainly review this book.

Virgil Heniser  
Coordinator for School Science  
Indiana University

**THE COMPUTER REVOLUTION**, Edmund C. Berkeley, 249 pp., \$4.50, Doubleday and Company, Inc., New York, 1962.

No one, in whatever area of study, can ignore the computer evolution which is occurring in our midst. Perhaps many, not in mathematics or the physical sciences, will assume that computer technology is beyond them. This book makes a valiant effort to dispel these fears and to teach computer theory.

Written by an author who has had *Scientific American* experience, this book takes in easy

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