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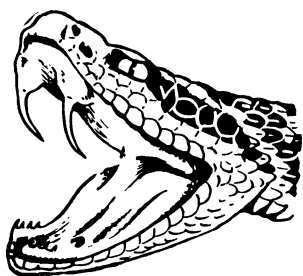
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In addition to the activities, the authors also list procedures to be followed in making aquaria, terraria, barometers, insect mounts, and many other items useful to the improvement of elementary science instruction.

This book is one of the many resource books available to elementary teachers that will enable them to improve their science teaching. I feel that this book would be a valuable addition to an elementary building's teacher resource library.

James Weigand  
School of Education  
Indiana University

TEACHING ELEMENTARY SCIENCE WITHOUT A SUPERVISOR, Harold R. Hungerford and Robert E. Drew, 286 pp., \$3.00, J. Weston Walch, Publisher, Portland, Maine, 1959.

This book is divided into two parts. Part I gives a thorough treatment to the reasons behind teaching science in the elementary school. The objectives or goals are clearly outlined as the authors view them. The portion dealing with the evaluation of science education tries to define the skills of science.

Part II attempts to cover specifically the science areas the elementary school should explore. The concepts to be acquired by children are listed at the beginning of each area. Also included with the various topics are several pages of background information for the teacher lacking content. To get some "doing" into elementary science a wide range of experiences and demonstrations are included.

This book has many valuable aids for the inexperienced teacher and would be a good resource book to own. I do feel though, that the title is somewhat misleading because it implies that science supervisors are not essential or not needed. The authors take care to mention that this is not the case.

James Weigand  
School of Education  
Indiana University

EXPLORATIONS IN SCIENCE: A BOOK OF BASIC EXPERIMENTS, Harry Milgrom, 127 pp., \$3.00, E. P. Dutton and Company, New York, 1961.

This is a compilation of simple experiments in some twenty-seven areas of science for children. It is designed not only to create interest in scientific investigation at this level but to teach concepts that would enrich any elementary science program. One significant feature is that the experiments do not require complicated apparatus or unusual equipment. All materials are easily available in the classroom or at home.

The book would be most useful to the ele-

mentary teacher in planning demonstrations for classes. The instructions and illustrations are simple and complete so that students could easily experiment on their own in the classroom or at home.

Teachers and parents will find *Explorations in Science* an interesting guidebook that will stimulate imagination and help boys and girls understand how scientists work.

Virgil Heniser  
*Coordinator for School Science  
 Indiana University*

**THE MAN WHO FOUND OUT WHY, THE STORY OF GREGOR MENDEL**, Gary Webster, 188 pp., \$2.95, Hawthorn Books, Inc., New York 11, 1963.

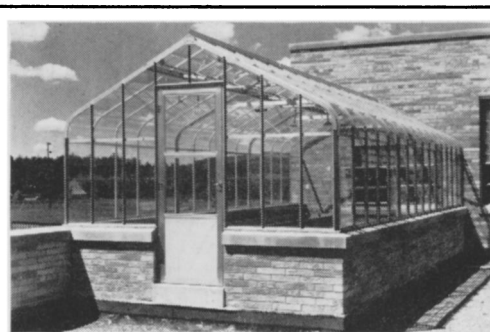
Most biologists, especially geneticists, would nominate Gregor Mendel as one of the great biologists of all time. High school and college biology texts treat him lightly as a man who made a great contribution but leave anything else to the student's imagination. The author has attempted to make Mendel a living, real person. The life of the monk, Mendel, is portrayed as influencing his search for truth. It is difficult for a reviewer to know how much of Mendel's life is factually reported by the author. In any case, if some fiction is added, this would not be a uniquely different treatment of biographical material. The book serves one rather distinct purpose in that it popularizes the work of a great man. Probably useful as supplementary reading for high school biology students.

H. S. Fowler  
*College of Education  
 The Pennsylvania State University*

**WORKING WITH CHILDREN IN SCIENCE**, Clark Hubler, 425 pp., \$6.75, Houghton-Mifflin Company, Boston, 1957.

This is a methods book to be used primarily by pre-service elementary teachers, although it will have value for the teacher in the classroom. About half the book is devoted to practical suggestions in teaching certain standard units. This section is not completely illustrated, but it does contain a great many ideas.

The first half of the book is more traditional with emphasis on methods, educational objectives, etc. The sequence of topics is interesting and hard to understand. For instance, the importance of the balanced aquarium is taken up in the chapter on the relationships of science to other offerings in the elementary curriculum. The emphasis is on scientific attitudes and concepts rather than on factual knowledge.



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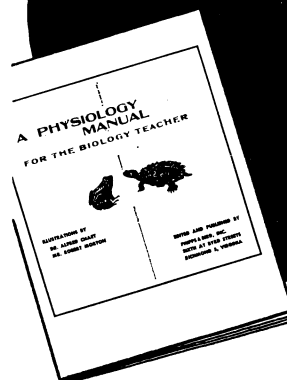
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