

MODERN SCIENCE AND YOUR CHILD, William J. Gruver and Albert Piltz, 40 pp., \$.25, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C., 1963.

A pamphlet designed to inform the parents of current developments in science education at the elementary and secondary levels of instruction. A definition of what modern science is and why everyone should study it is made clear to the parents. The new science curriculum approaches are explained, and the need for equipment and facilities to implement them are stressed. A brief resume of the subject content at the various grade levels enables the parents to see what kind of information is being presented to their children. Those individuals most responsible for quality science instruction are well trained teachers, alert administrators, and a community with parents who are willing to provide leadership. A method by which parents can evaluate their present school science program is explained. Firsthand information may be obtained by visits to the school, observing classes, and talking with the teachers. A good pamphlet for distribution if one plans to initiate a science curriculum evaluation in his school system.

Ronald K. Gibbs
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TESTED OVERHEAD PROJECTION SERIES IN CHEMISTRY, Hubert N. Alyea, 32 pp., \$1.50, NSTA, Washington, D. C., 1962.

This is a complete reprint of a series of articles printed in *The Science Teacher* to introduce tested overhead projections. With the rapid increase in the use of overhead projectors in large class team teaching situations, the TOPS Series in Chemistry should introduce a new era in lecture demonstration techniques. The construction and use of fourteen simple and inexpensive devices which the teacher can make himself are described and illustrated. With these, the author states that more than 1000 chemical experiments can be carried out. The techniques described should give the teacher many additional ideas for developing new devices with which to demonstrate many other concepts. The program is unique in that the demonstrator uses very small quantities which the student sees in their natural colors, enlarged by projection.

Virgil Heniser
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YOU AND YOUR CHILD AND SCIENCE, Glenn O. Blough, 28 pp., 75¢, National Education Association, Washington, D. C., 1963.

This small paper back book was written for

parents who want to help their children learn more about the world around them. Any adult who associates with children knows that boys and girls are full of questions about almost all scientific subjects. This is the result of their natural curiosity about the world in which they live. The author points out a variety of ways in which the parent can encourage and further the child's interest in science without themselves being scientists. Ten pointers are listed for these interested parents which will provide a good setting for the child's success. Examples of cooperative family activities are given which result in real science learning and in the development of scientific attitudes for both the parent and the child.

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INFORMATION CLEARINGHOUSE ON NEW SCIENCE CURRICULA, American Association for the Advancement of Science, 99 pp., Science Teaching Center, University of Maryland, College Park, 1964.

A mimeographed report listing as comprehensively as possible all present curriculum studies in science. The listing is inclusive, with a great deal of information on each project. There is some unevenness in treatment with BSCS receiving two pages, while other much less significant projects have four to five pages. Unfortunately, the listings are alphabetical, with major classifications by source of funds, e.g., NSF. Also, there is a list of state and local projects which is quite incomplete. However, this is the best summary produced to date and quite valuable to those trying to keep track of these programs. It is an excellent sourcebook for those seeking help in their own curriculum improvement efforts

INNOVATION AND EXPERIMENT IN EDUCATION, Panel on Educational Research and Development to the U. S. Commissioner of Education, 79 pp., 35¢, U. S. Government Printing Office, Washington, D. C., 1964.

The high character of the participants on this panel, convened to discuss the problems indicated by the title, would warrant the reader in supposing that the resulting publication would make for inciting reading. Unfortunately, a mouse is the result of their labor.

The chairman, Professor Zacharias of PSSC reputation, has signed the Foreword, and references to PSSC physics are abundant. There seems to be no change in style as the introductory matter reflects some type of myopia by again using PSSC as cases in point for illustrat-