

ing innovation and experimentation. BSCS rates a short paragraph. The chapter headings are significant: Learning about Learning, Music, Teacher Education, Deprived and Segregated, Work in Progress, and Progress Elsewhere. This is a potpourri of miscellany, but there are some interesting ideas advanced. The whole publication exhibits all the faults of a committee report.

**SELECTED SCIENCE BOOKS FOR SECONDARY SCHOOLS, A BIBLIOGRAPHY**, Connecticut Science Teachers Association, 28 pp., \$.25, Central Connecticut State College, New Britain, Connecticut, 1963.

The Connecticut Science Teachers Association has prepared this chemistry supplement to their bibliography of science books for secondary schools, published in 1958 and its 1960 supplement. It lists about one hundred thirty-five titles by author. The title, publisher, publication date, pagination, and list price are given for each book, followed by a brief annotation. Code letters or numbers are used to indicate use, grade level, and purchase priority. Bibliographies and a Directory of Publishers follow the Book List.

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**PLANNING FOR EFFECTIVE SCIENCE TEACHING**, Thomas G. Aylesworth, 96 pp., Free, American Education Publications, Wesleyan University, Middletown, Connecticut, 1963.

A little paperback which the publishers of *Current Science* are offering to their subscribers. In it the author, an NABTer, summarizes in a remarkable manner the beginning course in educational methods. The title is quite revealing as the emphasis is on the planning and techniques necessary for effective teaching. It is quite a fine book for beginning teachers, or for students in methods classes, but the experienced teacher will profit by a reading also.

**COUNTRY REPORTS ON THE ORGANIZATION OF SCIENTIFIC RESEARCH IN THE UNITED STATES**, Mary E. Corning, 100 pp., free, OECD, National Science Foundation, Washington 25, D.C., 1963.

A compilation of information of the organization of this government and its relation to the support of scientific research, particularly aimed at the foreign reader. It gives a clear, precise description of the agencies involved and tables and charts to show the extent of support of research here.

**SCIENCE PUBLICATIONS**, Albert Piltz, 65 pp., \$.40, U.S. Government Printing Office, Washington, 1963.

Most of the publications noted here are bibli-

ographies of previous works devoted to careers, free and inexpensive materials, etc. The annotations are full and complete. A handy document.

### Elementary Science

**SEE ALONG THE SHORE**, Millicent E. Selsam, 44 pp., \$2.95, Harper and Brothers, New York, 1961.

The author has prepared a simple and refreshingly beautiful translation of a segment of the natural world, the seashore, so little understood by man and yet so regularly frequented by him. Here, in this dynamic center where land meets with the sea, a child is offered insights to some of life's patterns commonly found on the beach, the home of a unique community of plants and animals found nowhere else in the world.

The young reader is quickly involved in the excitement of discovery. The special features of the physical environment found at the sea's edge are clearly explained to the child. It is in this rough environment now more familiar that the young reader reaches out to find out how each kind of living thing goes about the business of living in a home forever changing.

The concepts are simply traced for the young reader and colorfully illustrated by Leonard Weisgard. This small book becomes an important addition to a child's library of scientific literature.

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**THE MIND: FIRST S-T-E-P-S**, Harry A. Wilmer, 73 pp., \$3.95, Franklin Watts, Inc., New York 22, 1963.

Presumably aiming at the elementary or junior high school student, the author describes the mind as he perceives it and as he believes such a pupil might be able to perceive the concept. He states that he conceived the idea of the book after working with a sixth grade class. Briefly, he uses an elaborate set of analogies and metaphors to describe the mind, starting with the perception of a fire engine roaring down a street. Computers, file drawers, picture screens, etc., are part of his apparatus for picturing the mind. Illustrations abound.

However, the language seems pitched much too high for the readership he has in mind; in fact, it would work well in the high school. The metaphors and analogies do hit the younger reader. His version of imagination is particularly weak, but his view of the unconscious is quite good.

All in all, a charming book with unusual ideas.