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being a health-oriented, man kind of course. Although no complete course outlines are included, the food for thought is plenty and anyone looking for ideas or justification for taking a new tack will find support from these colleagues.

William B. Foster
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INQUIRY TECHNIQUES FOR TEACHING SCIENCE, William D. Romey, 342 pp., \$6.95, Prentice-Hall, Inc., New Jersey, 1968.

The result of the author's experience in teaching science methods classes at Syracuse University. The author, a geologist, has come on strong in this book for the inquiry approach—not just as a series of admonitions for the beginning teacher but exemplified in the way the book is organized and written. Seldom are the chapters more than two pages and most are followed by an "activity." The last half of the book is made up of reprints of articles, chiefly from *The Science Teacher*, and range from Bruner and Novak, to Commoner and Glass.

It must be admitted that the author in the opinion of this reviewer gives the best and most succinct explanation of *behavioral objectives*, *cognitive*, *conceptual approach*, and the rest of the new lexicon of science teaching. And because the explanations are so clear there is a vague feeling on the part of this reviewer that much of all this is familiar. For example, Schwartz's great work is given short shrift yet his "Invitations to Enquiry" constitutes a beautiful exposition of the "inquiry technique." Behavioral objectives turn out to be a new term for what, for example, health educators have been

touting for some time as the ultimate criterion for determining the success of health instruction. Even biologists have known that the real usefulness of the old conservation instruction was to arrive at a series of new and useful "behaviors."

The author wisely uses references to other objections to the conceptual approach unless carefully defined so as to separate it from the old "principles" approach.

In sum, this is a very good book for it explains these old ideas in their new garments; it emphasizes that the teacher must himself be sold on this and express it through his teaching methodology; and it reminds us to note our real objectives in teaching so that they are concrete and not fanciful and vague. There is little here that is specific for biology teachers, but as is the current fashion, the book, and probably the cause it represents, is an effort to inculcate the embryonic teacher with a more reasonable and satisfactory approach to science teaching than what he probably went through in his undergraduate education.

INQUIRY BOX TEACHER'S HANDBOOK, J. Richard Suchman, 28 pp., Teacher's Handbook \$1.60, Inquiry Box \$18, Science Research Associates, Inc., Chicago, Illinois, 1967.

The *Inquiry Box* is an interesting device for stimulating the development of critical thinking.

A teacher's handbook describes the functions of an *Inquiry Box*, a wooden device, that promotes the development of inquiry skills of individual learners. The box contains a teacher devised arrangement of linked wooden pegs, strings, springs, spools, pulleys, rubber bands, and other materials hidden by an enclosed lid. Learners are asked to

analyze the nature of linkages and form theories by probing with dowels through holes and manipulating strings that hang from openings. To test and compare the theories, pupils construct their proposed linkages in another box.

This device for inquiry thinking is applicable for learners of all ages and abilities from upper primary on. Discrepancies presented stimulate pupils to raise questions, form theories, and practice analytical thinking. The *Inquiry Box* provides the means for testing theories. Possibilities for game activities are developed when pupils design similar boxes so that classmates can construct theories in relation to their individual designs.

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THE NATURE OF SCIENCE AND SCIENCE TEACHING, James T. Robinson, 149 pp., Wadsworth Publishing Co., Inc., Belmont, California, 1968.

Authored by a former NABT officer, this book is the result of experience at the secondary and college levels. The author is presently in science education at Columbia University.

His approach is a unique one and the title hints at it. It is highly philosophical and is not a science methods book in the ordinary sense. The author's main theme is to discuss the nature of science in order that teachers may be better informed in their teaching of science as inquiry with all that that means in our modern contexts.

This is accomplished by rather extensive paraphrasing of Margenau, Frank, Bridgman, Woodger, and Gerard. Much of this is rough going for non-philosophically or non-metaphysically minded readers. However, what is written must be studied carefully by the science teacher if he is to be competent in the new approaches to science teaching. For this the author deserves the thanks of science educators. The author further elaborates considerably on curriculum development and design.

It is a very useful book for the science teacher, and teachers of science teachers, if they wish to know the modern context of their work.

Books Received

FUNDAMENTALS OF NEUROLOGY, Ernest Gardner, 367 pp., \$7.50 W. B. Saunders Company, Philadelphia, 1968.

BIO-MEDICAL TELEMETRY, R. Stuart Mackay, 388 pp., John Wiley and Sons, Inc., New York, 1968.

INSTRUMENTAL ANALYSIS USING SPECTROSCOPY, Clifton Meloan, 165 pp., \$7.50, Lea and Febiger, Philadelphia, 1968.

TAXONOMIC REVISION OF THE NEARCTIC GENUS ACANTHOMYOPS (HYMENOPTERA: FORMICIDAE), M. W. Wing, 173 pp., University of New York, Ithaca, N.Y., 1968.