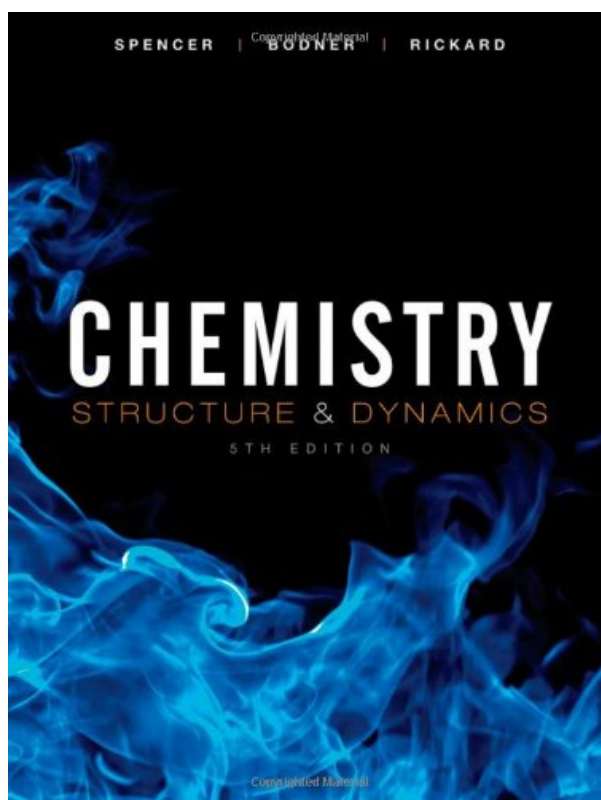
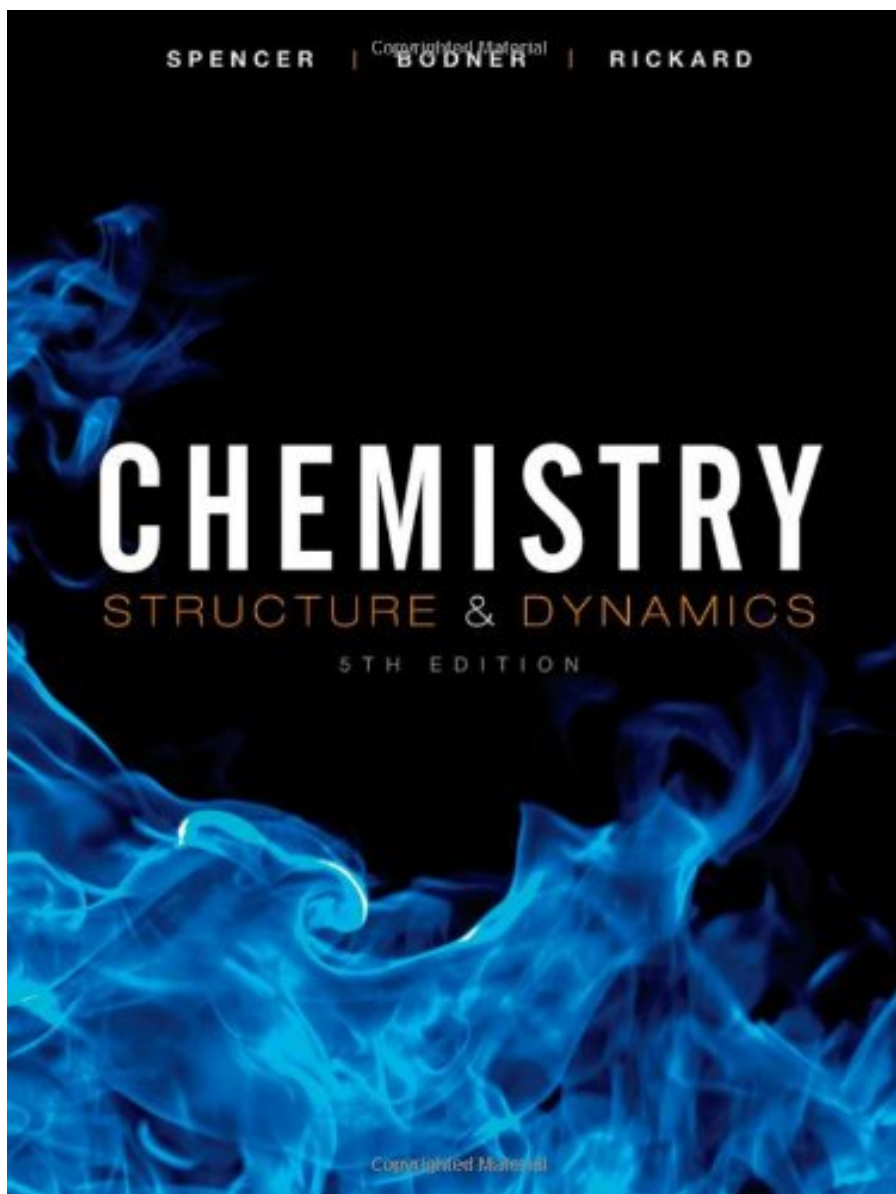


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The text is written in a classic style - and thus has absolutely nothing to add to the educational conversation. While the text is dotted with interesting facts (e.g. pencil lead has clay added to it...) the text is written poorly and not recommended to anyone. For instance, on page 4, the authors or editors suggest that a "molecule is therefore the smallest particle that can be used to identify a compound" On page 5 the authors continue to refer to compounds made of molecules and molecules are made of atoms (and they do use only, classically molecular compounds as exemplars, to the their credit). Yet in the next paragraph they introduce two types of compounds... molecular compounds and ionic compounds, with no indication or reference to the term formula unit to describe ionic compounds. They describe ionic compounds made of ions but never differentiate between the two issues of molecular and ionic substances. Granted, chemical terminology may

be vague at best, but this approach is just a bit sloppy and may ultimately lead to confusion later on. The authors or editors then introduce the idea that the term molecule may also refer to elements... again, while accurate .. would it not be better to take some time to discuss the idea of what is meant by such terminology operationally and functionally, before tossing it out in front of students? Further on in the text, the authors/editors launch into a passage for the mass of an atom, (p.11) yet never quite differentiate between the mass of an atom vs. the mass number of an atom ... and they simply begin to calculate the atomic mass for an element, using isotopic notation and pulling from thin air the measured mass of each isotope. They never explain why the measured mass is often different from the mass number. I can think of many first year students looking for support, being confused by the slight of hand and lack of rigor to building a constructed concept. The diagrams are standard at best and again, fail to add significantly to the interpretations of the linguistic portions of the text. The diagrams aren't poor - but certainly not anything special. The end-of-chapter questions are geared, primarily towards the application of definition... most are very rote. There are very few interesting questions forcing students to think, very few questions looking toward the applications of concepts ... Were the copyright not written clearly to be 2011, one would think that this text had been written in the 1990's or worse, the 1980's ... Wiley and the authors miss the point of where chemistry education is moving how did it ever get to a 5th edition? I need to return this text.

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By Philip

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