

The New—in Review

Sara M. Krentzman, Editor

CHANGING HUMAN NATURE is a difficult problem which must be faced by educators as well as by clergymen, politicians, advertisers, and countless others who deal in the field of human relations. Clyde R. Miller, founder of the Institute for Propaganda Analysis and associate professor of education at Teachers College, Columbia University, has written a book, *The Process of Persuasion* (New York, Crown Publishers, 1946, \$2) designed to analyze the devices used by individuals and groups attempting to change people's attitudes and behavior.

Mr. Miller devotes the first part of his book to the "Backgrounds of Persuasion." Here he explores the general nature of the process and the laws or principles by which it operates. This is a plea for all individuals to analyze and understand the power of "other's persuasion on us and our persuasion upon others" in an attempt to diagnose clearly the situations in which we find ourselves.

Part two explores in detail the techniques of persuasion. The descriptions of these techniques are so clear that it is easy to recognize them as part of our day-to-day experiences and to identify them as forces currently operating in all areas of social living.

Perhaps the feature of *The Process of Persuasion* which makes the book most valuable is its informal, chatty style. Mr. Miller uses many humorous and familiar anecdotes or examples which communicate effectively the ideas he wishes to convey. This popular approach is easy to follow and to understand. Mr. Miller employs successfully the persuasion tactics he writes about in encouraging others to analyze social forces and to use them discriminatingly and effectively.

Supervisors and teachers will find many implications in this book for their public

relations programs. Every individual interested in understanding better the powers of persuasion can use Mr. Miller's book to advantage.

HERE'S SOME HELP in the field of radio. The U. S. Office of Education has about 1100 annotated radio scripts which are available on free loan. These are listed in the *Radio Script Catalog*, which you may buy for 25 cents a copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

MOVIES THAT TEACH is the challenging title of Charles F. Hoban, Jr.'s new book. (New York, Dryden, 1946; \$2.50.) Mr. Hoban, who served as chief of Film Distribution and Utilization for the Army Pictorial Service (U. S. Signal Corps) during the war, is now special assistant, Division of Visual Education, Philadelphia Public Schools. Mr. Hoban has used the data he collected during the war years to show the changes in educational movies during that period and to point out the potentialities of the newer types of film when correctly used.

In the Preface the author says that *Movies that Teach* was directed to three groups:

"First, to educational administrators, because they will make the major administrative and budgetary decisions as to whether motion pictures will become an active force in the educational programs under their jurisdiction.

Second, to producers of educational films because they will make the decisions as to what and how many films are produced and as to the techniques of teaching incorporated in them.

Third, to directors, supervisors, and coordinators of visual education in educa-

tional systems, institutions, and organizations, because they will establish liaison between teacher and film-maker, they will promote the program among those who must support it and those who will execute it, and they will administer the program on the local level."

This declaration of intention reveals a concept of the necessity for cooperative planning for a successful audio-visual education program. This point of view is apparent throughout Mr. Hoban's book and the result is a practical and stimulating publication.

Mr. Hoban summarizes research studies in this field and uses army experiences to point out possibilities for films in all types of educational programs. The chapters on "Teaching Techniques In Films," "Distribution and Film Library Service," and "Conditions of Good Use" are worth the price of this book to supervisors and teachers.

Movies That Teach challenges movie procedures to recognize the need for films with educational approach, producers of equipment to improve their offerings, and directors or coordinators of film programs to improve their services. This is a frank statement of the possibilities for using films as educational tools and the necessity for improved materials, equipment, and techniques if these possibilities are to be realized.

FREE TEACHING AIDS is the title of a list giving addresses of more than three hundred sources of free pictures, maps, charts, and other teaching aids. Compiled by Lilli Helmers, the list may be secured for 50 cents from New Jersey State Teachers College, Upper Montclair, N. J.

METHODS OF TEACHING arithmetic are presented to teachers of the first six grades in *How To Make Arithmetic Meaningful* (Philadelphia, Winston, 1947) by the co-authors, Leo J. Brueckner and Foster E. Grossnickle. It is their belief that a well-balanced arithmetic program gives consideration to the mathematical and to the social phase of the subject. It is the

purpose of this book to point out ways to make a program of arithmetic instruction contribute to the growth and development of children.

According to Brueckner and Grossnickle, there are certain problems which every teacher of arithmetic must recognize. *How To Make Arithmetic Meaningful* is concerned with the solutions to these problems. The authors state these problems in the following questions:

1. What are the objectives of the teaching of arithmetic? What is the role of arithmetic in general education?
2. What contributions have numbers made to social progress?
3. How should the curriculum be selected and organized? How should the content be arranged by grades?
4. What are the principles of teaching that should be regarded as basic if learning is to be meaningful and successful?
5. How can these principles be applied to the teaching of operations with whole numbers, fractions, and decimals, and in problem solving?
6. What difficulties do children have in learning arithmetic? How can these difficulties be located, diagnosed, and corrected?
7. What procedures can be used to develop in children the power to do quantitative thinking and to apply quantitative procedures in dealing with problematic situations?
8. How can we evaluate learning in arithmetic?
9. What kinds of instructional supplies and materials can be used to make learning efficient and successful? How can we adapt instruction to individual differences? In what ways can use be made of community resources to make learning vital and meaningful?

These problems are approached in chapters which are well organized and clearly written. The findings of recent research are summarized concisely and descriptions of promising practices in actual school situations are included. Each chapter in-

cludes a selected, well-chosen bibliography.

The contrasts between traditional and modern practices in arithmetic instruction are effectively presented. The practical illustrations of the newer methods of teaching are very valuable for pre-service or in-service teachers of arithmetic.

One of the most difficult problems for many teachers is how to evaluate a textbook. Brueckner and Grossnickle include an excellent guide for evaluating arithmetic texts. Equally valuable is the discussion of workbooks, suggesting their value and their limitations.

How To Make Arithmetic Meaningful is recommended as an excellent book for educators interested in learning more about adequate arithmetic instruction.

IGNORANCE of parliamentary procedure has kept many people from entering freely into discussions conducted in accordance with parliamentary rules. Our democratic society, which stresses the value of wide participation in governmental affairs, necessitates each individual's learning how to participate in group meetings. Thomas Jefferson is credited with the statement that "parliamentary rules have been found to best subserve accuracy in business, economy of time, order, uniformity, and impartiality."

There is no excuse for ignorance of parliamentary procedure while there is available a book as comprehensible as Rose Marie Cruzan's *Practical Parliamentary Procedure* (Bloomington, Illinois, McKnight, 1946, \$2.50). Charts, diagrams, forms, and exercises are used to make the presentation simple and clear. The wide coverage makes this book a manual of procedure and practice. It is recommended as a readable guide for educators who need this type of information.

WOULD YOU LIKE a mimeographed list of *Recent Educational Literature*, de-

signed to help you select good professional literature? Send ten cents to Northwestern University Library, Evanston, Illinois. Credit goes to Eleanor F. Lewis, reference librarian, for compiling the list.

UNDERSTANDING and guiding students should occupy half the teacher's time, according to many authorities. In the revised and enlarged edition of *The Role of the Teacher in Personnel Work* (New York, Bureau of Publications, Teachers College, Columbia University, 1946, \$3.75), Ruth Strang presents practical suggestions to teachers and administrators in this area.

Since the publication of the first edition of this work fourteen years ago, Miss Strang has recognized the need of teachers and administrators for knowing how to accomplish a good guidance program. Consequently, she includes in this new edition more about how to do effective personnel work and less abstract discussion of guidance.

In the Preface, the author summarizes the coverage of the volume in these words:

"Students' need for guidance is pointed out; conditions that are preventing the teacher and principal from doing their best work are recognized; why persons behave as they do is discussed; programs are outlined to show the teacher's place in a larger setting; the teacher's guidance roles in the classroom, in the homeroom, in the group guidance class, in extra-class activities, with parents and community, and as teacher-counselor are described; common problems of students and how to deal with them are considered; and ways of improving counseling methods and technics are presented."

The many case studies, the positive suggestions, the readable style, and the excellent bibliographies are outstanding features of this book which gives valuable guides to improved personnel programs.



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