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 discriminately 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 organiza-
tions, 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,” “Dis-
tribution 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 neces-
sity 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 Teach-
ers College, Upper Montclair, N. J.

**METHODS OF TEACHING arithmetic**
are presented to teachers of the first six
grades in *How To Make Arithmetic Mean-
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 instruc-
tion contribute to the growth and develop-
ment of children.

According to Brueckner and Gross-
nickle, there are certain problems which
every teacher of arithmetic must recog-
nize. *How To Make Arithmetic Mean-
ingful* is concerned with the solutions to
these problems. The authors state these
problems in the following questions:

1. What are the objectives of the teach-
ing 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 se-
lected 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 suc-
cessful?
5. How can these principles be applied
to the teaching of operations with
whole numbers, fractions, and deci-
imals, 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 de-
velop 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 chap-
ters which are well organized and clearly
written. The findings of recent research
are summarized concisely and descriptions
of promising practices in actual school sit-
uations 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, Mc-Knight, 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_, designed 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.