

The New—in Review

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THE SPEECH HANDICAPPED. A book written especially for the classroom teacher who is interested in doing something for the speech handicapped child is *Speech Handicapped School Children*, by Wendell Johnson and Others. Chapters are devoted to each of the usual speech disorders such as lisping, stuttering, nasality; and causes and contributing factors are included. Such treatment for speech difficulties, as may be safely carried out by the teacher who is not a trained speech technician, is given. The book is written in non-technical language which makes it easily usable.

The entire book focuses attention on the child as an individual, taking always into consideration the forces within the child himself and those within the environment which have contributed to his personality. This book is recommended to those who are interested in understanding the speech handicapped child. Harper and Brothers. (Reviewed by Margaret Haight, *Speech Correction Teacher, Portland, Oregon public schools.*)

EDUCATION FOR WHAT IS REAL, by Earl C. Kelley, reports the significant findings of the Hanover Institute—formerly the Dartmouth Eye Institute. Experiments were conducted in the realm of vision, the nature of perception and of knowing. John Dewey, in the foreword, points out that in these studies “has been developed an experimental demonstration of the principles which govern the development of perceiving, principles which are found, moreover, to operate more deeply in the basic growth of human beings in their distinctively human capacity than any which have been previously laid bare.”

The first part of the book is devoted to a discussion of perception and some of

the common assumptions of education. The experiments, or demonstrations as they are referred to, are described in some detail. The second section deals with the implications for education of the study. All persons concerned with education will be interested in the philosophy which is expressed in this part of the book. It is concise and to the point. Harper and Brothers, price \$2.

REPORT CARDS. Perhaps no topic will bring as much spontaneous discussion as that of report cards. How best to report pupil progress is one of the perennial problems which confronts most schools. *Reporting to Parents*, by Ruth Strang, is a book written for the classroom teacher. It combines theory with practice to present a practical guide for improving techniques of reporting pupil progress to parents. “Presented in unusually concise form are the purposes which reports should serve, criteria for appraising their use, problems encountered in changing procedures, and practical suggestions for improvement.” Bureau of Publications, Teachers College, Columbia University.

AUDIO-VISUALS. *Audio-Visual Techniques for the Enrichment of the Curriculum*, by Anna Chandler and Irene Cypher, presents a broad concept of the term audio-visual aids. As the writers put it: “the term includes not only the motion picture and the lantern slide but a rich store of all materials for educational stimuli from A to Z, such as anaglyphs, aquaria, blackboard-chalk, bulletin boards, story telling, tableaux, terraria, vectographs, and visits to the zoo.”

The book has many pictures which show children using the various aids in learning situations. As one reads the text one wishes the authors had expanded their

discussion of the various instructional tools. In many instances they whet one's appetite for using the aids, but do not give enough information for a complete picture of what is involved in preparing the material. The book is most effective in presenting a wide variety of teaching aids and some of their advantages. For the teacher who wants to get a bird's eye view of a large number of audio-visual materials, this publication is very worthwhile. Noble and Noble, Publishers.

CONTROVERSIAL ISSUES. "What kind of school policy is needed on controversial issues?" and "What are the most effective techniques for handling controversial issues in the classroom?" are but two of the problems dealt with in a new book, *Teaching Controversial Issues*.

In a dynamic society such as ours, it is important that the school develop citizens who are well informed. "A dynamic school will, by its very nature, bring students face to face with some issues which are as yet unresolved. The teachers in such a school will help students to make use of the great reservoir of established values, accepted principles, and proved facts in considering unsolved problems." Teachers will find in this book practical suggestions on how to handle controversial issues and how to protect themselves from criticism resulting from the study of such issues in the classroom.

This book brings together much of what before has been available only in a number of scattered sources. Every administrator and teacher interested in a functional program of education will want to read this book. It is available free of charge from the Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

THE DOUGLASS SERIES. *Teaching in the High School*, by Harl Douglass and Hubert Mills, is another volume in the Douglass series on education. This may be looked upon by many as another text for college classes. One is impressed by its inclusiveness; the authors have covered all the important phases of secondary edu-

cation. Some of the topics discussed are: The Opportunities and Responsibilities to the Teacher, The High School Student of Today, Special Education Problems, Drill Practice and Review Procedures, and The Teacher as a Person.

The book tries to bring to the reader the best in modern theory and practice. The authors believe that no one specialized school of educational thought has fully achieved the objective of the secondary school—that of developing the student as a whole. "Hence they do not accept as a fixed point of view any one of the modern teaching concepts such as stimulus-response psychology, or the Gestalt theory. The book considers subject matter as a means to pupil growth, nothing more; cognizant of the present it looks to the future, not to the past; and it tends toward unitary synthesis, not fragmentation."

Although intended for teacher education courses, it has value in programs for in-service growth. It would be a fine addition to the schools' professional libraries. The Ronald Press, price \$4.50.

REPORT ON THE NEWS. The New York *Times* recently announced a new series of filmstrips which deal with important topics in the news. These will be released every month during the school year, and will deal with up-to-the-minute news.

The first in the series, "A President Is Elected," shows the functioning of our electoral system, the Constitutional guarantee given each voter, the nominating conventions, the campaign, and how it is conducted. This filmstrip will interest social studies teachers.

Some topics to be covered in the future are, Palestine Divided: the struggle between the Arabs and the Jews for the Holy Land; and The Marshall Plan: the American effort at world reconstruction.

All filmstrips will have adequate teacher's manuals. For other information regarding the distribution of these aids write to the New York *Times*, School Service Dept., Times Square, New York 18, N. Y.

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