

Research, Ohio State University, 1946. \$3.50.

This book contains the addresses delivered at the Sixteenth Institute for Education by Radio at Ohio State University in 1946. Dr. Tyler, co-editor of the book, is a worthy successor to Dr. Wallace W. Charters who founded the institute and gave it an impetus which promises to keep it as perhaps the leading institute of its kind in the country. The Sixteenth Institute drew upon the best talent in the land, both in educational fields and in the broadcasting industries. The discussions are so thoroughly worth while as to make the book an invaluable source of information for those who are active in broadcasting, either commercial or educational. It forms an excellent summarization of the social implications of radio and of the advances being made in the art, particularly as it affects education and educational movements.

Space limitations prevent an adequate summarization of the various discussions. "Radio and the International Scene" is sympathetically dealt with by authorities of this and foreign countries. The discussion on "Public Service Responsibility of Broadcast Licensees" features a debate between Sydney M. Kaye, attorney for various broadcasting interests, and Commissioner Clifford J. Durr of the Federal Communications Commission. It gives the pros and cons of the famous Blue Book of the Federal Communications Commission. There is an excellent panel on the social responsibilities of radio. The chapter on "Television and Education" gives us some inkling of what a tremendous factor television may ultimately become in the enlightenment and training of the youth of the land. Educators will be particularly interested in the section on "School Broadcasts." This is followed by a most interesting discussion on the Junior Town Meeting. The topic "Training for Radio" has valuable suggestions for those engaged in teaching radio, as do the discussions on "Radio Research" and "Radio Production." "Special Problems" and "Special Interests" are given considerable attention.

The book concludes with an index and an exhibition of recordings. After reading

it, one feels convinced that he has not been a part of the great movements affected by radio unless he has attended one of Ohio State University's Institutes for Education by Radio.

PAUL A. WALKER

Federal Communications Commission

CONANT, JAMES B. *On Understanding Science*. Pp. xv, 145. New Haven: Yale University Press; London: Oxford University Press, 1947. \$2.00.

The question of how the scientist can best go about the difficult task of acquainting the layman with some of the methods and discoveries of modern science has been brought closer to a solution because of a small book by Dr. James Bryant Conant, entitled *On Understanding Science*. Advice on this problem has of course always been plentiful, but proposals have too often tended to run along the lines of trying laboriously to acquaint the layman with overly simplified and sugar-coated treatises on such fundamentally difficult subjects as the quantum theory, relativity, and nuclear structure. To be sure, this choice of method can in part be blamed on John Doe Reader, because he demands, above all, that the subject matter be modern. The most that can be said of the result is that the reader of such material is mystified. Dr. Conant proposes an attack from quite a different direction. He contends that the important aspect of science for the layman to grasp is its "tactics and strategy" rather than any number of undigested facts and equations. The tactics and strategy are as well illustrated by the efforts of the early experimenters as by those of the modern, and far more clearly for the layman because of the simplicity of the subject matter. The reader who is totally unfamiliar with present-day scientific jargon can follow the early experimenters through their (often groping and fumbling) efforts to find the truth, and can see clearly the emergence of the scientific method. This, the scientific method, is the important thing for the lawyer, the doctor, and the politician to carry over into his everyday thinking.

Dr. Conant devotes the major part of his book to giving, in considerable detail,

two case histories to illustrate the way of teaching which he advocates. The first, "Touching the spring of the air," comes from the seventeenth century. He traces the early experiments on the determination of the properties of air, through the invention and study of the mercury barometer, the first production of a vacuum, and so forth. The second case history concerns the early development of our knowledge of electricity and combustion.

Dr. Conant's book should make highly enjoyable reading for the teacher and the nonteacher alike; for the teacher, Dr. Conant has a proposal that should be seriously considered.

H. R. CRANE

University of Michigan

OGDEN, JEAN, and JESS OGDEN. *Small Communities in Action*. Pp. xix, 244. New York: Harper & Bros., 1946. \$3.00.

*Small Communities in Action* is excellent collateral reading for anyone who studies or practices community organization.

The book is made up of stories which illustrate ways in which smaller American communities have organized since around 1940 to carry on various projects of community concern. The stories are selected from "The New Dominion Series" which represents one phase of an experiment initiated and conducted by the Extension Division of the University of Virginia.

As the preface says, "The motivating purpose of the entire program was to discover more effective ways for helping individuals and communities to help themselves." These various chapter-stories describe "experiments of Community Councils and local and regional workshops in community development; community-wide educational programs sponsored by consolidated schools and designed to reach all classes and types; uses of new techniques involving leaflets, bulletins, posters, flyers, and motion pictures; and the reporting of good programs found in" a great many different communities. This material describes admirably what these communities have done for themselves and the methods which they have found effective.

The stories are largely regarding Southern communities. Still, the principles described are applicable to almost any community.

The material is vividly presented in "case story" method. The style is excellent. The community procedures are well described.

Stimulating conclusions are drawn regarding the applicability of the principles and practices described to the development of a sturdy democratic way of life in our American communities and in turn in our Nation.

ELWOOD STREET

Bridgeport, Connecticut

GLAISYER, JANET, T. BRENNAN, W. RITCHIE, and P. SARGANT FLORENCE. *County Town: A Civic Survey for the Planning of Worcester*. Pp. xii, 320. London: John Murray; distributed in United States by Transatlantic Arts, Inc., 1946. \$6.30.

*County Town*, a planning survey of Worcester, England, undertaken for the Worcester City Council by four members of the Commerce Department, University of Birmingham, is a workman-like job. It hangs together with a well-knit organization of basic planning data. It is reinforced at the seams by information obtained from a special sample survey and several questionnaire inquiries. The field data have been carefully raked over for significance and organized into an easily grasped presentation of the following subjects: physical basis, population structure and trends, industry, transport, linkage of city and countryside, housing, health and amenities, retail distribution, education, zoning and social grouping, and proposals for redevelopment. Many of the data are conveyed effectively by visual aids, especially maps such as the retail shop map which superimposes shaded one-quarter-mile circles, representing areas served conveniently by the "hand-to-mouth" shops (general or grocer's shop, greengrocer, butcher, baker, and chemist), upon a red spot map of the residences of the population. The treatment stands out for its attempt to interrelate the sample survey data covering residents' shopping habits and at-