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# A useful reference of new writing for the senior English teacher: [Review of the annual publication The year's work in English studies (O.U.P.)]

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# BOOKS REVIEWED

A chapter on Progressive Education follows in which he makes a careful re-assessment of the disadvantages and advantages of the movement in the light of the needs of American education today.

In spite of the conflicting philosophies of education. in spite of the shortcomings of teachers, in spite of all the social problems which education does not seem to touch, Dr. Mayer holds to his optimistic belief that education, in the broadest sense and not limited by any educator's hobby-horse, can lead to the good life. "The purpose of knowledge is not only to control nature but to promote human happiness.' "Life ultimately is not an economic or a psychological, but a **religious** problem."

Other chapters in the book deal with such topics of perennial interest as the conquest of fear, the dilemma of the liberal, and the nature of God. Although there is nothing especially new, the whole book is written in a refreshing, positive spirit, and is very well worth a leisurely, contemplative reading.

H.H.

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*A useful reference of new writing for the senior English Teacher —*



Owing to the printing strike in Britain a number of annual publications have been delayed. Among them is THE YEAR'S WORK IN ENGLISH STUDIES (O.U.P.) which is an essential for all who try to keep up to date in these fields. The latest volume covers the year 1957. and may be slightly passé for those who are involved in research, but for the less specialised reader there is still much that remains valuable despite the time lag. **The Year's Work in English Studies** contains critical notices about all the most important books and articles published each year, and it therefore serves a most useful purpose in guiding the reading of those of us who are limited both by time and expense. One notices, occasionally with the recognition due to an old friend, such works as **On Human Communication,** by C. Cherry (M.I.T. Press) a most important work, and a **Handbook of English Grammar** by R. W. Zandvort (Longmans) which the editors describe as "by and away the best" of its genre for 1957, and which follows an excellent bilingual grammar of English for Dutch students. Shakespeare attracts considerable notice, and the work of Bernard Spivak, for instance, traces in the Shakespearean plays the morality structure, which makes Falstaff a Vice and his death tolerable in the old convention. A book on the History plays, **The English History Plays in the Age of Shakepeare** by Irving Ribner (Princeton and OUP) sees in Lear's conduct political rather than ethical crimes. William Blake was the subject of **Studies in the Poetry and Art of William Blake,** under the main title of **The Divine Vision,** edited by V. de Sola Pinto (Gollancz).

B. R. Jerman (PMLA) refutes the usual contention that the Duke in Browning's **My Last Duchess** is issuing a warning, and N. P. Davis in a biography on Wilkie Collins, brings to light much new material, some of which bears on Charles Dickens. Collins is shown as an antidote for too much Forster.

**The Year's Work in English Studies** is a most valuable desk book for every senior practitioner of English.

B.W.R.

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*A very valuable source book for those interested in audio-visual aids —*



**Audio-Visual Instruction: Materials and Methods, by J. W. Brown, R. B. Lewis and F. C. Harcleroad. (McGraw & Hill).**

This publication bids fair to become a standard work of reference for teachers in search of ideas and sources of Visual Materials. While dealing with methods in a comprehensive fashion, its chief value lies in the fact that it is a veritable mine of information about the where and what of the subject.

The work is written in three parts, each profusely illustrated with diagrams and photographs, some of which are in colour. Each chapter has a very comprehensive bibliography appended.

**Part One:** Background for Teaching:— This handles some aspects of the theory of Learning and Communication and of Planning for Active Learning.

**Part Two:** Selecting and Using Ready-made Materials:— The eight chapters in this part cover items such as — Resources for Active Learning, Free Materials, Text and Reference Books, Globes and Maps, Filmstrips and Slides, Films, Radio and Recording and Television.

**Part Three:** Creating Instructional Materials:— For the practising teacher these eleven chapters in many ways constitute the most valuable part of the book. In them a host of ideas and techniques coupled with their practical applications is listed covering Displaying, Construction ,Demonstrating and Dramatisation, Tape Recording, the use of Community Resources, Modelling and two useful chapters on Still Pictures and Photographic techniques. The final chapter provides some hints on gilding the lily —an encouragement to sometimes discouraged teachers to make the most of the admittedly inadequate resources in many schools.

A reference section completes the book in which every conceivable type of electronic, projection, printing and copying device usable in Schools is dealt with from the practical viewpoint.

Altogether a most enlightening book.

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