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*The Journal of
Speech and Hearing
Disorders*

**A GUIDE TO AUDIO-VISUAL
MATERIALS ON
SPEECH AND HEARING DISORDERS**

Albert O. Weissberg

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FOREWORD

MONOGRAPH SUPPLEMENT 2 to the *Journal of Speech and Hearing Disorders* is a guide to audio-visual materials on speech and hearing disorders. Its main section is an organized, annotated list of specific materials. This is preceded by a brief introductory overview, information about procurement of materials, and suggestions for utilization. Producers and sources are listed in the Appendix.

The work may be regarded as a report of progress on a project which the author began while a graduate student at the State University of Iowa under the supervision of Professor Wendell Johnson. Professor Johnson called the work to the attention of Professor Louis M. DiCarlo, then chairman of ASHA's Committee on Exchange of Materials, who added the author to his Committee and cooperated with him in the distribution of a questionnaire to the Association's membership. Many of the materials here presented were originally identified and located by this means. At a meeting of the Executive Council in November of 1950 the author reported the results in behalf of the Committee. He also outlined a proposal for publication which was looked upon with favor and referred to the Editor.

The author, Dr. Albert O. Weissberg, has had training and experience appropriate to his task. He received his M.A. degree in speech pathology at Iowa in 1949, submitting a thesis entitled *The Utilization of Audio-Visual Techniques in Speech Pathology*, a preliminary portion of the present work. He was awarded the Ph.D. degree by Syracuse University in 1951, with a major in audio-visual education and a minor in special education. While at Syracuse, where he was a staff member from 1949 to 1951, he carried on pioneering work in educational television production. Since 1951 he has been with Monogram Pictures Corporation in Los Angeles, engaged in commercial film production which he views as desirable field experience prior to resumption of his career in education. Dr. Weissberg is currently serving ASHA as chairman of the Committee on Exchange of Materials.

In issuing this monograph the Editor wishes to express his gratitude to his colleagues at the University of Illinois. He is especially mindful of the expert counsel provided in this instance by Professor Lewis V. Peterson, Chairman of Visual Communications, and of his recurring indebtedness to Professors Miodrag Muntyan and Ralph E. Eckerstrom, Director and Art Editor, respectively, of the University of Illinois Press.

Grant Fairbanks

1 September 1952

PREFACE

THE VIEWPOINT which has guided the preparation of this work is that merely to add one more to the growing number of film catalogs and lists relating to special subjects would be of limited value to those concerned with the problems of the handicapped in speech and hearing. A broader perspective and more thorough approach were clearly desirable.

It followed that the projected publication should be a guide, not a catalog, that it should cover every form of audio-visual expression, that it should give a comprehensive description of each item, and that it should give particular attention to detailed critical evaluations. Furthermore, the assembling of such information in permanent form for ready reference should not be so much an end in itself as the essential first step in a long-range program looking toward the coordination of audio-visual applications to the field of speech and hearing disorders on a nationwide basis.

The first part of the guide has been devoted to suggestions for obtaining materials and a summary of the basic principles involved in effective audio-visual utilization.

Every effort has been made to make the description of specific items, constituting the main portion of the guide, as comprehensive as possible. A canvass of all Members of the American Speech and Hearing Association was first made to determine what materials and presentations had been produced in the field and what materials, regardless of origin, were being used. All other available sources of information were then personally explored by the author, and all materials which could be obtained for examination were evaluated from the dual standpoints of speech and hearing disorders and audio-visual education. It is believed that the listings under certain categories--especially films, filmstrips, charts, and models--include most of the significant materials of these types which are currently available and that the ones under the remaining categories represent a good cross-section of the available materials of those types.

The principal features of the descriptive portion include the following:

1. Comprehensive technical descriptions of each item, including production credits wherever possible. All technical details are given which are important in determining how suitable the material is for the given purpose, how it compares with similar material, or whether it can be used with available equipment. Explanatory notes regarding the particular technical data furnished for each of the categories of materials are contained in the introduction to each section.

While detailed production credits are rare in listings of audio-visual materials, information of this sort can be of value. This is particularly true of materials which are being obtained on a rental basis without the opportunity of previewing, since knowledge of who has been responsible for the production of the material may be a significant clue to its probable value. With this in mind, the names of individuals and groups associated with producing materials--sponsors, technical consultants, script writers, or actual producers--have been indicated in all cases where available.

2. Detailed summaries of contents. The compilers of audio-visual catalogs and lists have often found it expedient to adopt the summary of contents issued by the producer of the particular item either in its original form or as adapted for inclusion in one of the more prominent periodical guides to audio-visual materials. This system often gives the person consulting such publications a very inadequate idea of the precise contents of the item in question.

Every effort has been made in the present work to provide comprehensive summaries of contents based on personal examination of the material. Where personal examination was not possible, information derived from the widest available variety of sources has been pooled.

3. Critical evaluations from the dual standpoint of speech and hearing disorders and audio-visual education. Few audio-visual catalogs or lists provide any evaluation of items they describe, while still fewer present evaluations which could be called genuinely critical. Even in those instances where critical evaluations are actually presented, the viewpoint expressed is too often either that of the audio-visual specialist who has no extensive knowledge of the subject matter field or that of the subject matter specialist who lacks a thorough knowledge of the technical and psychological aspects of effective audio-visual presentations.

The evaluations in the present work have been designed to overcome this weakness by careful attention to both points of view. Since one of the primary aims of these evaluations has been to foster a critical attitude which will tend to promote the production and use of materials of high quality, high critical standards have been applied and all materials examined, whether amateur or professional in origin, have been subjected to equally thorough appraisal. At the same time, the constructive features have been given greater weight than deficiencies, this being particularly true of the amateur products.

It should be emphasized that no attempt has been made to pass judgment on the validity of any theory or procedure presented. The fundamental concern in all evaluations has been the adequacy of the presentation as such.

4. A key to the availability of specific materials in non-commercial audio-visual libraries. The most convenient and inexpensive sources of films, filmstrips, slides, and recordings on a loan basis are the audio-visual libraries operated by colleges and state boards of health. To aid in the location of convenient sources of this type for particular materials, the catalogs of a large number of such libraries have been checked. Each item thus available has been keyed with reference numbers for all ascertained sources, and a complete list of such sources is included in the appendix.

It would be impossible to mention by name everyone who has contributed in some way to the preparation and publication of this volume. Among those whom limitations of space prevent mentioning individually, the author is particularly grateful to the members of the American Speech and Hearing Association who cooperated so wholeheartedly in the survey which constituted the original research phase of this project. Others include the representatives of the various companies, institutions, and organizations who made available information regarding materials which they have produced or distribute.

Those to whom special thanks should be expressed are:

Dr. Wendell Johnson, who gave invaluable help both in initiating the project and at various stages of the work and who was good enough to read the original manuscript in its entirety.

Dr. Louis M. DiCarlo, who authorized the project as an official activity of the Committee on Exchange of Materials of the American Speech and Hearing Association and gave it every possible assistance, including making available the clerical services of his office staff at the Syracuse University Hearing and Speech Center.

Dr. Grant Fairbanks and Dr. Elaine Pagel Paden of the *Journal of Speech and Hearing Disorders*, who so competently and patiently steered the manuscript through the many details of its preparation for publication.

The majority of materials which the author personally evaluated were examined at the Bureau of Audio-Visual Instruction of the State University of Iowa. He is greatly indebted to Mr. Lee Cochran, assistant director of the University Extension Division, Mr. John Hedges, director of the bureau, and Mrs. Oma Patton of the bureau staff for courtesies extended in this connection.

The following individuals and organizations also kindly furnished materials for personal examination: American Cancer Society, British Information Services, Mrs. Marjorie Burkland, Churchill-Wexler Film Productions, Clarke School for the Deaf, Miss Genevieve Drennen, Dr. Margaret Hall, Jam Handy Organization, Miss Madeline S. Long, Lutheran Institute for the Deaf, Miss Elaine Mikalson, National Broadcasting Company, New York State Department of Health, Ohio Elks' Association, Rudolph Schick Publishing Company, Dr. Boyd V. Sheets, Dr. Harry J. Skornia, Society for Visual Education, Sonotone Corporation, Telex Corporation, and the Wisconsin State Board of Health.

Permission was graciously given by Mrs. Alberta Altman, chief of the Publications and Reports Branch of the National Institute for Mental Health, to quote evaluations of certain mental health films which originally appeared in film guides prepared by her office. With the exception of these evaluations, the author accepts full personal responsibility for all ideas and opinions expressed herein and emphasizes that these do not represent official views of the American Speech and Hearing Association or the *Journal of Speech and Hearing Disorders*.

After all the above professional acknowledgements, there remains an irrepayable debt of gratitude to the author's wife Muriel, who not only helped with many mechanical details of preparing the manuscript but was always ready with encouragement and other practical assistance whenever these were needed.

INTRODUCTION

AUDIO-VISUAL MATERIALS and techniques have long been used in both the informational and clinical work of the field of speech and hearing disorders. There remain definite gaps between what has been and can be achieved, however, not only in the production of materials but in their distribution and in the exchange of information regarding the whole subject of audio-visual applications to the field. The research connected with this guide has provided a relatively comprehensive picture of the situation, even though by no means as complete as might be desired.

Production Accomplishments

In meeting the needs of students in a variety of courses on all educational levels, the general subjects of the physical mechanisms of speech and hearing have been covered quite comprehensively through audio-visual materials of every major type. This analysis of production accomplishments will therefore be confined to materials which answer special needs of the field of speech and hearing disorders.

Films. The most thorough film coverage has been in the areas of cerebral palsy and hearing problems, due in considerable part to the attention given informational activities of this sort by large national organizations and agencies such as the National Society for Crippled Children and Adults, Inc., and the Volta Bureau. Similarly effective results may be seen in the excellent films on aphasia (*Diagnosis of Aphasia, Testing and Individual Therapy for Aphasia*, and *Social Adjustment for the Aphasic*) and hearing disorders (*You Can Hear Again*) which have been produced for the Veterans Administration, films primarily concerned with rehabilitation of veterans suffering from these disorders but containing much information of general value.

The surgical and speech reeducation aspects of the treatment of laryngeal pathologies have been capably presented in two films, *We Speak Again* and *New Voices*, bearing the respective sponsorships of the American Cancer Society and the Cleveland Hearing and Speech Center.

A significant area of opportunity for filming specialized subject matter which lies outside the general interests of commercial producers at a fraction of the cost of hiring commercial production has been opened up in recent years by the establishment of motion picture production units at various prominent colleges throughout the country. Two noteworthy films which relate to speech and hearing disorders have been produced exclusively by such units, the State University of Iowa's *The Right to Hear*, dealing with a state program of clinical and educational assistance for aurally handicapped school children, and the University of Minnesota's *Report on Donald*, the first film presentation of the clinical treatment of stuttering.

Another university film group, the production unit of the Cinema Department of the University of Southern California, is responsible for making, under the direction of Walt Disney Productions, the excellent film on the work of the John Tracy Clinic for aurally handicapped children, *Listening Eyes*. One of the two most comprehensive film series devoted to lip-reading instruction, Morkovin and Moore's *Life Situation Motion Pictures for Teaching Speech*, was prepared at the same university, the other being the late Marie K. Mason's pioneer *Visual Hearing Films* produced at Ohio State University.

Valuable contributions to the fulfillment of specialized needs of the field with respect to knowledge of the speech mechanism have been made by the Bell Laboratories' *High Speed Motion Pictures of the Human Vocal Cords* and the British Information Services' *Movements of the Tongue in Speech*. A similar service with respect to certain aspects of the physics of sound has been rendered by the Bell Laboratories' *Experimental Action Pictures of Sound*.

Promising beginnings have also been achieved in the motion picture presentation of problems of mental health and child welfare. The National Film Board of Canada mental health series, which was auspiciously inaugurated with *The Feeling of Rejection*, has been a notable pioneer accomplishment in many respects, while the National Institute of Mental Health has made an outstanding film contribution to parent education through its *Preface to a Life*. Various other worthwhile films in this area might be cited, but mention will be confined here to two fine examples of what can be accomplished by the intelligent coupling of educational film production with long experience in educational book publishing: McGraw-Hill's *Children's Emotions* and *Learning to Understand Children*.

Filmstrips. Until recently, those interested in the audio-visual presentation of material relating to the field of speech and hearing disorders had seemingly remained indifferent to the advantages of the filmstrip medium. Particular interest thus attaches to the new filmstrip series *These Untrained Tongues*, prepared by Creative Graphics of the University of Denver in cooperation with the Children's Speech Clinic of that institution. The three strips in the series constitute a fresh, vivid approach to the presentation of the general subject of speech correction which should attract much attention.

Slides. Commercially produced slides which are pertinent to concerns of the field have thus far been confined to the physical mechanisms of speech and hearing, including the appearance of organic abnormalities. Information obtained regarding slides produced non-commercially for local use has been regrettably slight, but there is no doubt that considerable production of this sort is carried on in response to specific local needs.

Charts, Diagrams, and Models. The special needs of the field with respect to knowledge of the speech and hearing mechanisms have been quite thoroughly met by charts, diagrams, and models available at present. One of the most valuable general contributions has been the development of transparent charts for graphically depicting details of internal structure at various tissue levels. Transparencies have been used to particularly impressive effect in Polyak's *The Human Ear in Anatomical Transparencies*.

The chart form of presentation has also been put to helpful use in speech reeducation work. The Clarke School charts and the Phonovisual charts developed by Schoolfield and Timberlake are the chief examples of this type.

Photographs. Although photographs are widely used throughout the field for public information purposes, little information has been available regarding the extent of their use in such other important areas as professional training and clinical work. The employment of photographs by the speech clinic of the Northern Illinois State Teachers College to demonstrate lip and tongue positions for the phonetic alphabet indicates one of the many constructive applications of the medium which can be made in these other areas.

Recordings. Approaches have been made to the handling of speech development and articulation problems by at least two currently available sets of recordings: Mikalson's commercially produced *Bye-Bye Baby Talk* records and the articulation correction records produced for local use by the speech clinic of Northern Illinois State Teachers College. Another commendable project has been the Minneapolis Public Schools series of transcribed parent-teacher conferences on psychological problems of children.

Radio. The radio has long offered a convenient and highly effective outlet for public information regarding speech and hearing problems. Insufficient information has been available to permit forming a complete picture of the extent of locally produced programs dealing with these problems, but it has been possible to examine a number of worthwhile scripts used for such programs.

Among these, the *Problems in Everyday Speech* series prepared at Indiana University by Regan and Weidig for the Indiana School of the Sky is an outstanding example of skillful, comprehensive coverage of the general aspects of the subject. The possibilities in presenting special education problems via radio are well exemplified by the programs produced on the local level in Illinois by Drennen, while various informative programs dealing with public school and college speech and hearing clinical services have been presented by institutions and school systems which offer these services. In the latter category, special mention should be made of the much needed attention given the crucial personnel problem of the field in Pennsylvania State College's broadcast *The Need for Speech Correction in Our Schools*.

It is regrettable that the professional production facilities and great audience potential of the major radio networks have not been made available more often for broadcasts relating to problems of the handicapped in speech and hearing. Examples of what can be accomplished along these lines have been provided by NBC's excellent dramatic presentation dealing with cerebral palsy, *You and a Miracle*, and the CBS series on general psychological problems of childhood, *The Doorway to Life*.

Production Needs

Media. Valuable though the motion picture is as an educational tool, its use has been too often emphasized at the expense of other types of audio-visual media which serve many purposes equally well, if not better. For example, filmstrips and slides are just as vivid if showing continuous action is not essential to the presentation, and they cost only a fraction as much to produce. The equivalent of a sound track can be easily supplied by a tape or disc recording if desired.

Extension of the use of these and other media to a wider variety of subject matter than heretofore is one of the primary production needs of the field. The importance of motion pictures should not be minimized--and their cost can be substantially reduced by increased reliance on professional university production units--but their use should be limited to subject matter which cannot be presented effectively by other methods.

Television programs are conspicuously absent from the foregoing description of production accomplishments. While this is readily explained by the comparative newness of widespread use of the medium, its important advantages will unquestionably command much attention in the future from those interested in promoting knowledge of the problems and needs of this field by all effective means.

Content. Most of the emphasis in materials which have dealt specifically with speech and hearing problems has been on the services--diagnostic, therapeutic, and general educational--rendered those who have such problems. While these subjects obviously cover an important proportion of the concerns of the field, the equally important subjects of etiology, psychological ramifications, and, where applicable, preventive measures merit more attention in audio-visual presentations than they have thus far received.

Available films on cleft lip and palate deal only with the pre-operative physical appearance of the condition and surgical repair procedures, leaving both the vocal and psychological aspects still to be presented in some manner through the film medium. Both voice and articulation problems and problems of retarded speech have yet to be dealt with as individual film subjects, while the complex subject of stuttering has thus far only been approached in a very general, however competent, way through films.

Parent education with respect to specific problems connected with speech and hearing disorders needs much more concerted attention through the use of audio-visual media. In addition to the evident usefulness of films, television, radio, and recordings for this purpose, filmstrips, slides, photographs, and posters can be used to good advantage.

Materials also need to be produced which are more closely geared to the special requirements of professional trainees. In the case of speech disorders, more material is needed to aid in the diagnosis of specific problems, as distinct from material which merely depicts diagnostic services. Since trainees in smaller institutions often do not have access to a full range of types of cases in the clinic situation, audio-visual techniques can help greatly to fill in the gaps in this first-hand knowledge.

Distribution Of Materials

Most of the important films relating to cerebral palsy are available on a rental basis from the National Society for Crippled Children and Adults, Inc., while most of those on hearing disorders are similarly available from the Volta Bureau. No comparable service exists, however, for the area of speech problems as such.

The most effective job of circulation for temporary use of materials pertaining to this field is being done by the audio-visual libraries maintained by colleges and state boards or departments of health. Libraries of both types usually contain at least some of the more prominent films on mental health and child welfare and the physical mechanisms of speech and hearing. Most of the college libraries also circulate films on the physics of sound.

Unfortunately, however, few of these libraries have the available filmstrips, slides, and recordings on the above subjects, and equally few have audio-visual materials of any type which deal directly with speech and hearing disorders. The situation suggests that they have not been made aware of a strong demand for such materials, since the acquisition of new materials is principally governed by the anticipated demand for their use.

If adequate general benefit from audio-visual approaches to the problems of this field is to be realized, a relatively balanced distribution of the most useful materials of all types relating to it must be effected in audio-visual libraries throughout the country which

are conveniently located and have suitable circulation facilities. Materials should be available at the time when they will fit properly into the course of study or activity, and this is not possible unless a sufficient number of prints or copies is available in convenient depositories.

Arrangements are also needed for making available to the widest possible professional and lay publics the more valuable materials which have been originally produced for local use. In some instances, this can be effected through direct loans, but in other cases production of additional prints or copies for sale would be desirable.

Exchange Of Information

News of recently produced audio-visual materials which are pertinent to the field is published in various periodicals concerned with problems of the handicapped in speech and hearing, including the *Journal of Speech and Hearing Disorders*, *Hearing News*, and *The Crippled Child*. Professional magazines on audio-visual education such as *Educational Screen*, *See and Hear*, and *Audio-Visual Guide* present reviews of new materials in all subject matter areas, and the monthly issues of the H.W. Wilson Company's *Educational Film Guide* and *Filmstrip Guide* contain considerable information on the majority of new materials of the two types. The annual volumes of the Wilson guides, published in September, contain the accumulated information on all currently available materials which have been previously reported in the monthly issues.

Much of the above information is purely descriptive, however, and there remains a definite need for thorough, continuing, critical evaluation of materials by professional workers and trainees who have used or encountered these in the field. Suggested criteria for evaluations and a list of important details which should be noted for each type of material will be found at the end of the chapter on utilization.

I | OBTAINING MATERIALS

Purchase

Materials which are available for purchase can be obtained directly from the producer or authorized commercial distributors. Sources from which materials listed in this guide can be obtained are indicated in the technical description of each item.

Due to the relatively high cost of sound motion pictures, it is unlikely that a speech department or clinic will be able to purchase many of these. Consideration should, however, be given to how frequently a film will be used since if 15% to 20% of the purchase price is being expended each year in rentals for a film which is kept in regular use it will be more economical in the long run to purchase it.

If the institution has a film library, the expense of obtaining a film which is used frequently may be borne by the library, particularly if there would be additional demand for the same film by others in the area who do not have similar facilities. This underscores the desirability of various institutions in the same area pooling their needs and arranging for the film library of one institution to maintain one or more prints of particularly worthwhile films for loan to all.

Temporary Use

The least expensive sources of materials for temporary use are the audio-visual libraries operated by colleges and state boards or departments of health. College libraries are maintained by state or private institutions in every state, while three-fourths of the state boards or departments now operate such activities.¹

Rental fees charged by college libraries are, as a rule, appreciably lower than those charged by commercial sources, and the collections of some of the larger state universities are extremely comprehensive. Materials are usually available to any responsible individual or organization, although some libraries have restrictions in this respect and a number limit circulation to their own state or immediately surrounding states. Many college libraries also make available necessary projection and sound equipment, as well as the services of a trained operator, for a relatively low additional charge.

College library rental fees vary somewhat from institution to institution, although there is little difference in rates among those connected with state-owned schools. Higher rentals are generally charged by private institutions since these must rely on their own funds for operating expenses and hence operate their audio-visual libraries as semi-business activities. It may often be more convenient to order from the library of a nearby private college, however, from the standpoint of having the order filled quickly and getting fast correction of errors. Moreover, the higher basic charges may be offset by lower transportation costs if a state college library having the desired materials is not located in the vicinity.

State board or department of health libraries usually lend materials without charge except for transportation costs. Circulation is generally restricted to groups, however, and to the particular state.

Catalogs or lists of the materials circulated by a particular library can almost always be obtained on request. News letters and supplementary announcements of recent acquisitions are also frequently prepared, being mailed without charge to those expressing interest in the service.

When it can be conveniently arranged, a personal visit to the audio-visual library to examine its facilities and make the acquaintance of its staff should prove rewarding. In many instances, materials can be examined in advance at the library, thus permitting a more effective selection.

¹ A convenient list of libraries in each state is contained in the U.S. Office of Education's "A Directory of 897 16 mm. Film Libraries," Federal Security Agency Bulletin 1949, No. 10, Government Printing Office, Washington, 1949. This is obtainable from the Superintendent of Documents, U.S. Government Printing Office, at 15¢ per copy.

II | UTILIZATION OF MATERIALS

FEW, IF ANY, audio-visual materials are so expertly designed that their effectiveness is independent of how they are used. On the other hand, the proper utilization of these materials requires following only a small number of relatively simple principles.

Selection

The selection of materials should take into account the occasion, subject, audience, available time, and available equipment, as well as the basic purpose of the presentation.

Descriptions in this guide have been designed to provide information on which to base such judgments in the case of materials relating to speech and hearing disorders. The interested individual should not neglect other sources of information, such as professional journals, accessible audio-visual centers, and the catalogs of producers.

An important factor in making selections which is too often overlooked is the timeliness of the material. Every effort should be made to present specific materials at a time when they will correlate closely with the activities which are currently under way, are about to be started, or have recently been completed. This may not always be possible due to conflicts in scheduling, but requesting bookings of material as far ahead as possible will materially reduce such problems. It is particularly helpful if the audio-visual library can be given a complete list of requested booking dates for the entire period during which materials will be desired.

Whenever possible, materials should be previewed in order to determine by direct examination which would be most suitable. In cases where this cannot be done, consideration should be given to such factors as the reputation of those connected with the production, if known, the date of production, the importance of sound, color, or visual elements to the understanding of the subject matter, and the relevance of the contents to the specific need.

Preparation

Perhaps the most common source of non-effective utilization of audio-visual materials is letting them speak for themselves. A suitable foundation should be laid for the presentation by a careful introduction to the material itself, as well as by related activities when possible. This introduction should always make clear the relationship of the material to the subject under study or to other activities being carried on.

An adequate introduction requires either previous familiarity with the material or thorough examination of it before its presentation to the group. It may also prove profitable to investigate the background of the material or those connected with its production if this is not already known.

Presentation

Physical Facilities. Physical facilities should be checked well in advance of the presentation. Attention should be paid both to the physical comfort and convenience of the group and to the adequacy of the facilities for handling the needed equipment.

The most important factors in physical comfort and convenience are a proper balance between heating and ventilation and suitable arrangements for viewing or listening to the material. Dozing caused by a stuffy room or chilling caused by a cold one can detract seriously from the effectiveness of even the finest material, as can being unable to see or hear the presentation adequately.

Proper seating arrangements can best be determined on the basis of the individual situation in the case of demonstrations and the use of audio equipment such as the radio or recordings. In the case of projected material, seating should not extend beyond an angle of 30 degrees on either side of the projector to screen axis. This is particularly important when a glass-beaded screen is used, since considerable distortion of the image occurs beyond this angle—indeed, optimum viewing with a glass-beaded screen is best insured within an angle of 20 degrees on either side. The angle of height of the image from the viewer's normal eye level should be no greater than that necessary to permit all members of the audience to see the full image. Viewers should preferably not be seated closer to the screen than a distance equalling two times the width of the image nor farther away than six times its width. When the physical situation in a room or considerations of convenience make such a seating arrangement impossible, it may be possible to set up the projector and screen on a diagonal running across the room and thus achieve the same essential effect.

Among the physical facilities which must be taken into account, probably the one of first concern in most cases is suitable electrical outlets. The location of these with respect to the place where the equipment must be set up should be checked and needs for multiple sockets or extension cords determined. Suitable darkening materials will also be necessary in connection with most projected materials, especially films and materials shown by means of an opaque projector. Other needed facilities will depend on the specific equipment being used.

Pre-Checking. Much waste of time and possible embarrassment can be averted by checking equipment carefully before it is taken from its usual place of storage and maintenance. This permits missing parts or failure of parts to operate properly to be detected and necessary repairs, replacements, or substitution of other equipment to be taken care of adequately in advance of the actual presentation.

It is similarly wise to check materials well in advance of their actual use. Crucial time may be lost, for example, by the necessity of straightening out a film which has been re-wound incorrectly, while damaged material which could have been repaired if discovered in advance may have to be omitted entirely. If film checking equipment is not owned by the individual or group using the material, the facilities of a public or commercial audio-visual library can generally be used for the purpose.

Projection Procedures. The following steps apply to all projectors, regardless of type:

1. Clean the lenses with special lens paper, a soft brush (camel's hair brushes are excellent for the purpose) or a soft, lint-free cloth before each use. In the case of motion picture and filmstrip projectors, the film gate should be cleaned at the same time. If the lenses are very dirty, a special lens cleaner obtainable from photographic supply shops should be used.

2. Turn on the projector and elevate it until the image of the aperture is at a suitable height and properly centered on the screen. The size of the image can be increased by increasing the distance between the projector and screen. To decrease the size of the image, decrease this distance. If the image does not fill the entire screen, it will usually be found better to have it somewhat high on the screen rather than low since the visibility will thus be increased for those in the rear of the audience.

3. Adjust the focus as sharply as possible before inserting the material, using the borders of the aperture image as a guide. (While some further adjustment will usually be required after the material is in place, this preliminary procedure will considerably reduce the necessary additional focusing.)

4. Insert the material and make any necessary further adjustment in focusing.

In the case of sound motion picture projection the following additional steps should be observed:

1. Turn on the amplifier and check the sound system. This can be done by moving a card back and forth between the sound drum and exciter lamp opening. If the system is working correctly, a series of thumps will be heard.

2. Follow the threading diagram for the particular projector carefully, being especially careful to slip the sprocket holes squarely over the sprocket teeth, to make film loops of the proper size, and to pull the film snugly around the sound drum.

3. Check the accuracy of the threading by use of the manual adjusting knob (also referred to as the setting or threading knob.)

4. Check the focus and sound level in advance of the actual presentation.

5. During the presentation check the film sprocket holes occasionally to make sure they are not being damaged. This is done by holding the thumb and forefinger gently over the holes as the film passes from the projector proper to the take-up reel, watching for any feeling of irregularity or unevenness. Also check the film loops occasionally to make sure there is no slipping.

6. At the conclusion of the showing, turn off the sound system as soon as the sound track is finished and the lamp as soon as the last frames of the film proper have been run through. (These steps are essential to avoid irritating noise and glare when the sound and visuals come to an end.)

Follow-Up

No matter what kind of group is involved, the presentation of any material should be followed up by some form of activity to determine how well the information has been put across, to clear up questions about the material, or to discuss divergences in viewpoint

or technique. This activity may be a quiz, in the case of students, a discussion period, related research projects, or any of a variety of other approaches, the number being limited only by the resourcefulness of the person in charge. It may frequently be found desirable to follow up such activities, in turn, with a second presentation of the material.

Evaluation

The most effective use of materials which have already been produced, as well as improvement in the quality of materials which will be produced in the future, depends in large part on the application of an alert critical attitude toward all such materials by those who use them. If existing materials are not entirely adequate for the given purpose, it is better to use the best available materials and point out their weaknesses, either directly or indirectly through discussion, than not to use any materials or to use inadequate ones without indicating their shortcomings.

Evaluations should be made as a matter of course both by those in charge of presentations and those for whom the material is presented. If numerous materials are used, it is helpful to keep a small card file of such evaluations for future references.

Among the points which should be taken into consideration in evaluating materials are the following:

1. Accuracy--information, setting, artistic execution, etc.
2. Convincingness--general presentation, specific pieces of acting, dialogue, specific devices.
3. Clarity--general information, sequence of ideas, specific visual or audio techniques.
4. Technical execution--general quality of photography, color, sound, art work, construction, reproduction.
5. Relevance--ideas, episodes, dialogue, devices.
6. Appropriateness for the purpose and group-suitability to the maturity level and interests of those for whom ostensibly designed or for whom presentation is intended in the given situation.

Complete records of or reports on materials should contain the following information:

All Materials. Title; Produced by; Supervised by (if different); Where available and terms of availability; General contents; Evaluation.

Films. Sound or silent, black-and-white or color (can simply indicate when color); Running time; Size (can simply indicate when other than 16 mm.).

Filmstrips. Sound or silent (can simply indicate when sound--specify type of recording and playing time in such cases); Black-and-white or color (can simply indicate when color); No. of frames per strip; No. of strips (if set).

Slides and Photographs. Black-and-white or color; Size; No. in set; (in case of slides, indicate type of mounting--cardboard 'readymounts' or glass).

Charts and Diagrams. Black-and-white or color; Size.

Models. Size; Type of construction.

Recordings. Type (disc, tape, wire); Composition (shellac, plastic), if disc; rpm; No. in set; Playing time.

Radio Programs. Date, time, and station (also network, if any) of broadcast; Length; Live broadcast or transcription.

References On Audio-Visual Education

The following are recommended as basic sources of information for the individual who is interested in learning more about the effective use of audio-visual materials. The book by Dale contains a particularly fine philosophical treatment of audio-visual education, as well as extensive discussions of equipment and materials. The manuals by de Bernardis and Mannino are invaluable reference works for details of projection procedures and general maintenance of equipment, the former being more concise and excellently illustrated while the latter contains a greater amount of technical detail, as well as miscellaneous general information.

Books.

- Committee on Community Use of Film. *Making Films Work For Your Community*, Educational Film Library Association, 1600 Broadway, New York 18, N.Y. 1946.
- Dale, Edgar. *Audio-Visual Methods in Teaching*. Dryden Press, New York, 1946.

- Hoban, Charles F., Hoban, Charles F., Jr. and Zisman, Samuel B. *Visualizing the Curriculum*. Dryden Press, New York. 1937.
- Kinder, James. *Audio-Visual Materials and Techniques*. American Book Co., New York, 1950.
- McKown, Harry C. and Roberts, Alvin B. *Audio-Visual Aids to Instruction*. (2nd Ed.). McGraw-Hill Book Co., New York. 1949.

Magazines.

- Audio-Visual Guide*. 1630 Springfield Ave., Maplewood, N.J. (published nine times yearly)
- Educational Screen*. 64 E. Lake St., Chicago 1. (published ten times yearly)
- See and Hear*. 150 E. Superior St., Chicago 11. (published nine times yearly)

Projection Handbooks.

- de Bernardis, Amo. *The Audio-Visual Projectionist's Handbook*. Audio-Visual Publishers, 150 E. Superior St., Chicago 11. 1948.
- Mannino, Philip. *ABC's of Visual Aids and Projectionist's Handbook*. (Rev. Ed.) M.O. Publishers, Box 406, State College, Pennsylvania. 1948

The most comprehensive general guides to educational films and filmstrips currently available for purchase, rental, or loan are published by the H.W. Wilson Company. These include detailed technical information, brief descriptions of content, and occasional evaluations extracted from journals or contributed by professional collaborators:

- Educational Film Guide* and *Filmstrip Guide*. H.W. Wilson Co., New York. Nine monthly issues, October through June; Cumulative quarterlies published in December, March, and June; Comprehensive annual edition published in September.

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GENERAL NOTES

In the following listings, principal sources of materials are indicated in italics. A key to the complete names and addresses of these sources will be found in the appendix. Where no specific reference is made to a separate producer of a material, the source indicated in italics is either the actual producer or the person or organization for whom the material was produced and under whose name it is distributed.

Italicized numbers in parentheses refer to prominent college and state board of health audio-visual libraries which are known to circulate the particular material. A key to these sources will also be found in the Appendix. Since such libraries are continually making new acquisitions, the fact that a particular library is not listed as having the material in question should not be taken to mean that it does not have it now. Direct inquiry should be made of the library in case of doubt.

All prices listed refer to purchase unless prefaced by the word 'rental.' The notation 'loan' indicates materials obtainable without charge except costs of transportation. The notation 'apply' indicates that further information regarding availability and terms of purchase or use should be obtained directly from the primary source.

Evaluations are those made by the writer in all instances where not otherwise credited. In all cases where an evaluation by the writer is given, the summary of contents has also been based on examination of the material.

FILMS

All films listed are 16 mm. Unless specifically indicated as being in color, they are black-and-white. Any of these films, whether sound or silent, may be shown on a 16 mm. sound projector. Sound films must never be run on a silent projector, however, since this will irreparably damage the sound track.

PHYSICAL MECHANISM

Speech

Breathing

15 minutes, silent (guide); *EBF*, 1929; \$24 (4, 12, 13, 15, 16, 19, 29, 44, 57)

Mechanics of breathing, including action of the diaphragm and the structure and function of the lungs. The importance of having good lungs.

High Speed Motion Pictures of The Human Vocal Cords

31 minutes, silent; *Bell*, 1947; purchase terms on request; also available on loan (31)

Explanation of the ultra-high speed filming procedure, resulting in pictures projected 50 times slower than ordinary slow motion. Animated drawings of larynx and vocal folds. Breathy, well-controlled, and glottal attacks. Changes in configuration with changes in pitch and volume. Individual variations. Effects of artificial changes in resonance. Physical aspect of whispering. Action of epiglottis. Action of vocal mechanism during coughing.

Evaluation: An outstanding film, providing an exceptionally fine visual insight into the complex operations of the vocal cords. It is only unfortunate that sound could not have been used in connection with the film. Failing this, detailed explanatory titles would add much to its already great value.

Human Throat, The

10 minutes, sound; *Bray*, 1947; \$50; rental \$3 (11, 13, 17, 27, 57)

Anatomy of the pharynx, including its connection with the middle ear, nose, and esophagus. Diagrammatic representation of the laryngoscopic examination. Sectional view showing the true and false vocal folds, epiglottis, and arytenoids. Gross movements of the folds.

Evaluation: This film is serviceable as an introduction to the anatomy of the throat but offers a considerably less satisfactory treatment of the subject of the entire speech mechanism than *Your Voice*.

Human Voice, The

8 minutes, silent; *Bray* (4, 10, 16, 32, 44)

Physiological functions of the nasal passage, windpipe, gullet, epiglottis and vocal cords in producing sound.

Mechanisms of Breathing

10 minutes, sound (guide); collaboration by Victor Johnson, M.D., University of Chicago; *EBF*, 1936; \$50; rental \$2.50 (1-5, 7-17, 19, 24, 26-28, 31, 37, 40-42, 44, 49, 57)

Explanation by animated drawings of the process of gaseous exchange in lungs and body tissue cells, including pathological conditions. Demonstration of artificial respiration. Action of the lungs and trachea under varying air pressures. Relationship of breathing rate and depth to carbon dioxide content of the air.

Evaluation: A fairly adequate general presentation. The commentary does not complement the visual material attractively, however, and the attempts to achieve human interest in the introductory and concluding sequences are distractingly poor. The excellent quality of the new *EBF* film *Your Voice* suggests the desirable results which could be expected from a revision of this material.

Movements of the Tongue in Speech

13 minutes, sound, part color; supervised by J. Yule Bogue, Ph.D., M.R.C.V.S., Physiologist, Imperial Chemical Industries, and Dennis Fry, B.A., Director, Phonetic Laboratory, University College, London; *BIS*; \$112.50; rental \$3.50 (10, 31)

Movements of the tongue and lips during the speech of an adult male, part of whose right cheek was surgically removed. Groups of isolated words are used to illustrate the production of vowels in all tongue positions, diphthongs, and consecutive vowels occupying different positions, followed by short sentences to illustrate the combination of sounds into continuous speech. Color shots at normal speed are associated with slow motion black and white shots of the same action shown at one-fortieth the normal speed.

Evaluation: The film suffers somewhat from sound reproduction which is not too good, and it is difficult to tell to what extent the tongue movements have been modified by articulatory compensations necessitated by the physical deviations. It is, however, a very interesting and instructive presentation as a whole.

Our Teeth

12 minutes, sound; *KB*, 1941; \$40; rental \$2 (4, 9, 10, 12-14, 16, 27, 30, 31, 33, 38-43, 45-47, 49, 56, 57)

Structure and growth shown by diagrammatic drawings. Progress of decay. Foods necessary for building sound teeth.

Physiology of Speech

30 minutes, sound, color; supervised by Reed O. Dingman, M.D., D.D.S., Department of Oral Surgery, University Hospital, University of Michigan; *UMDOS*; apply

Study of speech mechanism in two patients, one lacking an external nose, upper lip, intranasal structures, and anterior part of the hard palate; the second having an opening through the dorsum of the nose, between the eyes, with loss of all intranasal structures. Production of all speech sounds and combinations is shown. The presentation also covers various other types of motion involving the palate, including drinking, eating, gagging, yawning, and snoring.

Respiratory System

15 minutes, silent; *Bray*, 1939; \$28; rental, \$1.50 (16)

Main divisions of the respiratory system including the nose, larynx, trachea, lungs and diaphragm, with the location of each and its relation to the functions of the other parts. The process of breathing as shown in diagrams and live action studies of people. Actual appearance of the lungs in the chest cavity. Contraction of the diaphragm and beating of the heart as transmitted to its dome, showing the rhythm and coordination of respiration and circulation.

Surgical Correction of Developmental Deformities of the Mandible

25 minutes, silent, color; supervised by Reed O. Dingman, M.D., D.D.S., Department of Oral Surgery, University Hospital, University of Michigan; *UMDOS*; apply

Surgical correction of mesiocclusion. Diagnosis, planning surgical technique, and postoperative appearance of four cases.

The Teeth

10 minutes, sound; *EBF*, 1945; \$50 (1-5, 8-11, 15-17, 19-21, 24, 26, 27, 31, 35, 41, 42, 48, 52, 53, 57)

Development and growth of the teeth, presented by animated drawings, from the time when the first tooth bud appears in the three-month-old embryo until appearance of the final permanent teeth in the late teens. Foods which help to build strong teeth. How to brush the teeth. How the dentist cares for the teeth. Primary emphasis is upon proper care of the teeth.

Vocal Cords in Action

8 minutes, silent; produced by Psychology Department, State University of Iowa; *SUI*; does not circulate

Slow motion study of the action of the vocal cords.

Evaluation: The first part of this film, which was made with the camera at a relatively long distance from the subject's mouth, is quite unsatisfactory. The second part, however, which was filmed in close-up, is very effective, although not as comprehensive a film study as that provided in the Bell Laboratories' film (see *High Speed Motion Pictures of the Human Vocal Cords*).

Your Children's Teeth

14 minutes, sound; *BIS*, 1946; \$47.50; rental \$2.50 (6, 10, 17, 18, 22, 25, 30, 36, 37, 56)

Structure of first and second teeth. Importance in tooth care of a well-balanced diet, correct tooth-brushing procedure, and prompt attention to decay.

Your Teeth

10 minutes, sound; *YAF*, 1947; \$45 (1, 10, 13, 25, 26, 40, 45, 47, 57)

Condensed American version of *Your Children's Teeth*.

Your Voice

10 minutes, sound (guide); collaboration by William J. Temple, Ph.D., Department of Speech, Brooklyn College, and Delinda Roggensack, Mus. D., Department of Music, Cornell College; *EBF*, 1950; \$50 (4-6, 9, 12, 13, 15-17, 25-27, 31, 47, 53, 57)

Process of phonation, illustrated by animated drawings. Slow-motion photographic study of vocal folds in action, with actual sounds reproduced on the sound track. Respiration process, with animated illustrations and X-ray motion picture sequence showing the coordinated action of rib cage and diaphragm. Use of an artificial larynx to illustrate the principle of resonance. Major resonance cavities and resonance differences produced by the various resonators. Changes in cavities during production of various vowels. Illustration of articulation by close-up photography of lip movements and animated drawings showing the movements of all parts of the articulatory mechanism. Speech improvement techniques, including the observation of oscilloscopic patterns, mirror work, and breath control work with candles.

Evaluation: An excellent film for orientation to the nature of the speaking process and basic methods of speech improvement. It is appropriate for use at the high school level and above and should be particularly valuable for introductory courses in speech pathology. The one slightly unsatisfactory aspect of the production is what seems to be a rather affected speaking manner on the part of the narrator.

Hearing

Anatomy of the Ear

35 minutes, sound, color; prepared by Samuel J. Kopetzky, M.D., and Ralph Almour, M.D.; *Auralgon, MFG*; (for terms of availability, see *Auralgon Films* under *Hearing Disorders--Aural Pathologies*)

The anatomy of the ear as the surgeon sees it. Important landmarks in their relation to surgical procedures. Guides toward safety in surgery. Age changes in the temporal bone which vary the relationship of one vital structure to another. Prevalent variations from the normal, with particular reference to recognition before surgical accidents happen. Actual anatomical sections, diagrammatic animations, and basic anatomical pictures.

The Ears and Hearing

10 minutes, sound (guide); collaboration by Heinrich G. Kobrak, Ph.D., M.D., John R. Lindsay, M.D., and Henry B. Perlman, M.D., Department of Otolaryngology, University of Chicago; *EBF*, 1950; \$50 (4, 9, 12, 15-17, 19, 24, 26, 27, 30, 31, 35, 40, 45, 46)

Physical movement of sound. Stroboscopic views of the action of the middle ear. Bones of the middle ear, with a pin shown for comparison in size. Diagram of the uncoiled cochlea, with the sections affected by different types of pitch being indicated. Demonstration of the general functioning of the hearing mechanism by means of animated diagrams and stroboscopic photography. The purpose of hearing aids and the methods of using them.

Evaluation: An excellent job in all respects. The film answers a long-existing need for a good general presentation of the hearing process which can be used at the high school level but is also suitable for the orientation of professional trainees who are just beginning the study of hearing problems.

Function of the Ear in Health and Disease

(see under *Hearing Disorders--Aural Pathologies*)

How We Hear

5 minutes, silent; *Bray*; \$8.82; rental \$1 (2, 4, 9, 12, 16, 25, 32, 44)

Functions of the outer, middle, and inner ear shown in animation and live photography.

How the Ear Functions

10 minutes, sound (guide); *KB*, 1940; \$40; rental \$2 (4, 5, 7, 8, 10, 11, 13-16, 21, 23, 27, 31, 33, 39, 41, 49, 54)

Explanation of sound waves and ear structure. The animation showing the functions of the tympanic membrane, ossicles, Eustachian tube, and inner ear are shown through animated diagrams.

Evaluation: Relatively adequate for a general introduction to the subject but much inferior to *The Ears and Hearing*.

Your Children's Ears

15 minutes, sound; *BIS*, 1946; \$47.50; rental \$2.50 (2, 6, 9, 10, 13, 17, 18, 22, 24-26, 29, 30, 33, 35, 37, 38, 40, 44)

The procedure used in teaching speech to deaf children in British special schools is shown as an introduction to the subject of some of the chief causes of ear trouble and basic principles for proper care of the ears. Animated drawings depict the normal functioning of the ear and the physical effect on the hearing mechanism of various disorders, including abscesses and middle ear infections. Other details presented include the proper and improper ways of cleaning out obstructions and handling nasal discharges, as well as training in correct breathing as practiced in British schools. Emphasis is placed on the importance of seeking professional help for ear difficulties.

Evaluation: A clear well-organized film, presenting much worthwhile information. The explanation of normal and abnormal functioning of the hearing mechanism, which is particularly well handled, will probably have its chief value for lay audiences in view of the simplified approaches but the material on the physical consequences of hearing disorders should also be valuable for professional trainees. A few differences between British and American practice, as revealed in the film, should be discussed after the showing. The majority of the ideas and practices presented are ones commonly accepted in this country.

Your Ears

10 minutes, sound; *YAF*, 1947; \$45 (1, 10, 13, 15, 25, 28, 31, 33, 35, 40, 45, 47, 52, 57)

A condensed American version of *Your Children's Ears*. Same essential material, stressing the care of the ears, with particular emphasis on catching troubles early.

Evaluation: A good film for children from the intermediate through the high school grades, assuming lack of previous information of this sort. Simple, clear, and technically satisfactory. The original British version should be found more valuable for professional trainees in the hearing field, as well as parents who are interested more in details of the subject.

Speech and Hearing

Nose, Throat, and Ears

10 minutes, sound (guide); supervised by Harold S. Diehl, M.D., School of Public Health, University of Minnesota; *McGraw-Hill*, 1947; apply (1, 4, 6, 8-13, 15-18, 20-22, 24-27, 30, 31, 33, 37, 39, 40, 43, 44, 46, 49, 52, 54)

Animated drawings are used to show the structure and functions of the nose, throat, and ears and to provide an understanding of the reasons for the recommended procedures for their care. Sources of possible spread of infection and defense mechanisms. Importance of early audiometer tests to detect mild hearing losses among children.

Evaluation: A good general treatment of the subject. The diagrams might benefit by some sacrifice of the artistic to greater clarity of details, but they are not seriously deficient in the latter respect.

PHYSICS OF SOUND

Experimental Action Pictures of Sound

20 minutes, sound; *Bell*; purchase terms on request; available on loan to technical schools, colleges, and universities

Analysis of the frequency components of sound by means of the cathode ray sound spectroscope. Action pictures, including slow-motion analysis at a ratio of 1:16 to normal film speed, of the spectrum displays associated with various noises, speech, and music. Direct comparison between voice and musical spectra.

Evaluation: A very interesting and informative film. While not strictly essential, a brief running commentary on the differences between the spectrum patterns associated with the principal types of sound would add to the effectiveness of the presentation.

Fundamentals of Acoustics

10 minutes, sound (guide); *EBF*, 1934; \$50 (1-4, 7-10, 12-17, 19-21, 25, 27, 30, 31, 33)

Physiology of hearing, modification of sound between source and hearer. Velocity of sound. Sound absorption, reflection, refraction. Acoustical treatment of auditoriums. Differences in sound quality with high and low frequency cut-offs, reverberation, range of hearing. Interference of noise with hearing of certain frequencies. Communication advances resulting from combining increased knowledge of sound and of electricity.

Evaluation: Although the information contained is valuable, this film is badly in need of revision from the standpoint of an attractive format. *EBF*'s excellent new film *Your Voice* leaves no doubt that such a revision could be effectively accomplished, and the two subjects would not overlap seriously.

The Nature of Sound

10 minutes, sound, b - w or color (guide); *Coronet*, 1947; \$45 b - w; \$90 color (1, 3, 8-12, 17, 26)

Characteristics of sound and the methods of its transmission, illustrated partly by oscilloscopic pictures and animation. Acoustical treatment of rooms. The film uses the device of an older boy explaining the nature of sound to a young friend with the help of his amateur radio equipment.

Evaluation: An attractive general presentation of the subject aimed primarily at the high school level but not without some value for college use. The teaching technique is good.

Sound

10 minutes, sound (guide); *EPS*; \$30; rental \$1.50 (31)

Vibratory character of sound; frequency, pitch, loudness, timbre, harmony, interaction of simultaneous but different tones. Vibrations of wires, strings, etc.

Sound Recording and Reproduction

11 minutes, sound (guide); collaboration by Harvey Fletcher, Ph.D., Bell Telephone Laboratories; *EBF*, 1943; \$50 (1, 3, 4, 7-10, 12, 15, 17, 19-21, 24-28, 30, 31)

Fundamentals of photoelectric sound recording and reproduction in films. Conversion of sound waves into electrical impulses and photographic recording of these. Types of sound track and methods of their production. Reversal of recording process in playback.

Evaluation: A clear, well-handled explanation of the subject.

Sound Waves and Their Sources

11 minutes, sound (guide); collaboration by Harvey Fletcher, Ph.D., Bell Telephone Laboratories; *EBF*, 1933; \$50 (1, 2, 4, 5, 7-17, 19-21, 24-31)

Types of sound sources, including vocal organs. Characteristics and methods of transmission of sound waves. High speech photography, animation, and oscilloscope shots used to clarify the material.

Evaluation: This film is generally more suitable for college use than *The Nature of Sound*. One factor is its more adequate diagrams, and a second is its avoidance of a story framework which identifies the presentation with a lower age level. The presentation is by no means as attractive as it might be, however, not the least of its weaknesses being ludicrously outdated human interest shots. Like the other older EBF film in this area, *Fundamentals of Acoustics*, its value could be greatly increased by revision at this time. Indeed, the two films might be effectively combined.

World of Sound

10½ minutes, sound; produced by Columbia Pictures Corporation; *TFC*; apply

Importance of sound. Effect of sound waves on the ear drum. Operation of various types of hearing aids.

SPEECH DISORDERS---GENERAL

Activities in Speech Correction Classes

40 minutes, silent, color; supervised by Hildred Gross, Supervisor, Speech Correction Classes, Department of Special Education, Detroit Public Schools; produced by Detroit Public Schools, 1940; *DPSAV*; rental \$2 (script outline available)

Procedure in Detroit speech correction classes. Exercises, games, and drills emphasizing rhythm, relaxation, improved posture, and breath control. Mirror and microphone work. Drill on speech sounds. Games stimulating carry-over of new speech habits in out-of-school activities. Speeches and simulated telephone conversations.

Clinical Aspects of Speech Correction

35 minutes, silent, color; supervised by Hildred Gross, Supervisor, Speech Correction Classes, Department of Special Education, Detroit Public Schools; produced by the Detroit Public Schools; *DPSAV*; rental \$2

Taking a child's school and health history from the school records. Referral of speech-handicapped pupils to the Special Education Department. Speech tests. Assignment to classes for group instruction. Case history interview between speech teacher and mother. Use of speech recordings to obtain recognition of speech deviation, and to appreciate improvement as made. Clinical work with stutterers, aphasics, and children with multiple speech problems. Role of medical and dental treatment, including orthodontic procedures and cleft palate repair. Corrective work for voice problems, including high pitch in adolescent boys and excessive huskiness. Importance of early referral.

Orthopedic Hospital Speech Clinic

8 minutes, silent; *Hawk*; rental \$10 plus transportation (original film would require duplication)

Presentation of 23 cases from speech clinic of Los Angeles Orthopedic Hospital.

Speech Training for the Handicapped Child

25 minutes, sound, color; produced by Burton Holmes Films, Inc. for the Division of Services for Crippled Children, University of Illinois, 1947; *DSCC*, *NSCCA*; \$175; available on loan (transportation costs charged outside Illinois) from *DSSC*, \$3 from *NSCCA* (35)

Work of Illinois speech clinics, as exemplified by those at the University of Illinois, Rockford College, Augustana College, and Illinois State Normal University. Preparation of a speech handicapped child to go away from home to a university clinic. Living arrangements at the university. Examination procedures: speech, hearing, psychological, and physical examinations. Interview with parents. Work of the reading clinic. Clinical procedure for speech correction, including mirror work, moto-kinaesthetic instruction, and blowing exercises. Work with an aphasic girl. Occupational therapy. Sports activities.

Evaluation: A useful film for public information although the editing could be improved. The actual sounds of the children's speech would add much to its general effectiveness. As far as can be ascertained, this is the most complete film dealing with general aspects of speech correction which is available at present. As such, it performs an important service which deserves widespread emulation.

STUTTERING

Report on Donald

20 minutes, sound, color; supervised by Bryng Bryngelson, Ph.D., Director, Speech Clinic, University of Minnesota, 1948; *Bryngelson*; \$80 (10, 11, 31, 57)

The story of an entering freshman at the University of Minnesota who takes corrective work at the university speech clinic for a severe stutter. Initial interview at the clinic. Projects in speaking under various practical circumstances. Development of an objective approach to the problem. Mirror work. Laterality exercises. Group discussions. While the film relates chiefly to stuttering, a general picture of the work at the Minnesota clinic is presented.

Evaluation: A valuable pioneering film on the subject. It does not probe deeply into the psychological ramifications of stuttering but presents a good basic picture of one type of stuttering behavior and one program of clinical approach to its correction. While some of this clinical approach is controversial, most of the procedures presented may be taken as representative of common practice at the present time.

Stuttering

11 minutes, sound; *SUI*, 1939; rental \$1

This film was prepared as part of the experimental material for a doctoral dissertation at the State University of Iowa by Curtis Tuthill on the subject of extensional meaning as applied to stuttering. It consists of a series of short talks on a common theme, places of interest in Chicago, by a group of normal speakers and a group of stutters. There are no titles, introductions, or continuity other than that indirectly conveyed by the common theme of the talks.

Evaluation: The greatest value of this film in its present form is for study in connection with the Tuthill dissertation or for a similar type of experiment. It could also be used as a direct educational device, however, to help demonstrate the frequent difficulty in distinguishing between normal non-fluency and the behavior characterized as stuttering.

CLEFT AND LIP PALATE

Rehabilitation of the Cleft Palate Person

three reels, 45 minutes, silent, color; produced by Eastman Kodak for the Lancaster Cleft Palate Clinic, Inc., Lancaster, Pennsylvania; *PDH*; loan

Philosophy of the Lancaster Cleft Palate Clinic. Types of cleft. Team approach to the rehabilitation of the cleft palate person. Before and after views of persons fitted with obturators.

Schultz Films

produced by Louis W. Schultz, M.D., Chicago; *Schultz*; prints obtainable at cost of preparation, also available on loan

(Improved versions of these films are being planned by Dr. Schultz.)

Bilateral Cleft Lip Technique

15 minutes, silent, color

A straight film record of the bilateral repair technique. The case chosen for filming has very heavy upper lip, thus facilitating observation of the repair procedure.

Unilateral Cleft Lip and Palate

10 minutes, sound, color (11)

Technique of unilateral cleft repairs. Essential steps in surgical procedure. 'Before' and 'after' pictures of cases.

Evaluation: The procedure is shown in clear close-up shots. Pictures of the appearance of the case before and after operation are impressive, although the film neglects to point out that all cases do not turn out as well. Diagrams would be helpful.

Wardill Type of Push-Back Operation for Cleft Palate

15 minutes, silent, color; produced by Photography Section, Mayo Clinic; *Mayo*; loan (restricted to members of the medical profession and associated non-medical groups)

Wardill type operation as performed by Gordon B. New, M.D., Mayo Clinic. Shows surgical procedure only.

Evaluation: A valuable film record with sharp, clear photography.

LARYNGEAL DISORDERS**Pathological Conditions****Clerf Films**

produced by Louis H. Clerf, M.D., Jefferson Hospital, Philadelphia, Pa.; *Clerf*; loan

A series of films dealing with

1. Epithelial lesions
2. Various pathological conditions
3. Paralysis of the larynx

Films are of the actual larynx except that on paralysis, which is part actual film record, part animated drawing.

Esophageal Speech**New Voices**

20 minutes, sound, training version in b - w, technical version containing color sequence; written and directed by Robert W. Chapin; *CHSC*; Purchase: Training version \$75, Technical version \$125, Manual \$0.10 (special price on quantity orders); Rental: Training version \$3.50, Technical version \$5.00; Also available on loan from *ACS (10, 30)*

The training version of this film is designed for patients and their families, as well as for study by speech teachers, being devoted exclusively to the procedures used in preparing

the laryngectomy patient for and subsequently training him in esophageal speech. The technical version contains a color sequence showing the actual laryngectomy in detail and is intended for medical schools, surgical groups, professional audiences of nurses, speech pathologists, and cancer prevention societies.

Chance discovery of a throat cancer in a middle-aged businessman as the result of consulting a physician about difficulty with a persistent hoarseness. Pre-operative orientation to the speech problem involved, including explanation by means of diagrams of the normal and esophageal methods of speech production, practice in belching, and practical reassurance of the efficacy of esophageal speech by having the patient visit a business executive who uses the method effectively in his normal activities. Detailed presentation of the laryngectomy under pentothal and local anesthesia. Follow-up visit by the business executive to the convalescent patient. Training of the patient in esophageal speech by a teacher who has also been a laryngectomy case. Meeting of the Lost Cord Club, composed of laryngectomized people who have been taught the esophageal method. Scenes of men at work in a variety of occupations, including those requiring considerable use of speech, who have resumed their normal activities successfully.

Evaluation: Very effective presentation, giving a clear over-view of the entire procedure involved in effectively handling a laryngectomy case. The sequence on the actual teaching of esophageal speech is less detailed and hence less generally valuable than that in *We Speak Again*, but the production as a whole is highly laudable. Particularly noteworthy is the section showing the laryngectomy itself. The color photography is excellent, and the accompanying technical commentary helps greatly in following each detail of the surgical procedure.

We Speak Again: The Rehabilitation of Laryngectomized Patients

16 minutes, sound, color; sponsored by the American Cancer Society; supervised by LeRoy A. Schall, M.D., Medical Director, Massachusetts Eye and Ear Infirmary, Boston; produced by Sturgis-Grant Productions, Inc., New York, 1949; ACS; \$80; also available on loan (49)

Detailed presentation of the teaching of esophageal speech. Animated diagram of the larynx, showing normal speech production. Joint consideration of a throat cancer problem occurring in a middle-aged man by the otolaryngologist, surgeon, and radiologist, with resultant decision to perform a laryngectomy. Animated diagram of the laryngectomy procedure. Exhibition to the patient of an artificial larynx and explanation, with accompany animated diagram, of the alternative esophageal method of speech production. Introductory meeting with the speech teacher, herself a former laryngectomy case. Individual and group speech lessons, with specific procedures shown in considerable detail. Emphasis is placed on the responsibility in the treatment of any case of throat cancer by laryngectomy to see to it that the patient learns to speak again

Evaluation: A highly explicit, well-handled presentation of the procedure used in teaching this important speech technique. The general technical production is excellent, with the reproduction of the voices of the laryngectomized individuals particularly satisfactory. *New Voices* gives a more thorough general coverage of the subject of laryngectomy cases, but the procedure in teaching esophageal speech is presented in greater detail here.

Artificial Larynx

Use of the Artificial Larynx

10-12 minutes, silent; *Templin*; apply

Use of the General Electric artificial larynx by an adult subject. Selected sentences are read showing the subject's lip movements. The sentences are shown on the screen preceding their phonation.

The Voice That Science Made

10 minutes, sound; *Bell*; apply

Three men have their speech restored after surgical removal of their vocal cords, use being made of an artificial larynx developed by the Bell Telephone Laboratories. Scenes from the daily life of these men show them carrying on social and business affairs with the aid of the instrument. The method of normal production of voice is compared with the close duplication of the natural organs of speech in the artificial larynx.

CEREBRAL PALSY**A Day in the Life of a Cerebral Palsied Child**

30 minutes, sound, color; supervised by Winthrop M. Phelps, M.D., Medical Director, Children's Rehabilitation Institute, Cockeysville, Maryland; *NSCCA*; rental \$3.00 (39)

Daily program of the Cockeysville Institute. Explanation of the chief types of cerebral palsy by Dr. Phelps. Bedroom scenes, stressing absence of hospital atmosphere. Use of correct braces. Dietetic care. Physical examination. Development of walking ability. Occupational therapy, stressing use of special devices to meet needs of individual cases. Speech therapy, including the stimulation of desire to speak. School activities. Recreation.

Evaluation: An invaluable public information film. The photography is excellently handled, including a fine composite picture sequence dramatizing the benefit from using braces. The commentary is explicit and well delivered.

Ohio's Legion of Forgotten Children

20 minutes, sound; presented by the Ohio Elks Association; produced with the cooperation of the Franklin County Cerebral Palsy Treatment Center, Columbus, Ohio; Judson Wilson, M.D., medical advisor; produced by Hugh's Movie Service, Newark, Ohio; *OEA*; loan

Introductory remarks covering the nature of cerebral palsy, the chief types, and the necessity of a realistic attitude toward the possible results from treatment. Activities of the Cerebral Palsy Treatment Center. Reception of a mother and her preschool child by the Center director. Tour of the Center. Physical therapy procedures, including teaching the mother the technique of muscle reeducation. Occupational therapy. Speech therapy. Play activities. The last five minutes of the film are devoted to remarks dealing with the Ohio Elks Association program for the cerebral palsied, advocating the superiority of privately sponsored programs for the handicapped and appealing for support.

Evaluation: Although this is not a polished professional production, it is adequate for the purpose of publicizing the particular program and providing basic information about the treatment of cerebral palsy.

Pioneering for America's Children

30 minutes, sound, color; *NSCCA*; rental \$3.00

Work of the Cerebral Palsy Clinic of the Buffalo, N.Y., Children's Hospital, as shown through the case study of a young cerebral-palsied girl. Mother's interviews with staff members, including physician, physical therapist, and social worker. Psychological testing. Brace adjustment. Balance training. Occupational therapy. Day school activities. Functions of the Cerebral Palsy Association, the organization for parents of cerebral-palsied children attending the clinic.

Evaluation: An interesting general treatment of the subject, although not technically noteworthy.

A Visit in Pictures to the Crippled Children's School, Jamestown, N.D.

30 minutes, silent, color; produced by W.B. Schoenbaum, Director, Jamestown School; NSCCA; rental \$2.50

A pictorial record of the general program of the Jamestown school, emphasizing occupational therapy, speech therapy, and physiotherapy, as well as training in social adjustments and community relationships.

Evaluation: An amateur film of good quality. Training procedures and equipment are clearly shown and commendable attention is given to the achievements of individual students. It is unfortunate that a sound track could not also have been prepared.

APHASIA**A Case of Aphasia**

15 minutes sound; produced by A.H. Leighton, Pennsylvania State College, at the Henry Phipps Psychiatric Clinic and Spring Grove State Hospital, Maryland, 1939; PCR; \$53; rental \$2.25 (restricted to advanced classes in abnormal and clinical psychology, medical students, nurses in training, hospital or clinic staff meetings, and meetings of psychological, medical, or psychiatric societies) (23)

A film study of the behavioral manifestations of nominal aphasia in a 53-year old male nurse as revealed in an interview-informal testing situation. These include only approximate comprehension and ability to find words, especially nouns. No impairment in ability to speak words in a familiar series or to identify named objects. Difficulty in shifting from simple reading to comprehension of orders expressed in writing. Difficulty in understanding oral commands. Excellent ability in pantomime, readily substituted for words.

Evaluation: Though not technically noteworthy or particularly detailed in its analysis, this film provides an interesting picture of the general behavior encountered in a specific type of aphasia case. The reproduction of the patient's voice is not uniformly satisfactory, but it could not be definitely determined whether this was a deficiency in the sound recording or reflected actual characteristics of the voice at the particular time.

Veterans Administration Series

30 minutes each, sound, color; Medical Advisors: J.M. Nielsen, M.D. (Diagnosis of Aphasia) and Donald A. Schultz, Ph.D. (Testing and Therapy, Social Adjustment); produced for the Veterans Administration by Churchill-Wexler Film Productions, Los Angeles, with the cooperation of the Aphasia Clinic, Birmingham General Hospital, Van Nuys, California; VA; loan

Diagnosis of Aphasia

Nature of aphasia, including distinction from other types of disorders resulting from brain lesions. Anatomical basis of the various language functions. Effect on each function of injury to related parts of the brain, disturbances covered including agnosia, agraphia, paraphasia, amnesic aphasia, and semantic aphasia. Problems of diagnosis. General possibilities for retraining. Animated diagrams are used throughout, with actual patients displaying the type of behavior representative of each type of language impairment.

Testing and Individual Therapy for Aphasia

Illustration by actual cases of the variations encountered in degree of handicap, capacity for relearning, and capacity for adapting to living with other people. Aspects of neurological examination, including tests of reflexes and vision and use of the electroencephalogram. Psychological tests, including language type intelligence evaluation, maze, and projective (Make a Story), details of response and affecting conditions being analyzed in each instance.

Basic divisions of language therapy, with problems involved in each. Speech and writing retraining for motor aphasics, including relaxation exercises and mirror work in connection with the former. Symptoms and speech retraining methods in sensory and formulation aphasia, including use of oral and written cues for reinforcement of language recognition and recall of significance in the first case and the use of recording playbacks in the second. Beginning of reestablishment of social contact as individual work with therapists progresses.

Social Adjustment for the Aphasic

Problem of restoring the aphasic patient to social intercourse. Group discussion among patients of difficulties in social relationships encountered outside the clinic because of their handicap. Analysis of the problem of an individual whose progress in retraining has not yet equipped him to resume full participation in group activities. Beneficial effects of moderate competition in language activity. Retraining in writing and arithmetic skills as part of preparation for resuming ordinary social relationships. Therapeutic physical activity, including gymnastics and swimming. Occupational therapy, including work in arts and crafts. Records of patients' progress. Recreational activities, including dances, picnics, and dinners in outside restaurants. Services of social worker. Advanced educational work undertaken in outside institutions by adequately retrained patients. Patterns of activity after completing the regular program of clinic work.

Evaluation: The outstanding technical calibre of these films in itself entitles them to a place in the front rank of motion picture presentations of speech problems to date. The photography is uniformly fine, at times achieving extremely striking effects. The sound track reproduces the voices of the patients very satisfactorily. And the animated diagrams in the first film effectively combine clarity with artistic vividness. Apart from these technical aspects, the films have been prepared with a laudably keen sensitivity to the human drama involved. At the same time, objectivity of approach has in no way been compromised.

The first two films are more suitable for audiences of professional workers and trainees due to the technical nature of their contents. The third film, however, although an integral part of the series and preferably not to be divorced from it, should have much interest and value for lay audiences in its presentation of the social problems of the adult aphasic.

HEARING DISORDERS --- GENERAL

Ears That Hear

17 minutes, sound, color; written and directed by the Wisconsin State Board of Health; produced by the Photographic Laboratory, University of Wisconsin; WSBH; loan

General description of hearing conservation program including the contributions of volunteer workers to the hearing testing program in the public schools. Referral of Paul, an elementary school boy, for detailed otolaryngological examination following discovery of a hearing loss in school testing. Diagnosis of diseased tonsils and adenoids as the cause of the problem. Explanation of the physical nature of the problem and the extent of loss by wall charts and a blackboard audiogram. Arousal of mother's interest in the statewide Wisconsin testing program. Audiometer testing in the schools by volunteers, with check-up on results by professional hearing specialist. Stress is laid on the importance of early detection of hearing losses and the prominence of childhood diseases as a factor in hearing problems.

Evaluation: The chief value of this film lies in the attention called to the general nature of hearing conservation programs and the role volunteer workers can play in helping to implement these. The organization of content is loose, and emphasis on major points is not as strong as it might be. Diagrams of the physical mechanism are presented very casually, with little resultant educative value.

It also seems unfortunate that the complexity of thorough audiometric testing and the consequent limitations to what volunteer workers can ethically do in the matter of testing

has not been pointed out in the film. This should in no way detract from the effectiveness of the appeal for volunteer help in those capacities where it is greatly needed and ethically justified.

Pay Attention: Problems of Hard of Hearing Children

30 minutes, sound; written and directed by Lawrence Joseph Stone, Ph.D.; Lee Meyer-son, Ph.D., Research Fellow, U.S. Public Health Service, and Miss Ciwa Griffiths, Special Education Coordinator, County of San Diego Schools, consultants; produced by the Department of Child Study, Vassar College Studies of Normal Personality Development Series; *NYU*; \$120; rental \$6 (mimeographed transcript of sound track, with notation of associated pictures--not the actual script--furnished with each rental or sale of film; also available on request to professionally interested persons) (18, 27, 31, 35)

Problems of education and social adjustment which confront hard of hearing children, with suggested remedial techniques appropriate to different age levels and personality characteristics. Lip-reading classes for small children. The first experience of a child with a hearing aid and the related problem of acceptance by other children. Acoustic training procedures. Problem of lack of sense of security. Preparation of a hearing aid mold. Graduated stages of training in speech reading by the context method, following children through the high school years. Problem of lack of understanding by parents and teachers who respond irritably to seeming inattention of children which is actually due to their hearing handicap. Group and individual hearing tests. Ways in which hard of hearing children can be helped in ordinary life situations, especially those of the home and school.

Stress is laid on the importance of giving the hard of hearing child special attention at an early stage of the problem, of approaching problems on the basis of the individual case, and of keeping as the chief goal aid to the child in becoming a complete person.

Evaluation: This latest of the Vassar films on normal personality development is a distinct improvement over its predecessors. The episodes have a clearer sequence, and the narration is much simpler and more coherent. The plan of presentation, however, still lacks the conciseness and strictly logical organization of content which are indispensable to a genuinely good job of film-making. Too much material is inserted which cannot be handled adequately in the allotted footage. There is also a tendency for the camera to remain static which is especially disturbing in some of the longer classroom sequences.

PATHOLOGIES OF THE EAR

Auralgan (Doho) Otology Films

The following films have been prepared by the Auralgan Research Division of the Doho Chemical Corporation and are available without charge, including projection equipment and the services of an operator, to physicians' study groups, university medical instructors, hospital staffs, and accredited medical societies. Individuals who desire to see these films but who are not members of the medical profession should make arrangements to attend showings arranged by one of the above types of groups. Films are available both through the Auralgan Research Division and the Medical Film Guild. The Auralgan Division stipulates a minimum attendance of 25 doctors for a showing, whereas the Medical Film Guild requests every effort to have an attendance of at least 20 doctors or medical students. Requests for bookings should be made on professional stationery. Two to three weeks advance notice is required for bookings. Slight differences in title and running time occur in the listings of the Auralgan Division and the Medical Film Guild for some of these films. In all such instances, the listings by the Medical Film Guild are indicated parenthetically.

A Clinic on Acute Mastoiditis

35 minutes (40 minutes), sound, color; prepared by Samuel J. Kopetzky, M.D., and Ralph Almour, M.D.

Anatomy of the mastoid process and the etiological factors in the development of mastoiditis. Symptomatology and types of clinical variations, as well as roentgen findings and **surgical anatomy.** Operative procedure, including the importance of landmarks, the use of instruments, and the relationship of vital structures. Discussion of postoperative care and the complications to be expected.

A Clinic on Chronic Otitic Purulencies (Chronic Purulent Otitis Media)

35 minutes (47 minutes), sound, color; prepared by Samuel J. Kopetzky, M.D., Ralph Almour, M.D., and Julius W. Bell, M.D.

Various types of lesions related to the chronically discharging ear. Differential diagnostic data and both operative and nonoperative therapy, including surgical procedures of radical tympanomastoidectomy. Animated diagrams, specimens, and patients' records are included in the presentation.

Clinic on the Deafened (Clinic on Deafness)

35 minutes, sound, color; prepared by Samuel J. Kopetzky, M.D., and Ralph Almour, M.D.

A clinic on various cases with the factors differentiating one from another. Prevalent theories of sound perception and the principle causes of deafness. Audiometry and other types of diagnostic determination. Medical and surgical therapy. Clinical material supplemented by animation and drawings.

A Dry Clinic on Sinus Thrombosis (A Clinic on Sigmoid Sinus Thrombosis)

35 minutes, sound, color; prepared by Samuel J. Kopetzky, M.D., Ralph Almour, M.D., and Julius W. Bell, M.D.

Anatomy, genesis of the lesion, symptomatology, and operative therapy of otitic sinus thrombosis are presented as they occurred in an actual case. Presentation is augmented by the use of diagrams, animations, and models.

The Function of the Ear in Health and Disease

30 minutes (35 minutes), sound, color; edited by H.C. Kobrak, M.D., Ph.D., Joseph E. Hind, M.D., and Robert B. Miller, M.D.

Demonstrates the response of the ear to sound in health and disease. The pathological condition is seen on the screen simultaneously with auditory indication of the distorted acoustic signal which the patient perceives. Physical response to both speech and music is shown.

Otitis Media in Pediatrics

35 minutes, sound, color; prepared by Murray Burns Gordon, M.D., Samuel J. Kopetzky, M.D., and Ralph Almour, M.D.

Portrays the importance of the infectious diseases of infancy and childhood, including measles, scarlet fever, and diphtheria in the development of otitic inflammations. Prophylaxis and therapeutic measures are discussed. Actual cases photographed are supplemented by models, drawings, and animation.

Otoscopy in the Inflammations

30 minutes (35 minutes), sound, color; prepared by Samuel J. Kopetzky, M.D. and Ralph Almour, M.D.

A series of tympanic membranes is shown, presenting the usual findings in both catarrhal and suppurative lesions of the ear, from the acute and chronic catarrhal conditions to pictures of adhesive processes. Differentiations between the dangerous and non-dangerous types of chronicity are presented through various contrasts between marginal and non-marginal perforations.

Suppurative Petrositis, Meningeal (A Clinic on Petrositis with Meningitis)

30 minutes, sound, color; prepared by Samuel J. Kopetzky, M.D., and Ralph Almour, M.D.

Pictorial depiction of the patient's symptoms, supplemented by animated charts of the laboratory and clinical findings. Each operative procedure is indicated, including when and why undertaken and the results obtained from each step.

Irradiation of the Eustachian Tube

15 minutes, silent, color; produced by E.P. Fowler, Jr., M.D., Professor of Otolaryngology, Columbia Medical College, and Chief of Otolaryngological Section, Presbyterian Hospital, New York City; *Radium*; loan

AURAL REHABILITATION

To Hear Again

37 minutes, sound; supervised by Norton Canfield, M.D., Yale University Medical School; U.S. Army, 1947; *APS*; \$50; also available on loan (restricted to medical and associated professional groups)

Activities in an Army rehabilitation center for men and women with impaired hearing. Diagnostic procedure for distinguishing psychogenic from organic impairment. Selection of hearing aids for those requiring them. Teaching of lip-reading. Correction of speech difficulties. Psycho-therapy used with patient suffering from hysterical deafness.

Evaluation: 'Photography and narration excellent.' (American Medical Association Film Bulletin)

You Can Hear Again

20 minutes, sound; produced by the Department of Medicine and Surgery, Veterans Administration, with the cooperation of the Audiology Center, Walter Reed General Hospital, U.S. Army; *VA*; loan

Assistance made available by the Veterans Administration to veterans suffering from service-connected hearing losses, as dramatized through the story of a typical case. Consequences in the veteran's home life and on the job of his serious hearing loss, with emphasis on the psychological aspects of the handicap and his reluctant turning to the Veterans Administration for help. Physical examination by the V.A. and referral to the Walter Reed audiology clinic. Explanation by the examining otologist of the high frequency loss involved in the case and the nature of the help which will be provided by a hearing aid. Psychological and audiometric tests. Discussion of the case in the regular clinic staff meeting. Fitting of the hearing aid. Retraining program including work in speech reading and speech conservation. Psychological and social benefits of the rehabilitation program to the veterans.

Evaluation: An extremely fine job of public information, combining a highly intelligent script with competent acting and excellent technical production. Use of the soundtrack to suggest the various practical aspects of the loss in communication power is particularly skillful and considerably more original than most other uses of this same device in films have been. The film is perhaps most notable for its presentation of the psychological problems of an essentially average adult who becomes faced during the most active period of his life with a severe handicap, combining as it does a shrewd insight into such problems with convincing illustrative situations and realistic dialogue.

EDUCATION OF THE AURALLY HANDICAPPED

Betty

15 minutes, silent; *Volta*; apply

Film taken by the father of a little deaf girl, showing her progress at home under the instruction of a visiting teacher.

Education for the Deaf

51 minutes, sound; produced with the cooperation of the Department of Education for the Deaf, Manchester University; *BIS*, 1946; \$93.75, rental \$6 (36, 50, 55)

Detailed presentation of the methods used in educating the deaf and partially deaf in Britain. Diagnosis of hearing problem of a middle-aged woman, including health history, tuning fork tests, and pure-tone audiometer tests. Testing of speech comprehension in connection with prescription of a suitable hearing aid. Similar examination of the hearing losses of a congenitally deaf little girl and several deafened children. Lip-reading classes for adults.

Work of the Residential and Upper Schools for children, taking the child with impaired hearing through the educational process from as early as the age of two through that of sixteen. Individual and group work. Lip-reading and speech development classes. Use of table-type hearing aids. Amplifier class for partially deaf boys. Advanced oral subject matter handled by older boys. Trade school training. Recreational activities. Singing, dancing, and sports activities.

The importance of human sympathy and social contacts in helping the individual with a hearing problem to make a satisfactory adjustment to his handicap. Ways in which the home can help the child in learning to lip-read and speak. Prospects for normal adult activity, as emphasized by the testimony of a congenitally deaf woman who completed the training program of the special schools and achieved a good vocational situation.

(For a condensed version of this material, see *Triumph Over Deafness*.)

Evaluation: While probably over-long for general lay audiences, this detailed record should be of much interest to professional workers and trainees in the field of hearing problems. It affords considerable insight into the diagnostic and educational procedures used, the camera and microphone lingering in the given situation long enough also to give a feeling for the personalities involved. The sound track reproduction of the voices of the children is especially striking, revealing as it does the voice and articulation deviations encountered in various cases, as well as the general accomplishments in speech achieved through special instruction.

Eyes That Hear

15 minutes, sound; produced by the Lexington School for the Deaf, New York, 1946; *LSD, Volta*; apply (30, 49)

Program of the Lexington School for the Deaf. Nursery play, with avoidance of isolation and over-protection. Speech training of small children. Hearing aid classes. Periodic audiometric testing. Oral reading combined with work of writing class. Transferral of boys to separate school at age of 10. Outside expeditions and miscellaneous activities. Training in homemaking and vocational skills.

Evaluation: A useful public information film, though not technically noteworthy. The sound track record of the voices of the children provides interesting examples of the voice and articulation problems of the aurally handicapped.

How Well Can You Read Lips?

10 minutes, sound; *Utley*; apply

Film achievement test of lip reading ability.

Lessons in Lip-Reading

two films, 12 minutes each, silent; supervised by Marjorie B. Burkland, Director, Speech Clinic, and Otto Gabel, Department of Education, Northern Illinois State Teachers College, DeKalb, Illinois; produced by Speech Clinic, NISTC; *Burkland*; apply

Technique of teaching lip-reading. In the first film, instructor uses technique to discuss how to open a book properly; in the second, animal pictures are discussed.

These films have not been fully finished in terms of editing, addition of captions, etc., due to time and staff limitations but are available for use in their present form.

Life Situation Motion Pictures for Teaching Speech

10 films, 7 minutes each, silent; 10 follow-up films, 5 minutes each; produced by B.V. Morkovin, Ph.D., and Lucelia Moore, Speech Department, University of Southern California, Los Angeles; *Moore*; \$17.50 per film plus postage, \$15.00 per film when complete set of 10 purchased (30) (manual, *Life Situation Speech Reading Through The Cooperation of Senses*, obtainable from University Bookstore, University of Southern California, 3551 University Ave., Los Angeles 7, \$2.90)

A series designed for teaching speechreading to the aurally handicapped through the use of common real-life situations. Films in series include:

- 101 The Family Dinner
- 102 At the Bank
- 103 A Day to Remember
- 104 The Grocery Store
- 105 The Employment Office
- 106 The First Date
- 107 Picnic in the Park
- 108 A Visit to the Library
- 109 At the Service Station
- 110 A Review Film

Listening Eyes

17 minutes, sound, color; produced by the Department of Cinema, University of Southern California, under the direction of Walt Disney Productions, 1948; *JTC*; loan

Program of the John Tracy Clinic as shown through the story of a little girl with congenital deafness. Mother's first awareness of the problem. Otolologist's examination and referral of mother and child to the Tracy Clinic. Interview between the mother and Mrs. Tracy, discussing the prospects for predominantly normal development of the aurally handicapped child through education. Classes at the clinic for training mothers in the psychological aspects of dealing with their aurally handicapped children in the home. Methods of stimulating speech in the deaf child, the child's impression of speech being depicted by selectively cutting off the sound on the soundtrack. Stimulation of residual hearing. Training in development of social competence. The film concludes with a brief dramatic episode depicting the psychological reward to parent and child of the little girl's first spontaneous production of speech in response to an unexpected situation. This is coupled with a warning of the long, hard work still ahead for both.

Evaluation: An outstanding film. The photography and editing are excellent, and a restrained commentary is very effectively delivered by Spencer Tracy. The introductory and concluding dramatic episodes are well-handled and kept carefully subordinate to the informational aspects. The production unquestionably benefits from professional resources which are not available to all film makers. Its general handling should offer fruitful suggestions for other film work in this area, however, even when done on a very limited budget.

The Right to Hear

33 minutes, sound, color; supervised by Dean M. Lierle, M.D., Head, Departments of Otolaryngology and Oral Surgery, College of Medicine, State University of Iowa, Iowa City; *SUI*, 1942; \$175; rental \$4.50 (11, 26, 30, 33, 35, 39, 40, 42, 45, 47, 52)

The story of three typical cases of slight, medium, and severe hearing loss among school children. Routine school testing, revealing the losses. Explanation of how school work has been affected by these losses through reduction in speech discrimination ability. Interviews between the otologist and parents of the respective children. Life in the Iowa State School for the Deaf, where the totally deaf boy is sent, emphasis being placed on the help rendered by the school in equipping deaf children to lead normal, useful lives.

Evaluation: An extremely valuable over-view of the subject of hearing disorders in children, especially helpful for purposes of public information. The roles of the parents are performed rather amateurishly, but the children are natural and convincing.

Triumph Over Deafness

20 minutes, sound; *BIS*, 1948; \$47.50; rental \$2.50 (10, 31)

A condensed version of the material covered in *Education for the Deaf*. The presentation of testing procedures and classroom activities on the various levels of special schooling for the deaf in Britain has been considerably shortened although most of the essential material is touched upon to some extent.

Evaluation: An adequate presentation of the subject for general lay audiences and for professional workers or trainees who do not seek detailed information. Those preparing for direct educational work with the aurally handicapped should benefit more from seeing the original film *Education for the Deaf*.

Visual Hearing Films

30 reels, 8 minutes each, silent, color; produced by Marie K. Mason, Ph.D., Speech and Hearing Clinic, Ohio State University, Columbus, Ohio; *OSU*; 1-5 reels, \$40.00 per reel; 6-15 reels, \$37.50 per reel; 30 reels, \$1,050.00; (Two series-- Series I for adults, Series II for children)

Instruction in visible speech comprehension through a series of films designed to constitute a logical and complete teaching procedure. Pictorial presentation of all English consonants in initial, medial, and final phonetic forms and in their normal assimilations in spoken discourse. The standard American diphthongs are presented in Film VI. Vowels are not considered in specific instruction units.

Each film constitutes a complete assignment in itself and includes three parts. The first part, intended as a text, announces the assignment topic and shows title cards bearing printed sentences previous to their utterance by the speaker; the second part shows the speaker speaking the remainder of the script with no printed clues to assist the student in visual interpretation; the third part contains questions which the student must answer from his analysis of the speaker's presentation.

The scripts used in the majority of the films are composed of dissociated or unrelated sentences to train the student in alert visual discriminations. To provide a background of visual memory of spoken sounds, each sentence contains a specific consonant which occurs predominantly. To develop the student's ability to synthesize, certain scripts contain series of related sentences and others discussions of a single topic.

The World of Silence

35 minutes, sound, color; supervised by J.A. Klein, Superintendent, Lutheran Institute for the Deaf, Detroit, Michigan; *LID*; loan (collection on behalf of the work of the Institute appreciated but not stipulated)

Program of the Lutheran Institute for the Deaf. Reception of a deaf boy and his parents. Tour of the Institute. Preschool activities in voice-building. Kindergarten class in lip-reading. Writing practice. Indoor and outdoor recreational activities. Training in normal home responsibilities. Work of the Ladies' Aid Society. Performances by children for special occasions. Ordinary educational activities, with modifications necessitated by the hearing handicap. Audiometer tests. Physical check-ups. Religious education.

Evaluation: An interesting presentation of the program of a well-equipped denominational institution for the handicapped. The religious element in the presentation is moderate, and the stress on values claimed for the particular institution does not detract from the useful general information provided with respect to methods of handling the education of the deaf. The photography is satisfactory, while the commentary effectively combines clarity and restraint in tone.

The film does not present quite as orderly a sequence of subject matter as might be desired, although this is not seriously distracting. It is particularly regrettable that the voices of the children could not be heard in connection with their ordinary activities shown in the body of the film, rather than just at the end in the scenes devoted to the subject of religious education.

AUDIOMETRY AND HEARING AIDS

Life Begins Again

15 minutes, sound; produced for the Western Electric Co. by Audio Productions, Inc., 1938; *WE, Bell*; loan (18, 30)

Consequences in school work and outside activities of a girl's unsuspected hearing loss. Confirmation of the loss in a classroom test with the 4-A phonograph group audiometer and identification of its specific nature--a moderate loss in one ear--by an individual test with the pure-tone audiometer. Explanation of the hearing process and the effect upon it of aural disorders, animated diagrams accompanying the explanation. Prescription of a hearing aid and benefits resulting from its use.

Evaluation: The chief value of this film is its detailed presentation of the group audiometer testing technique. The procedure is clearly portrayed, with the voices heard on the test record being reproduced on the sound track. The animated drawings of the hearing mechanism are also very good, including details of the functioning of the Organ of Corti which are not usually found in film explanations of the hearing process. Apart from the animated sequence, the film is technically very inadequate. The script is extremely unimaginative; the acting ranges from fair to very poor; and most of the dramatic situations are poorly developed.

World of Sound

(see under Physics of Sound)

MENTAL HEALTH

Baby Meets His Parents

10 minutes, sound; collaboration by Lawrence K. Frank, Director, Caroline Zachry Institute of Human Development, New York; *EBF*, 1948; \$50 (6, 8, 10, 11, 15, 17, 18, 21, 26, 27, 30, 31, 34, 35, 38, 39, 42, 45-47, 49, 50, 52, 53)

Points out how differences in personalities can be accounted for, not only by heredity but also by the human relationships and environmental factors experienced during the first years of life. Explains through life situations how the infant personality is influenced directly by the extent to which the baby finds fulfillment of his basic needs-- food, elimination, and loving care.

Balloons: Aggression and Destruction Games

(see Studies of Normal Personality Development)

Children's Emotions

15 minutes, sound; produced for McGraw-Hill by Crawley Films, Ltd., Ottawa, 1950; *McGraw-Hill*; apply (6, 12, 15, 17, 25, 26)

The development of children's emotions from birth to adolescence and suggested ways for dealing intelligently with these on the part of parents. Common reactions, including anger, curiosity, fear, and jealousy, as seen from the child's point of view. Emphasis is placed on helping the child achieve a capacity for happiness through the experiences of his childhood.

Evaluation: The merits of this splendid film include very competent acting and a delightfully worded commentary which gives effective expression to the small child's point of view. Above all, the camera is brilliantly employed throughout, presenting fine studies of children's faces during the brief periods when it is not probing the surroundings, animate and inanimate, from the child's visual viewpoint. The film should be found of particular value in parent education, although it should also be of distinct interest to all concerned with problems of child welfare.

Emergence of Personality

30 minutes, sound; *EBF*; \$135 (1, 4, 9)

Combined forum version of the three films in the *EBF* Personality Development series, *Baby Meets His Parents*, *Helping the Child to Face the Don'ts*, and *Helping the Child to Accept the Do's*. Explains how the developing personality of the child is influenced by the manner in which his parents provide for his basic needs and prepare him for social living. Illustrating through life situations many of the 'do's and don'ts' of everyday living, the film classifies these social requirements and reveals how the young child reacts to form his individual personality by the distinctive manner in which he learns to conform. Points out that the baby also is influenced not only by heredity but by the human relationships and environmental factors experienced during the first years of life.

Emotional Health

20 minutes, sound (guide); *McGraw-Hill*, 1947; apply (1, 4-6, 8-10, 12, 13, 15-18, 20-22, 24-27, 31, 33-35, 37-46, 49, 50, 52, 54, 57)

Interviews of a college student with a physician and, at the latter's recommendation, a psychiatrist. The psychiatrist uncovers his fears and helps him to become emotionally adjusted. Stated objectives of the film: (1) To convince young people that emotional upsets are common, (2) To show that seeking professional help for prolonged disturbances of this nature is as important and normal as in the case of any physical illness, and (3) To explain in simplified language some of the basic techniques of psychiatric treatment and thereby allay some of the feeling of stigma attached to the necessity for such treatment.

Evaluation: This film is suitable for general orientation to the subject of mental health. Including the importance of seeking professional help for problems connected therewith. It is not very pertinent as such, however, to the area of speech and hearing disorders.

Families First

17 minutes, sound (guide); produced by RKO Pathe, 1948; *NYSDC*; \$50; rental \$3 (available on loan in New York State)

Series of episodes in the lives of two families, demonstrating the causes of tensions, frustrations, and anti-social attitudes, as contrasted with the results of affection, achievement, and harmonious personality adjustment.

The Feeling of Hostility

32 minutes, sound; produced for the Mental Health Division, Canadian Department of National Health and Welfare, by the National Film Board of Canada, 1948; *NFBC*; \$75; rental \$3.75 (1, 4-6, 10-12, 14, 15, 17, 18, 20, 22, 23, 25-28, 30, 31, 33-35, 37-43, 45, 46, 50-52, 54, 56, 57)

The case of Clare, over-dependent on her mother when her father is killed, discouraged in giving love and obtaining satisfactory social relationships when the mother remarries. She seeks satisfaction through obtaining recognition by others of her intellectual ability and while superficially successful in college and business life feels the lack of real companionship and understanding.

Evaluation: This film has less general distinction than *The Feeling of Rejection* and is much less pertinent to the area of speech and hearing disorders in the details of the case history presented.

The Feeling of Rejection

18 minutes, sound; produced for the Mental Health Division, Canadian Department of National Health and Welfare, by the National Film Board of Canada, 1947; *NFBC*; \$50; rental \$2.50 (1-6, 10-12, 14-18, 20-28, 30, 31, 33-35, 37-43, 45-47, 49-52, 54, 56, 57)

Case history of Margaret, age 23, who suffers from a variety of physical complaints with no discernible physical cause. A psychiatrist helps her to analyze her past and dis-

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cover the childhood roots of her trouble. These prove to have been overprotection and discouragement by her parents of her efforts to win affection and approval by self-expression, the result being a crippling fear of failure, suppression of her own desires for the sake of keeping the affection and esteem of others, and a complete inability to assert herself combined with unhappiness at the lack of self-assertion. As Margaret acquires an understanding of her problem through private sessions with the psychiatrist and participation in group discussions with people of her own age who have similar problems, she begins to adopt healthier attitudes and forms of behavior.

Evaluation: This fine dramatic presentation of a mental health problem constitutes a landmark in educational films, representing as it does the first successful synthesis of imaginative photography, original music, and an adult script in the 16 mm. film treatment of this type of subject. The acting is not of the same exceptional calibre as the photography and music, but a number of excellent dramatic effects are achieved. Although the film does not deal directly with the speech and hearing field, the case history it presents is one which might easily have been borrowed from a case of functional speech impairment.

Finger Painting

(see Studies of Normal Personality Development)

First as a Child

20 minutes, sound (also available in 35 mm.); produced for the Virginia State Health Department, in cooperation with the Children's Bureau, Federal Security Agency, on behalf of the Maternal and Child Health Services of State and Territorial Health Departments; produced by the Southern Educational Film Production Service, University of Georgia, Athens, 1948; FPS; \$30 (also available on loan from State and Territorial Health Departments) (32, 36, 38, 40, 42, 44, 48, 51)

The story of Alexander, a crippled child, and the treatment he receives in a public clinic in Virginia. The film covers the case history from the time of the public health nurse's first visit to his home, through the phases of diagnosis, treatment, and aftercare. It stresses the point that each patient benefits most when he is treated first as a child, next as a handicapped child, and finally as a child with some specific crippling condition.

Evaluation: While the case covered in the film does not involve any speech or hearing problem, the emphasis in the film's theme on treating the handicapped youngster first as a child commends it to the attention of professional people in this area.

Frustration Play Techniques

(see Studies of Normal Personality Development)

Helping the Child to Face the Don'ts

Personality Development series; 10 minutes, sound; collaboration by Lawrence K. Frank, Director, Caroline Zachry Institute of Human Development; EBF, 1948; \$50; rental \$2.50 (6, 8-13, 16-18, 20, 21, 24-27, 30, 34, 38, 39, 47, 49-53)

Reveals how the young child meets a world of 'don'ts' and how he reacts by conforming in his own distinctive ways, thus forming his own individual personality. Types of 'don'ts' dealt with are those which protect the child from danger, those which restrain him from taking things that belong to others, and those which teach him to respect the rights of others.

Helping the Child to Accept the Do's

Personality Development series; 10 minutes, sound; collaboration by Lawrence K. Frank, Director, Caroline Zachry Institute of Human Development; EBF, 1948; \$50; rental \$2.50 (6, 8-13, 16-18, 20, 21, 24-27, 30, 34, 39, 47, 49-53)

Portrays the child learning to live in a world defined by the 'do's' and explains how his personality is influenced by the extent to which these are accepted. Illustrates through life situations the types of 'do's' the child must learn to accept, including those for personal living, those based on the sex, and those for relations with others.

Know Your Baby

10 minutes, sound, color; produced by Crawley Films for the Canadian Department of National Health and Welfare, 1947; *NFBC*; \$75; rental \$2.50 (2, 18, 21, 22, 26, 31, 33, 35, 38, 40, 41, 45-47, 49, 50, 52, 54, 57)

Preparation for and care of a new baby in a home where there are other children. The film emphasizes the point that the small baby's emotional and physical needs are so interrelated that they appear as one, illustrating this through scenes which deal with feeding the baby, loving him, and keeping him comfortable.

Evaluation: 'Film is directed to parents and is simple and straight-forward in presentation. Characters are real people, including many attractive children. A clear, convincing, and interesting illustration of fundamental principles for safeguarding the mental and emotional health of children.' (National Institute of Mental Health)

Learning to Understand Children: Part I-- A Diagnostic Approach

21 minutes, sound

Learning to Understand Children: Part II-- A Remedial Program

23 minutes, sound; *McGraw-Hill*, 1947; apply (1, 3, 4, 6-20, 22, 24-28, 30, 31, 33, 35, 38, 42, 43, 47, 50, 52, 54, 57) (see Filmstrip section for correlated strip)

The story of Ada Adams, an emotionally and socially maladjusted girl of 15, whose English teacher develops an interest in her problems and tries to help her overcome them. Through talks with the girl and a visit to her home, the teacher discovers an unsatisfactory home situation to be at the root of her difficulty. The mother, who has become bitter and short-sighted in her viewpoint through overwork and squalid living conditions, is persuaded to give Ada more freedom from household duties to devote to study and social activities. The girl's interest in art is skillfully used by the teacher to give Ada recognition both in her class and others, while classmates make simple suggestions for improvement in the girl's appearance. The story ends on the minor triumph of Ada's designing the costumes for a Shakespearian production by the class.

Evaluation: While aimed primarily at developing an awareness among teachers of the importance of being alert to needs of students for help in social and emotional problems, this film should have interest for all who are concerned with handling psychological problems of children. It has been intelligently produced and is highly convincing on the whole, although convenience has been allowed to take priority over realism in a few respects, such as endowing the girl with an artistic talent considerably above that which would be required in the circumstances of the case. The part of Ada is played with fine sensitivity, while the roles of the teacher and mother are also handled very competently.

Let Us Grow-- In Human Understanding

30 minutes, silent, b - w or color; *Harmon Foundation*, 1946; \$50, rental \$3, for b - w print; \$140, rental \$6, for color

Program of the Vassar Summer Institute of 1945, with specialists in child development and parents working and studying together to discover what children need for wholesome development in the modern community.

Life With Baby

18 minutes, sound; supervised by Dr. Arnold Gesell, Clinic of Child Development, Yale University; *MOT*; \$55 (3-6, 9-11, 13, 15, 17, 18, 21, 22, 24-28, 30, 31, 33, 35, 38, 39, 43, 45, 47, 50, 57)

Development of chief behavior patterns in children from infancy through age five. Candid motion picture studies of behavior development in infants, with particular attention to grasp, vision, attention-fixing, and locomotion. Tests for reading readiness in older children. Application of Gesell research on behavior patterns to family problems, including candid study of social behavior in play situations. Lectures by clinic member to child

study group composed of mothers, emphasizing the importance of being familiar with the stages in development of normal behavior. Stress is laid in the film on allowing the child to develop at his own pace.

Evaluation: An absorbing film, of interest both to professional people and the general public. Information is simply and clearly presented. The candid film studies of infant behavior are delightful in themselves, apart from their considerable informational value.

Meeting Emotional Needs in Childhood: The Groundwork of Democracy

(see Studies of Normal Personality Development)

Mental Health Film Board Series

A series of films dealing with such subjects as child guidance clinics, fears of young children, hostility in children, and general mental health. The Mental Health Film Board will be glad to place on its permanent mailing list the names of any individuals who desire further information regarding these films. (Consult the list of sources in the appendix for the address of the Board.)

Overdependency

32 minutes, sound; produced for the Mental Health Division, Canadian Department of National Health and Welfare, by the National Film Board of Canada, 1949; *NFBC*; \$75; rental \$3.75 (5, 6, 10, 12, 17, 18, 22, 23, 25, 27, 30, 31, 33-35, 37-40, 42-46, 49, 51, 52, 54, 57)

The story of Jimmy, a young married man who has a child-like dependence on his wife and a negative reaction to his job situation which takes the form of evasion and psychosomatic illnesses. Through his wife's insistence, he seeks medical help and comes under the professional observation of a psychiatrist. With the latter's assistance, he is led to recognize the elements in his childhood experience which have contributed to his present problems, the chief of which was over-protection by his mother and sister as compensation for neglect by his father. He begins to develop a more self-reliant attitude, with resultant improvement in his domestic and vocational situations.

Evaluation: This third film in the National Film Board of Canada's commendable Mental Health series has most of the merits and defects of its predecessors. The general approach is good, and there are a number of instances of telling photography. Some of the individual situations are handled with great skill, while others depend too much on trick effects which do not work smoothly into the general continuity. The acting pace is a bit slow and lags at times, with the central character less effectively portrayed than some of the others, notably the wife. Perhaps the most grievous defect is a lack of incisive editing.

Such defects apart, the film has distinct value for an understanding of certain psychological problems which might manifest themselves as readily in a speech handicap as in the form taken in Jimmy's case. The unintentional mistakes of the parents, including the father's failure to pay enough attention to Jimmy as a child and to help him with the things he needed and wanted to learn, as well as the mother's highly emotional protective attitude which persists into Jimmy's adulthood, have a significance which can profitably be brought home to many parents of speech-handicapped children.

Preface to a Life

29 minutes, sound; Dr. M. Ralph Kaufman, chief psychiatric consultant; produced by Sun Dial Films, Inc., for the National Institute of Mental Health in cooperation with the U.S. Office of Education, 1950; *UF*; \$35.85 (less 10% discount to non-profit institutions), also available on loan from State Mental Health Authorities (2, 6, 12, 15, 16, 26, 33-35, 37, 38, 40, 42, 46-48, 51, 52, 54)

The story of Michael, beginning with his birth and tracing the possible courses of his childhood development in terms of his relations with his parents. Initial reactions of the parents at the time of Michael's birth, the mother concentrating upon him her possessive

feelings of affection and the father immediately beginning to evolve ambitious plans for his career. The convenient way in which Michael as an infant, with no competing desires of his own, fits into their idealistic conception of his role in the family and their displeasure at his subsequent natural deviations from this illusory perfection. The conflict between the mother's desire to keep him from growing up so that his dependent relationship to her will be preserved and the father's eagerness to have him grow up quickly. The possible consequences of each parent's trying to mold the child according to these personal desires are shown in separate episodes, as are contrastingly extreme methods of handling such common problems as childhood fears, the arrival of a new baby, and learning competitive athletic skills which involve direct physical conflict. Sensible alternatives are then suggested for each situation.

Evaluation: This first film produced for the National Institute of Mental Health is an outstanding contribution to the work of parent education. Problems which are as crucial as they are common are presented in a clear and effective manner, although the effectiveness occasionally derives more from the situation presented than the calibre of the acting. The commentary is extremely well handled and the photography is competent.

Problem Child

27 minutes, sound; produced by the American Pediatric Association on a grant from the Pet Milk Co., 1948; *Castle*; apply (30, 33, 35, 38, 43, 46, 47, 49, 51, 52, 54, 57)

The story of a mother who believes she has a problem child. Her doctor helps her to recognize the basic normalcy of the child's life, being wanted and loved by her parents and having normal self-confidence. He explains that the youngster is merely going through a phase of difficult behavior which the mother must be prepared to look upon as a part of ordinary development. The film sets forth the essentials of growth which all babies require during the first two years stressing needs in connection with normal mental health.

Evaluation: 'Excellent for groups of parents of young children and for adults responsible for the care of young children.' (National Institute of Mental Health)

Problem Children

20 minutes, sound; produced by the Division of Mental Hygiene, Ohio Department of Welfare, 1946; available on loan within Ohio from ODW; \$50, rental \$2.50 outside Ohio from PCR (18, 23, 26, 31, 33, 35, 43, 45, 46, 57)

Story of two children and how their personalities are affected by their relationships in home and school.

Evaluation: 'Suitable introductory film for parents and teachers to call attention to children's personality problems of everyday living. The techniques of the actual handling of the compensating aggressive and passive child are hinted at but not clearly presented. Good production quality.' (National Institute of Mental Health)

Studies of Normal Personality Development

A group of five films, the first in a series on personality growth, produced for the Department of Child Study, Vassar College. Films in the series were produced under the supervision of Mary F. Langmuir, Ph.D., with scripts by Lawrence J. Stone, Ph.D. Made under normal nursery-school conditions, these films document the important problems of growing up and learning to fit into a family, a school, and a community. Projective techniques are emphasized. The series is designed for psychologists, education students, teachers, leaders of child-care centers, and others concerned with the care and wholesome development of young children.

The material of three of these films, *Balloons: Aggression and Destruction Games*, *Finger Painting* and *Frustration Play Techniques*, is largely synthesized in the film treatment of a single case presented in *This is Robert*.

Balloons: Aggression and Destruction Games

20 minutes, sound (guide), 1941; NYU; \$75; rental \$4 (18, 25, 30, 35, 42, 57)

Demonstration of a projective technique for the study of aggression and destruction in young children, showing how differently two children, both between four and five years of age and from similar backgrounds, respond to a graduated series of opportunities and invitations to break balloons. Each child is shown under test conditions with the instructor. A one-way screen is used to permit candid photography.

Finger Painting

22 minutes, silent (guide), 1941; *NYU*; \$135; rental \$6 (18, 30, 35, 57)

The responses of nine children from three to six years of age in using finger paints. The characteristic approach of each child to a new situation, his attitude to the possible 'naughtiness' of being messy, and his responsiveness to the creative opportunities offered by the paints are all quickly grasped cues to the understanding of personality.

Frustration Play Techniques

35 minutes, sound (guide), 1942; *NYU*; \$110; rental \$7.50 (18, 23, 25, 27, 30)

Demonstration of projective techniques developed by Dr. Eugene Lerner of Sarah Lawrence College for the study of ego development and the demarcation of the self in young children. Part I, blocking games, shows test situations in which the experimenter presents obstructions to the play of individual children, revealing how each child responds to intrusions, prohibitions, and competitions. In Part II, frustration and hostility games, the child is given a series of attractive toys but can play uninterruptedly with each for only a short time. After each toy is taken away, an uninteresting stick is substituted, thus providing, on the play level, a parallel to the boring and interfering routines of life, as well as an opportunity for acting out directly or indirectly the hostility trends that may have been developed by the frustration.

Meeting Emotional Needs in Childhoods: The Groundwork of Democracy

33 minutes, sound (guide), 1947; *NYU*; \$110; rental \$6 (6, 18, 21, 25, 26, 27, 30, 33, 38-40, 42, 43, 45-47, 50-52)

The relationship of adult behavior to childhood treatment and behavior. Attitudes toward people and the sense of community responsibility which are being developed by the child as he grows up. Basic needs of children as reflected in their behavior, including security, affection, acceptance for what one is, and adequate independence. Stages in mental and physical development from birth through elementary school years. Reasons for such behavior as clowning and day-dreaming and ways of coping with these the school situations.

Evaluation: A very good film in general, for both parents and teachers, providing many sound tips for dealing with the needs of children. Narration is good, photography fair. The acting by the adults in the film is distinctly amateurish, but there are a number of good candid shots of children. The film suffers chiefly from a lack of adequate organization of sequences.

'Problems presented are important and the handling of the material is psychiatrically sound.' (National Institute of Mental Health)

This Is Robert

80 minutes, sound (guide); *NYU*; \$210; rental \$10 (10, 18, 23, 25-27, 30, 41, 42, 50, 52)

Traces the development of an aggressive, 'difficult,' yet thoroughly appealing child from his early nursery school days to his first year in a fine public school. Clumsy, blundering, confused by varied adult pressures, Robert's violent and haphazard aggression is seen as a strong, defensive counter-attack on the whole world. His mother's steady support and his teachers' firm, consistent, and affectionate treatment bring him safely through the stresses of his 'first adolescence' of the preschool years to the point of smoothly adjusting to and enjoying his public-school life, without the outbursts and inflammability of his early years.

The film was taken over a period of five years, making it possible to show Robert's development in longitudinal sections, i.e., each particular behavior trait revealed as it developed or was altered under trained guidance.

Evaluation: The most effective, and probably the most valuable, part of this film is its record of the use of projective techniques with Robert and his classmates. These provide a striking insight into the effect of the more strongly entrenched attitudes and values on overt behavior and, in turn, into a significant part of the psychological makeup of the given child.

The remainder of this long film record is, regrettably, quite uneven and loosely organized. Some excellent visual ideas, such as the use of dolls to dramatize the conditions in Robert's home background, are lost in unimaginatively handled surrounding material. The commentary is not well balanced in tone, and its delivery is alternated too rigidly between a male and a female narrator. There is, moreover, an unfortunate failure to establish a clear picture of Robert's character both in the sequence of episodes and the accompanying commentary which it does not seem even the complexity of the child's personality need have caused. Since there can be no question of the importance of this film, it would be of great service in realizing more fully its inherent value if the contents were subjected to a thorough reediting.

Your Children and You

31 minutes, sound; produced for the British Ministry of Health in cooperation with the Central Council on Health Education; *BIS*, 1947; \$60; rental \$3.75 (6, 8-10, 13, 15, 17, 18, 25-27, 30, 31, 33, 35-40, 43, 46, 49, 50, 54, 57)

The care of young children from the first months to the age of four or five years. Portrays the problems of average imperfect parents and average imperfect children, including weaning, toileting, eating habits, the need for vigorous play, discipline, fear, and the preparation of the older child for the arrival of a new baby. Stress is placed on the proper psychological handling of the child through affection and the giving of a sense of security.

Evaluation: A competent, though not outstanding, presentation which makes clear various differences in the approaches to particular problems from those widely advocated by child psychologists in this country. The film also has value for its general emphasis on such important principles as trying to understand the child's viewpoint, providing sympathy and companionship, and giving adequate freedom consistent with the social restrictions appropriate to the stage of personal development.

FILMSTRIPS

All filmstrips listed are of the conventional silent type, with explanations provided by titles or superimposed captions, unless it is specifically indicated that they are sound filmstrips. Unless color is specifically indicated, they are black-and-white.

Sound filmstrips are ordinary strips accompanied by a recording which substitutes for the sound track on a motion picture film. Such recordings are usually on discs, and the data with respect to speed (rpm) and playing time refer to these.

Sound strips may be presented either by means of a special sound filmstrip projector, combining a filmstrip projector and a record player in a single machine, or by using a regular filmstrip projector and a separate conventional record player. The player must be able to handle 33 1/3 rpm transcriptions, which use a standard needle, as distinct from 33 1/3 rpm microgroove or 'long play' records, which use a special extra thin needle. Some players are now on the market which handle both standard transcriptions and microgroove records at the 33 1/3 rpm speed.

PHYSICAL MECHANISM

Speech

How We Breathe

Elementary Physiology Series; 37 frames; *SVE*; \$3.00 (57)

A highly simplified version of the breathing process, chiefly suitable for the elementary grades.

Respiratory System

Human Biology Series; 35 frames; *SVE*, 1947; \$3.00 (57)

Physiology and anatomy of the respiratory system. Route of air passing through the respiratory organs.

Evaluation: A generally adequate presentation, including good diagrams.

The Teeth

82 frames; *EBF*, 1948; \$3.00 (11, 16, 42, 57)

Correlated with film of the same title (see under same heading, Films).

Your Nose and Throat

Health Adventure Series; 69 frames, color; *Jam Handy*, 1950; \$6.45

Parts of the nose and throat and their functions. Pointers on the avoidance of colds.

Evaluation: See the general comments on *How Your Ears Work* under Physical Mechanism--Hearing.

Your Teeth and Their Care

Health Adventure Series; 62 frames, color; *Jam Handy*, 1950; \$6.45

Primary and permanent teeth. Types of teeth and their functions. How teeth are formed. Structure of teeth. Process of decay. Care of the teeth.

Evaluation: See the general comments on *How Your Ears Work* under Physical Mechanism--Hearing.

Hearing

Adventure in Hearing

92 frames, sound (33 1/3 rpm), 25 minutes; supervised by Sonotone Corporation; produced by Empire Broadcasting Corporation and Knowledge Builders, 1948; *Sonotone*; apply

The process of hearing and its importance in everyday living.

How We Hear

Elementary Physiology Series; 39 frames; *SVE*; \$3.00 (57)

Nature of sound. Parts of the ear and their functions. Diagrams include a cross-section of the labyrinth, the modiolus, and the action of the perilymph.

Evaluation: While the presentation is very elementary, it could be used to convey a basic knowledge of the hearing function to individuals of almost any age level.

How Your Ears Work

Health Adventure Series; 61 frames, color; *Jam Handy*, 1950; \$6.45

Nature of sound. Parts of the ear and their functions. Care of the ears.

Evaluation: A simple, clear explanation using good visual techniques and the helpful teaching procedure of a summary and review questions at the end of each section of material. The diagrams are less detailed than those in *How We Hear*, and the general presentation is keyed to the elementary and junior high school levels.

Speech and Hearing**Nose, Throat, and Ears**

28 frames, guide; *McGraw-Hill*, 1948; \$3.00 (11, 16, 24, 39)

Scenes from the film of the same title (see under same heading, Films) with superimposed questions and statements.

PHYSICS OF SOUND**Sound**

Elementary Science Series; 37 frames; G.C. Swart, Principal, Suffern Junior High School, Suffern, N.Y., technical advisor; *SVE*; \$2.00 (16)

Nature of sound. Methods of sound production. Types of sound waves. Explanation of such aspects of sound as speed, conduction, reflection, forced vibration, and resonance. Production of voice. Structure of the human ear. Differences in pitch.

Evaluation: This filmstrip is essentially oriented to the needs of physics classes. While it does deal with factors of concern in the study of sound from the speech standpoint, it is not too helpful for classes in speech pathology.

Sound

Principles of Science Series; 31 frames; *SVE*; \$2

A more advanced presentation than that in the preceding filmstrip. Additional material includes the length and velocity of sound waves in various media and sympathetic vibration

Evaluation: See the preceding item.

SPEECH DISORDERS--- GENERAL**Moto-Kinaesthetic Method**

part b - w, part color; supervised by Sara Stinchfield Hawk and Edna Hill Young; *Hawk*; apply

Moto-kinaesthetic treatment as applied to 20 children of nursery school age who either were not talking at all or began wrong and were taught to talk correctly by the moto-kinaesthetic method.

These Untrained Tongues

color; produced by Creative Graphics, University of Denver, in cooperation with Libby Rados and Ruth M. Clark, Ph.D., Children's Speech Clinic, School of Speech, University of Denver; *CG, SVE*; \$19.50

Part 1. The Nature of Speech Defects

Psychological effects of speech disorders. Incidence of speech disorders. Classification of chief types, with breakdowns of each into sub-types, symptoms, and causes.

Part 2. How Speech Defects Develop

Intelligence level of speech defectives. Importance to society of helping the speech handicapped to overcome their problems. Behavior characteristic of social maladjustments resulting from speech problems. Suitable means of satisfying the emotional needs of children, with stress upon avoidance of situations which will create or aggravate speech problems. The importance of being skeptical of easy 'cures' for such problems. Sources of qualified help. Chief types of service offered by speech clinics, federal and state governments, public and private agencies, and public schools. Emphasis is placed upon the indispensability of parental understanding and cooperation in any effective program of treatment.

Part 3. What Speech Clinics Are Doing

Function of speech clinics in repairing broken lines of oral communication. Assistance to all ages. Treatment of the whole child, not just the speech problem. Diagnostic and therapeutic procedures. Provision in clinic schools for the training of children in skill subjects in which they may be retarded because of their speech problem and of those who are physically unable to attend regular schools. Factors governing length of training. Promotion of parental understanding by group meetings and private counseling. Training of student therapists, with stress being placed on the acute need for more therapists. Low cost and valuable results of speech rehabilitation.

Evaluation: This series marks an important milestone in the application of audio-visual techniques to public information work regarding speech and hearing problems. It demonstrates how a body of connected information can be effectively conveyed through the medium of the filmstrip with great savings over the motion picture in cost. The visual presentation is extremely effective, with bold, attractive cartoons and tables supplemented by good color photographs. The cartoons, however, have an occasional tendency to oversimplify or to convey extreme impressions of some situations. In view of this and certain controversial aspects of the presentation of causes of particular speech disorders, it is recommended that a qualified specialist be present at the showings of these filmstrips, especially Part 1, so that a suitable discussion of divergent points of view can be held.

STUTTERING**Stutterers Before and After Seven Weeks' Treatment**

supervised by Bryng Bryngelson, Ph.D., and E.H. Henrikson, Ph.D., Speech Clinic, University of Minnesota; produced by Speech Clinic, University of Minnesota, 1949

Research project, not available for distribution at present.

MENTAL HEALTH**David Series**

based on the book *David's Bad Day* by Else McKean; produced by Key Productions, Inc., 1949 (guide); *YAF*

David and His Family

30 frames; \$3.50 (45, 57)

David's Bad Day

36 frames; \$5.00 (both filmstrips available for \$7.50) (45, 57)

The story of the problem of a four-year-old boy in adjusting to the arrival of a baby brother. *David and His Family* is designed for children of kindergarten-primary grade age and presents the subject in positive terms only. *David's Bad Day* is designed for college and parent-teacher groups and presents all aspects of the problem, showing David's emotional outbursts at home and school, tracing their source, and indicating how his parents become aware of his difficulty and help him to adjust to the new situation.

Emotional Health

25 frames (guide); *McGraw-Hill*, 1948; \$3 (11, 24, 39)

Scenes from the film of the same name (see same heading under Films) with superimposed questions and statements.

Learning to Understand Children: Part I-- A Diagnostic Approach

37 frames

Learning to Understand Children: Part II-- A Remedial Program

34 frames; *McGraw-Hill*, 1947; \$3.50 each (14, 24, 52, 57)

Scenes from the films of the same name (see same heading under Films) with superimposed questions and statements.

Meet Your Mind

12 frames, sound (78 rpm); 20 minutes (guide); *Lewellen*; \$12.50 (additional material, including 50 20-page illustrated brochures, obtainable for \$2)

A series of radio talks by Dr. William C. Menninger, prepared as a transcription with filmstrip illustrations. The series examines the magnitude of the mental health problem and explains in simple terms the elements of psychiatry. It includes material on the following subjects: Conscious and unconscious minds; The personality-environment struggle; Defense mechanisms: identification, compensation, idealization, sublimation, isolation, repression, projection, displacement, reaction formation.

Evaluation: 'Essentially lecture material. Filmstrip illustrations do not add much.' (National Institute of Mental Health, U.S. Public Health Service)

Weathering the Storms

Safety Zone Series; 100 frames, sound, 15 minutes; *Zurich*; loan (45)

Nature of psychoneurosis and how it can be prevented.

Your Children and You

150 frames; *FPI*, 1947; \$6 (47, 57)

Parent-child problems from the child's birth to the age of six. An adaptation, with revisions by the Child Study Association, of material from the film of the same name (see same heading under Films).

SLIDES

The conventional lantern slide size is 3¼" x 4". The 35 mm. size familiar in connection with miniature camera work, especially Kodachrome slides, is 2" x 2".

All 3¼" x 4" slides listed herein are glass mounted. The 2" x 2" slides may be mounted either in glass or in cardboard holders, the latter being referred to herein as readymounts.

Separate projectors are generally used for the two types of slides. Although holders for 2" x 2" slides can be obtained as accessories for most 3¼" x 4" slide projectors, the image projected by this arrangement is considerably smaller than that obtained with regular 2" x 2" slide projectors. The latter projectors can be obtained either with or without filmstrip attachments. In both cases, the quality of projection is the same since 35 mm. film is used for both the strips and slides.

PHYSICAL MECHANISM

Speech

Mouth

Kodachrome Series

2" x 2", Kodachrome; or 3¼" x 4", black & white (starred slides available only in b - w in 2" x 2" size); *Denoyer-Geppert*; \$0.75 each 2" x 2" slides in readymounts, \$0.85 each 2" x 2" slides in glass binders (less 5% discount on 50 or more, 10% on 100 or more), \$1.00 each for 3¼" x 4" slides, \$8.50 per 10

- W850 Oral vestibule from within
- W874 Palate
- W865 Mouth cavity
- W856 Deciduous and permanent teeth
- W877 Dentition of child and adult
- W876 Tongue, two views
- W878 Muscles of tongue

Dental and Oral Anomalies

2" x 2", color; miscellaneous; *Baxter*; apply

Dental Health

30 slides, 2" x 2", color; also available in set of 20 slides, 3¼" x 4", color; produced by College of Dentistry, State University of Iowa; *SUI*; transportation charges only

Tooth structure, normal development, chief types of dental deviation. Causes of various types of deviation explained in accompanying mimeographed guide. Procedure for proper care of teeth.

Health and Hygiene Series

Teeth Unit; 3¼" x 4"; *Keystone*; \$0.65 per slide (19)

- 3. Cross Section of the Head
- 10. Name and Location--Baby Teeth
- 11. Name and Location--Adult Teeth

Malocclusion Slides

12 slides; produced by Arthur Bronstein, Ph.D., Department of Speech, Queens College, Brooklyn, N.Y.; *Bronstein*; apply

Overbite, underbite, openbite, edentulous teeth, etc.

Medichrome Series

2" x 2", Kodachrome; *Clay-Adams*; \$0.80 each in readymounts, \$1.00 each in glass binders (less 5% discount on 50 or more, 10% on 100 or more)

Mouth -- Microscopic

- MH3/104. Tongue (intrinsic muscles)
- MH3/105. Tongue (intrinsic and extrinsic muscles)
- MH3/106. Palatine tonsil, l.p.
- MH3/107. Palatine tonsil, m.p.

Tooth Structure

22 slides, 1/4" x 4"; Bureau of Visual Instruction, University of Colorado, Boulder; rental \$0.50

Tooth development in children. Problem of protruding teeth and how it is corrected. Temporary and permanent teeth.

Winslow Health and Physiology Series

- 3/4" x 4", black & white; *Denoyer-Geppert*; \$0.85
- WS12 Teeth and Their Development

Neck**Cartochrome Series**

(see description above)

Muscles of the Neck

- W578 Lateral view of neck muscles
- W560 Neck muscles and floor of mouth
- W561 Anterior muscles of cervical spine
- W562 Scaleni muscles
- W585 Pharyngeal muscles, posterior
- W584 Pharyngeal muscles and muscles of neck, lateral

Medichrome Series

(see description above)

Larynx

- MH3/140. Sagittal section through larynx (adult)
- MH3/141. Larynx, frontal section, adult
- MH3/142. Laryngeal nerves, human, adult
- MH3/143. Intrinsic muscles of larynx, human, adult
- MH3/145. Larynx, thyroid gland, trachea, adult
- MH3/146. Larynx, epiglottis, pirigorm sinus, adult
- MH3/149. Gross topography -- pharynx musculature, lateral view I, adult
- MH3/150. Gross topography -- pharynx musculature, posterior view, adult
- MH3/151. Gross topography -- pharynx musculature, lateral view II, adult

Thorax and Abdomen**Cartochrome Series**

(see description above)

Muscles of the Chest and Abdomen

- W563 Superficial muscles of chest and abdomen
- W546 Deep muscles of the chest
- W556 Internal muscles of the thorax

- W564 Muscles of chest and abdomen, second layer
- W565 Muscles of chest and abdomen, third layer
- W567 Diaphragm, iliopsoas, etc.

Respiratory Organs

- W857 Nasal cavity
- W859 Larynx, three views
- W864 Dissection of larynx, three views
- W755 Lungs, medial surface
- *W750 Thorax, anterior
- *W751 Thorax, lateral and median views
- *W752 Thorax, posterior view
- *W753 Pleural sacs, anterior view
- W754 Lungs and trachea
- W854 Lungs, trachea, and thymus

Health and Hygiene Series

3¼" x 4", principal parts labelled; *Keystone*; \$0.65 per slide (19)

Circulation and Respiration Unit

- 15. Diagram of Human Respiratory System, longitudinal section of head, neck, lungs, and diaphragm
- 20. Diagram of human trachea, bronchial tubes, and lungs
- 21. Two diagrams of action of diaphragm in relation to breathing

Skeletal and Muscular System Unit

- 7. Front View of Skeleton of Human Torso
- 8. Front View of Muscular System of Human Torso
- 9. Rear View of Muscular System of Human Torso

Medichrome Series

(see description above)

Chest and Abdomen

- MH3/151.10 Gross topography--ribs, sternum, intercostal muscles, liver, intestines
- MH3/151.11 Gross topography--lungs, pericardium; diaphragm; liver, stomach, large and small intestines

Hearing

Auralgan Slides

3¼" x 4", color; *Auralgan*; for terms of availability see *Auralgan Otology Films* under *Films--Pathologies of the Ear* (No equipment provided with slides)

Included in series of 36 slides depicting the anatomy and pathological conditions of the ear:

- 1. Frontal Section Through Tympanic Cavity
- 2. Middle Ear Viewed from Within
- 3. Inner Wall of Middle Ear (Membranous Labyrinth in Transparency)
- 4. Eustachian Tube of Infant and Adult
- 5. Sagittal Section of Head of Child (showing part of Waldeyer's Ring as well as proximity of adenoid and tonsils to the mouth of the Eustachian tube)
- 6. Frontal View, Part of Waldeyer's Ring
- 7. Quadrants of the Membrana Tympani
- 8. Normal Tympanic Membrane, Infant
- 11. Normal Tympanic Membrane, Adult

Cartochrome Series

(see description above)

- W921 Tympanic cavity, two views
- W922 Lateral wall of tympanic cavity, two views
- W923 Median wall of tympanic cavity, two views

Health and Hygiene SeriesSpecial Senses Unit; 3¼" x 4", principal parts labelled; *Keystone*; \$0.65 per slide

11. Diagram of Inner and Outer Ear Showing Gross Structure
12. Diagram Showing Details of Inner Ear

Medichrome Series

(see description above)

Ear -- Human, Adult, Gross

- MH3/65. Temporal bone
- MH3/66. Temporal bone, cranial surface
- MH3/67. Middle ear, inside of tympanic membrane
- MH3/68. Osseus labyrinth, cochlea

Ear -- Human, Fetus, Microscopic

- MH3/69. Tympanic membrane, h.p.
- MH3/70. Cochlea, middle ear
- MH3/71. Cochlea, modiolus
- MH3/72. Cochlea, cross-section, scala tympani, scala vestibuli
- MH3/73. Cochlear duct A.
- MH3/74. Cochlear duct B.
- MH3/75. Organ of Corti, m.p.
- MH3/76. Organ of Corti, h.p.
- MH3/77. Reissner's membrane, stria vascularis
- MH3/78. Middle Ear, vestibulum
- MH3/79. External, middle, inner ear
- MH3/80. Middle ear, vestibulum, interior auditory meatus
- MH3/81. Middle ear, chorda tympani, macula vestibuli
- MH3/82. Exterior auditory meatus, m.p.
- MH3/83. Exterior auditory meatus, h.p.
- MH3/84. Exterior auditory meatus, middle ear
- MH3/85. Exterior, middle, inner ear
- MH3/86. Vestibulum, lateral, superior ampula of semi-circular canal
- MH3/87. Crista ampullae, m.p.
- MH3/88. Hair cells of ampulla of semi-circular canal
- MH3/89. Semi-circular canal, cross section, m.p.
- MH3/90. Membranous semi-circular canal, h.p.
- MH3/109. Gross topography -- mastoid, human ear
- MH3/91. Ampullae and simple crus of semi-circular canal
- MH3/92. Semi-circular canals
- MH3/93. Stapes, tendon of stapedius muscle

Winslow Health and Physiology Series3¼" x 4", black & white; *Denoyer-Geppert*; \$0.85

- WS29 Structure and Hygiene of Ear

Speech and Hearing**Cartochrome Series**

(see description above)

Muscles of the Head and Face

- W557 Anterior superficial muscles
- W582 Temporal fasciae
- W558 Temporalis and buccinator muscles
- W559 Pterygoid and buccinator

Health and Hygiene Series

Skeletal and Muscular System Unit; 3¼" x 4"; *Keystone*; \$.65 per slide (important parts labelled) (19)

5. Photograph of Human Skull-- Front and Side Views
6. Longitudinal Section of Human Skull

Medichrome Series

collaboration by Joseph Pick, M.D., Department of Anatomy, College of Medicine, New York University (see description above)

Head--Gross

MH3/1-MH3/6. Six consecutive frontal sections of complete adult head cut in anterior-posterior direction

Head--Microscopic

- MH3/7 Fetal head. Frontal section
- MH3/8-MH3/10. Series of three frontal sections of an entire fetal head cut in anterior-posterior direction, showing face and vestibule of nose.
- MH3/11-MH3/25. Series of 15 consecutive frontal sections cut through cranial fossa, showing the orbit, nasal cavity and oral cavity
- MH3/26-MH3/32. Series of seven consecutive sections cut through middle cranial fossa, showing pharynx, sinus cavernosus, and, up to MH3/23, chewing muscles.
- MH3/33-MH3/43. Series of 11 consecutive frontal sections cut through middle and posterior cranial fossa showing the petrous bone and ear.
- MH3/44-MH3/57. Series of 14 consecutive frontal sections showing nasal cavity of fetus

Skull--Gross

- MH3/126. Front, roots of teeth, frontal sinus
- MH3/127. Front, frontal sinus, orbit
- MH3/128. Lateral aspect, exit of branches of trigeminal nerve
- MH3/129. Lateral aspect, frontal sinus, mastoid opened, ethmoidal cells, roots of teeth
- MH3/130. Basis of skull, outer surface
- MH3/131. Basis of skull, inner surface
- MH3/132. Osseous nasal septum, sphenoid sinus
- MH3/133. Nasal conchae
- MH3/134. Mandible

PHYSICS OF SOUND

The Fundamentals of Sound

Physics Series; 12 slides, 3¼" x 4" (guide); prepared by Harry N. Wheaton; *Keystone*; \$7.80 (individual slides \$0.75 each, individual units from group of four comprising the set \$1.95 each) (19)

Health and Hygiene Series

Special Senses Unit; 3¼" x 4"; *Keystone*; \$0.65 per slide (19)

9. Diagram of Sound Wave Action. Areas of compression and rarefaction travelling from a source toward the human ear.
10. Composite Diagram of Sound Waves. Waves of high and low pitch, large and small volume; waves carrying musical sounds and noises

Sound

General Science Series; 20 slides, 3¼" x 4" (guide); prepared by Hanor A. Webb; *Keystone*; \$13.75 (19)

Sound

27 slides, 3¼" x 4"; *Kansas*; rental \$0.25

SPEECH DISORDERS -- GENERAL

Clinical Examination Procedure

11 slides, 2" x 2"; produced by Albert O. Weissberg, Audio-Visual Center, Syracuse University; *DiCarlo*; apply

Examination procedure at the Syracuse University Hearing and Speech Center. Receipt of letter from mother of speech handicapped boy requesting examination appointment. Scheduling of examination. Briefing of student clinicians by staff member. Reception of mother and child. Case history. Examination of oral mechanism. Picture articulation, psychological, and audiometric tests. Final discussion between staff member and mother.

STUTTERING

Stuttering

miscellaneous slides; supervised by Bryng Byngelson, Ph.D., Director, Speech Clinic, University of Minnesota; produced by Speech Department, University of Minnesota; *Bryngelson*; apply

CLEFT PALATE

Medichrome Series -- Pediatrics

2" x 2", color; collaboration by Rosa Lee Nemir, M.D., Assistant Professor of Pediatrics, College of Medicine, New York University; \$0.80 in cardboard readymounts, \$1.00 in glass binders (discounts on quantity orders); *Clay-Adams*

- MP 65. Cleft lip with slight cleft of palate
- MP 65A. Bilateral cleft lip complete, right and left, with cleft palate, in two-month old female

- MP 65B. Repair of cleft lip, same patient, at five months of age
MP 65C. Bilateral cleft lip, right and left, complete with cleft palate, in 16-month old girl shown before operation
MP 65D. Same patient one month after repair

CEREBRAL PALSY

Bryngelson Slides

miscellaneous; supervised by Bryng Bryngelson, Ph.D., Director, Speech Clinic, University of Minnesota; produced by Speech Department, University of Minnesota

PATHOLOGIES OF THE EAR

Auralgan Slides

3¼" x 4", color; *Auralgan*; for terms of availability see *Auralgan Otolgy Films* under *Films--Pathologies of the Ear* (no equipment provided with slides)

Included in series of 36 slides depicting the anatomy and pathological conditions of the ear:

9. Grippe Otitis, Infant
10. Acute Purulent Otitis Media, Infant
12. Acute Catarrhal Otitis Media, Adult (first stage)
13. Acute Catarrhal Otitis Media, Adult (second stage)
14. Acute Catarrhal Otitis Media, Adult (final stage, before transudation)
15. Drum Following the Use of Phenol-Glycerin
16. Acute Purulent Otitis Media, Adult (advanced stage)
17. Acute Purulent Otitis Media, Adult (spontaneous perforation)
18. Acute Purulent Otitis Media (myringotomy; Paracentesis)
19. Serous Otitis Media
20. Bullous Myringitis
21. Grippe Otitis Media
22. Acute Coalescent Mastoiditis
23. Aero-Otitis (first Degree)
24. Aero-Otitis (Traumatic Rupture)
25. Aero-Otitis (Intratympanic Hemorrhage)
26. Chronic Catarrhal Otitis Media (Calcareous Deposits)
27. Acute Necrotic Otitis Media
28. Acute Necrotic Otitis Media (Reparative Process)
29. Cholesteatoma (Attic Perforation)
30. Chronic Purulent Otitis Media (non-dangerous)
31. Malignancy of Middle Ear
32. Multiple Perforations
33. Aural Polyps
34. Syphilis of the Middle Ear
35. Tuberculous Otitis Media
36. Diphtheritic Otitis Media

AUDIOMETRY

Audiograms Before and After Medical Care

24 slides, black & white; *MDH*; apply

Suitable for professional and adult groups.

CHARTS AND DIAGRAMS

The greater part of the information contained in this section has been obtained directly from the publishers and distributors of the listed items. Current prices should be verified when ordering.

Where more than one source is indicated, the first is the actual publisher whenever the names of other sources are prefaced by 'also available from.' In all other cases where more than one source is indicated, no single source should be regarded as the primary one.

Numbers preceding the titles of charts, in the case of those with single sources, or in parentheses following the name of the source in the case of those with multiple sources, are the stock numbers used by the respective firms. Correspondence with firms will usually be facilitated by reference to these stock numbers.

Further information, including illustrative material in most instances, can be obtained by writing directly to the firm in question.

PHYSICAL MECHANISM

Speech

American Frohse Anatomical Charts

42" x 62", color, key; edited and revised by Max Broedel, M.D., Professor of Medical Drawing, Johns Hopkins Medical School; *Clay-Adams*, \$10.50 each, mounted on muslin with wooden rollers, \$12.00 muslin on spring rollers without roller board, \$13.25 muslin on spring rollers with roller board; *Denoyer-Geppert*, same as above except \$12.00 chart not listed; *NYSSC*, \$10.25 muslin with wooden rollers, \$12.75 muslin with spring roller and roller board

Human Skeleton (7552, C-A; FrA1, D-G; F1, NYSSC). Anterior and posterior views. Left side shows ligaments.

Muscles (7552, C-A; FrA2, D-G; F2, NYSSC). Anterior and posterior views. All superficial, some deep muscles.

Head, Mouth, and Throat (7557, C-A; FrA7, D-G; F7, NYSSC). Median sagittal section of head, lateral view of upper and lower jaw, mouth cavity, coronal and horizontal sections of the neck.

Baillièrè's Synthetic Anatomy

(see under Physical Mechanism, Speech and Hearing)

Fiedler Charts

31" x 43", color; *Denoyer-Geppert*; \$6.50 with wood rollers, \$8.75 with spring roller and board

FA7 Respiration
FA10 Throat

Kampmeier-Larivière Anatomy Charts

42" x 72", color, key on charts; edited by Otto F. Kampmeier, Ph.D., M.D., Head, Department of Anatomy, University of Illinois College of Medicine; original oil paintings by P.M. Larivière; *Denoyer-Geppert*; \$10.50 each mounted on muslin with wooden rollers, \$13.25 muslin, with dustproof strip, on spring roller and board

KL1 Skeleton and Musculature, Front View
KL2 Skeleton and Musculature, Back View

Skeleton and musculature shown side by side. Figure of skeleton carried out as if that of a living body. Irrelevant detail omitted for sake of clarity. Muscular figure has superficial muscles removed on one side to expose those of the second and third layers.

Michel Anatomy Charts

Muscular System

32" x 44", color, labels on chart; prepared by Gustav H. Michel, M.D., D. Sc.; *Clay-Adams* (7542), \$8.00 cloth-backed paper with wooden rollers, \$9.15 same on spring rollers without roller board, \$10.50 same on spring rollers with roller board; *NYSSC* (MC 2), \$8.50 with wooden rollers

Two complete figures two-thirds natural size, giving a front and rear view with superficial muscles on the right and deep muscles on the left. Ten insets show the muscles of the foot, hand, throat, and eye, with a life-sized head and neck showing their deep muscles.

Schick Anatomical Charts

No. 1, Human Body (anterior view)

No. 2, Human Body (posterior view)

30" x 54", color, key on charts; *Schick*; \$8.00 mounted on linen with wood rollers, \$10.00 with spring rollers; also available from: *Clay-Adams* (7532, 7533), \$7.50 mounted on muslin with wood rollers, \$9.00 muslin on spring rollers without roller board, \$10.50 muslin on spring rollers with roller board; *Ward* (C1, C2), same prices as *Schick*

Anterior view shows all organs and blood circulation system. Posterior view shows all bones, muscles, and nervous system.

No. 9, Throat

44" x 35", color, key on chart; \$6.25 mounted on linen with wood rollers, \$8.25 with spring rollers; also available from *Clay-Adams* (7526), \$6.25 mounted on muslin with wood rollers, \$7.75 muslin on spring rollers without roller board, \$9.00 muslin on spring rollers with roller board; *Ward* (C9), same prices as *Schick*

Frontal dissection of the mouth and throat, supplemented by studies of the open and closed vocal cords and four pathological conditions, including laryngeal polyp on vocal cord; diphtheria inflammation of mucous membrane of throat, soft palate, and tonsils; tonsillitis; and thrush (*oidium albicans*).

No. 15, Human Skeleton (anterior view)

No. 16, Human Skeleton (posterior view)

30" x 54", color, key on charts; same prices as for Nos. 1 and 2 above; also available from *Ward* (C15, C16)

No. 20, Respiratory System

27" x 41", color, key on chart; same prices as for Nos. 1 and 2 above; also available from *Clay-Adams* (7536) and *Ward* (C20) at same respective prices as for Nos. 1 and 2.

Hearing

American Frohse Anatomical Charts

The Ear and Eye

42" x 62", color, key; edited and revised by Max Broedel, M.D., Professor of Medical Drawing, Johns Hopkins Medical School; *Clay-Adams* (7555), \$10.50 mounted on muslin with wooden rollers, \$12.00 muslin on spring rollers without roller board, \$13.25 muslin on spring rollers with roller board; *Denoyer-Geppert* (FrA5), same as above except \$12.00 chart not listed; *NYSSC* (F5), \$10.25 muslin with wooden rollers, \$12.75 muslin on spring roller with roller board

Anatomical Drawing of Ear

24" x 36", framed (also available on unmounted sheets 8½" x 11"); *Telex*; apply

General diagram of outer, middle, and inner ear, with air conduction path indicated. All parts fully labeled.

Evaluation: Large, clear diagram. Suitable for general orientation.

Baillière's Synthetic Anatomy

(see under Physical Mechanism, Speech and Hearing)

Diagrammatic Picture of the Ear

16" x 20", color; *MIDI*; apply

Shows all parts of outer, middle, and inner ear.

The Human Ear in Anatomical Transparencies

descriptive text by Stephen L. Polyak, M.D., Professor of Anatomy, University of Chicago; anatomical transparencies and illustrations by Gladys McHugh, Medical Illustrator, University of Chicago Clinics; anatomical preparations by Delbert K. Judd, M.D., Assistant Professor of Otolaryngology, University of Chicago; published under the auspices of Sonotone Corporation by T.H. McKenna, New York, 1946; *Sonotone*; \$10

Detailed scientific description of the physical mechanism of hearing and the hearing process, accompanied by illustrations in color and colored anatomical transparencies. The latter are grouped in two sections:

Part I. Anatomical transparencies of the auditory system in relation to the structures of the head (actual size)

Part II. Anatomical transparencies of the middle and inner ear (three times actual size)

Description of the anatomical, physiological, and biological foundations of speech, with accompanying illustrations in color. An index to the transparencies is both bound into the volume and listed on separate cards for ready reference.

Evaluation: A splendid piece of work, invaluable to the serious student of hearing disorders. The transparencies combine an excellent presentation of detail with effective use of color, while the other illustrations are also of a high order.

Schick Anatomical Charts

No. 6, Ear

44" x 35", color, key on chart; *Schick*; \$6.25 mounted on linen with wood rollers, \$8.25 with spring rollers; also available from *Clay-Adams* (7526), \$6.25 mounted on muslin with wood rollers, \$7.75 muslin on spring rollers without roller board, \$9.00 muslin on spring rollers with roller board; *Ward (C7)*, same prices as *Schick*

Shows all anatomical details, emphasizing the relationship of outer, middle, and inner ear and the Eustachian tube.

Sectional Diagram of the Human Ear

8½" x 11", b - w (colored background), plastic-coated; *Sonotone*; no charge

Detailed diagram of hearing mechanism on one side, cartoon representation of how the mechanism functions on the other. Brief description supplements the cartoon diagram.

Evaluation: Good anatomical diagram with the cartoon version reducing the explanation of how the ear functions to simple, graphic terms. Somewhat elementary for serious students but a good general reference. The plastic coating of the diagram is an addition to its usefulness from the standpoint of preservation.

Your Eyes and Ears

24" x 18", color; *Scott Foresman*; no charge

Keyed to Personal Development Series texts for Grades 4-7. Large, clear diagram of basic hearing mechanism with labels explaining hearing process. Material on reverse side of chart includes teaching suggestions, with a brief quiz on care of the ears, and implications for parent-teacher cooperation

Evaluation: Particularly good for elementary grade use although suitable for use on higher grade levels.

Speech and Hearing

Baillière's Synthetic Anatomy

14 sections, color, key; prepared by J. E. Cheesman; *Clay-Adams*; \$18.00 for complete atlas covering entire human body, with binder, \$1.50 per section

Each section consists of 12 transparent charts printed in six colors and representing the 12 layers in the anatomy of the particular area of the body. Charts can be studied either individually or with any number of layers superimposed on one another. Key for each section permits quick location of nerves, blood vessels, muscles, or other structures. Sections of particular interest for study of the mechanisms of speech and hearing are:

- 7810/7 The Thorax
- 7810/8 The Abdomen
- 7810/9 The Head and Neck
- 7810/9a Pterygo-Maxillary Region
- 7810/10 The Brain

SPEECH DISORDERS

Phonovisual Charts

two charts, 25" x 38", method book; prepared by Lucille D. Schoolfield and Josephine B. Timberlake; *Phonovisual*; \$4.95 (plus 12¢ postage)

Phonetic foundation for work in reading, spelling, and speech taught through the use of pictorial charts. Vowel and consonant charts relate the sounds of English speech to pictures readily identifiable by small children.

CONSERVATION OF HEARING

Results of Medical Treatment Following Testing

two charts in each group, 20" x 27"; *MDH*; apply

- A. Results of study based on records of 460 children, including children who did and children who did not receive medical attention following testing
- B. Results of same type of study based on records of 1295 children
- C. Results of same type of study based on records of 2825 children

Results of Medical Treatment on Hearing Loss in Children

15" x 20" pie graph; *MDH*; apply

EDUCATION OF THE AURALLY HANDICAPPED

Clarke School Element and Drill Charts

24" x 36"; *Clarke*; consonant and vowel charts separately \$2.00, per set \$6.00

1 consonant chart
1 vowel chart
7 drill charts

Consonant and vowel charts present the chief sounds of the English language on a phonetic basis using English alphabet symbols. The chief spelling combinations in English in which each vowel sound occurs are indicated, together with those for consonants where the pronunciation is not self-evident from the spelling. The drill charts stress distinctions between various vowel sounds and between voiced and voiceless consonant sounds in different combinations as these appear in common English words. The material is printed in large, clear type on heavy paper.

Phonovisual Charts

(see under Speech Disorders)

Story Charts for Class Work with Young Children

17" x 20", mounted on wooden top rollers; *Clarke*; Series I. Four charts of twelve stories each, with manual \$13.50, Series II. Four charts of twelve stories each, with manual \$17.00, Series III. Myths \$10.00, Series I, II, and III \$38.50

Simple stories printed in large, clear type on heavy paper.

MODELS

Information in this section has been obtained directly from the manufacturers and distributors of the various items. Current prices should be verified when ordering.

Numbers preceding the names of models are the stock numbers used by the respective firms. Correspondence with the firm will usually be facilitated by reference to these.

Further information, including illustrative material in most instances, can be obtained by writing directly to the firm in question.

PHYSICAL MECHANISM

Speech

Auzoux Anatomical Models

Denoyer-Geppert

Practically unbreakable; completely dissectible. Obtained from France, necessary to special order.

Y1091. Larynx
twice natural size; \$140

Dissectible. Shows cartilages, muscles, blood vessels, and nerves. Muscles colored.

Y1093. Larynx
18" high; \$140

Greatly enlarged model of the larynx and a portion of the upper trachea. Dissectible into 16 parts. Shows completely the structure and detail of the hyoid bone, thyroid and

cricoid cartilages and their ligaments, muscles and nerve supply.

Y1094. Larynx and Tongue
\$262.50

Greatly enlarged model showing the action of each muscle of the vocal cords and the mechanism by which the voice is produced. The tongue is entirely detachable and shows the details of the muscles, glands, nerves, and blood vessels.

Denoyer-Geppert Models

Y92. Heart, Lungs, and Larynx
6½" x 16" x 5½"; \$31.35

Life-size. Left lung is removable; heart is detachable and may be opened. The larynx opens in the median line, showing the vocal cords. The hyoid bone and the cartilages and ligaments of the larynx and the thyroid gland are shown.

Y30. Larynx Phantom
13½" x 7¼" x 7¼", \$16.50

For study of the nasopharyngeal cavity and throat. The left half of the larynx may be taken out for study of the true and false vocal cords.

Y84. Larynx
6" x 6½" x 13"; \$35.75

Represents the cartilages and muscles of the larynx enlarged approximately three diameters. Model is mounted upright on a stand. Right side shows the cartilages and hyoid bone; left side the muscles of the larynx and their attachments. The arytenoid cartilages are movable and the vocal cords are of a pliable plastic attached to the arytenoids and movable so that the open and closed positions of the vocal cords can be readily demonstrated. The epiglottis can also be moved so as to close the larynx.

'Durable' Anatomical Models

Clay-Adams

2051. Larynx
17½" high, including base; mounted on metal uprights on wooden base; \$65

Dissectible into 16 pieces. Model is bisected in median plane. Superficial muscles are removable. Epiglottis, glottis, vocal cords, muscles, glands, cartilages, trachea, blood vessels, and nerves are shown.

2052. Larynx
17½" high, including base; mounted on metal uprights on wooden base; \$50

Dissectible into eight pieces. Similar to 2051 but somewhat less detailed.

Y95. Heart, Lungs, and Thorax
11" x 14" x 8"; \$39.60

Life-size model, showing the relationship of the larynx, lungs, heart, diaphragm, ribs, and muscles of the neck and the thorax. The left lung is dissectible; the heart is removable and in section.

Nyssco-Latex Models

NYSSC

LM 381. Head
Life-size; rubber; color; mounted on base; 158 keyed parts; \$39.50 (luminescent model, LMF 381, \$44.50)

Right side shows superficial muscles, blood vessels, nerves, parotid and submaxillary glands, thyroid gland, hyoid bone, etc. Left side is dissected, with half of the skull removed so that the corresponding half of the brain can be taken out. Detailed structure of

brain and brain cavity. Bony structure of head and details of nasal and oral cavities. Luminescent (Nyssco-Glo) Models are colored with specially prepared luminescent paints which glow when exposed to near-violet light (black light), permitting greater visibility of detailed parts of the model. Are claimed to remove the disadvantage to which students seated toward the rear of larger classrooms and lecture halls are subjected and to hold the attention more effectively.

Near-violet lamps are obtainable from NYSSC at the following prices:

No. 1814	100-Watt A.C. spot	\$62.50
No. 1815	15-Watt A.C. tube	\$27.50
No. 1815A	15-Watt D.C. tube	\$29.50

LM 391. Head

rubber; color; mounted on plaque; 90 keyed parts; \$27.50 (luminescent model LMF 391, \$33.50)

Hemisection of head and neck showing superficial muscles, arteries, veins, nerves, glands (including parotid and submaxillary)

LM 396. Head

rubber; color; mounted on plaque; 64 keyed parts; \$17.50 (luminescent model, LMF 396, \$21.50)

Median sagittal section. Detailed representation of skull, cerebrum, cerebellum, spinal cords, cervical vertebrae nasal cavity, larynx, tongue, palate, esophagus, glands, sinuses, muscles, trachea, etc. Particularly suitable for showing relationships of parts of the head.

LM 397. Head

rubber; color; mounted on base; 154 keyed parts; \$42.50 (luminescent model, LMF 397, \$49.75)

Hemisection of head and neck, showing the features of LM391 on one side and of LM396 on the other.

LM 656. Larynx

rubber; color; 40 keyed parts; \$37.50 (luminescent model, LMF 656, \$44.75)

Enlarged two times, dissectible into five parts. Muscles removable. Nerves, arteries, veins represented. Model includes full length of trachea up to point of bifurcation into the bronchia. Structures presented include the hyoid bone, the cartilages and muscles of the larynx, the epiglottis, and the vocal folds.

LM 707. Heart, Lungs, and Larynx

life-size; rubber; color; 38 keyed parts; \$49.50 (luminescent model, LMF 707, \$59.75)

Dissectible into six parts. Larynx with thyroid gland removable and dissectible into two parts, showing internal structure. Left lobe of lung is dissectible, showing ramifications of the blood vessels, bronchiolae, and nerves.

Schick Models

124. Larynx

Life-size; *Schick*; \$12.00

Divisible into two halves. Shows muscles, arteries, nerves, and thyroid gland.

Ward's Models

Dm 241. Larynx

two casts, each 10½" high; mounted on wooden base; *Ward*; \$35.00

Longitudinal sections, showing thyroid gland, musculature, and details of vocal cords.

Hearing**Auzoux Anatomical Models**

Denoyer-Geppert (see Auzoux items under Physical Mechanism--Speech for descriptive note)

Y1051. Ear
13" x 9½" x 12"; \$75.00

Entire temporal bone and outer ear shown. Part of the petrous portion of the temporal bone maybe removed for a complete study of the ear drum, the ossicles, the semi-circular canals, and the cochlea. The distribution of the auditory nerve is carefully worked out.

Y1052. Ear
26" x 15" x 15"; \$196.75

Greatly enlarged model of right ear with 250 structures labeled and listed in the descriptive key. The outer ear and the entire temporal bone are represented. The cochlea is cut longitudinally and in cross section, bringing out the membrane of Reissner, the basilar membrane, and the organ of Corti. Nerve distribution is also shown.

Denoyer-Geppert Models

Y3. Ear
13½" x 8½" x 9"; \$16.75

Large scale model of the outer, middle, and inner ear, showing relationships of the auditory canal, eardrum, ossicles, semi-circular canals, cochlea, and Eustachian tubes. Dissectible into four parts.

Y103. Ear
13" x 6¼" x 10"; \$27.25

Enlarged four diameters. By removing the upper part of the petrous portion of the temporal bone, the entire middle ear is exposed. The semi-circular canals and cochlea are removable and the cochlea is in section. The ear drum is removable together with two of the ossicles attached to the tympanic ring.

Y203. Ear
16½" x 8" x 13"; \$52.80

Enlarged about six diameters, dissectible into eight parts. Section through the petrous portion just inside the tympanum. The semi-circular canals and cochlea are removable and sectioned. The tympanic ring and ossicles cast of aluminum, are removable, with the eardrum of animal membrane suggesting the nature of this structure.

'Durable' Anatomical Models

Clay-Adams

2132. Ear
19" x 9" x 12", mounted on wooden base; descriptive key supplied; \$50

Petrous bone is dissected to show the labyrinth, which is removable. The vestibule and part of the semicircular canals are dissected open to show the relation between the bony and membranous labyrinth. The ear bones are removable, showing the ligaments, muscles, and nerves.

2133. Ear
15" x 7" x 10", mounted on wooden base; \$30

Same general description as 2132 but smaller and somewhat less detailed.

2135. Labyrinth
10" wide by 13½" high, including revolving metal stand; \$36

Vestibule, cochlea, and semicircular canal dissected to show inner detail.

Nyssco-Latex Models*NYSSC***LM 541. Ear**

rubber, color, mounted on base; 25 keyed parts; \$37.50

Dissectible model, greatly enlarged, showing structure of external, middle, and inner ear. Tympanic ring with membrane and ossicles is removable, as well as the labyrinth and cochlea.

LM 542. Ear

rubber, color, mounted on base; 35 keyed parts; \$34.75 (luminescent model, LMF 542, \$39.75)

Same as LM 541 but with additional features such as a dissectible cochlea to show internal structure and removable upper part of the petrous portion of the temporal bone. For description of luminescent models and lighting equipment, see note following LM 542. Head, under Physical Mechanism--Speech.

Schick Models**62/95b. Ear**

Schick; \$37.50

Four times enlarged. Shows auditory canal, tympanic membrane, ossicles, and structure of inner ear. Labyrinth is removable.

Ward's Models**H214. Ear**

13½"; key included; *Ward*; \$28.00

Separates into four parts--ear bones, tympanum, internal ear, and auditory nerve. Portion of external ear is shown.

Speech and Hearing**Denoyer-Geppert Models****Y76. Head**

9" x 15" x 9"; \$79.75

Life-size, head and shoulders dissectible into eight parts. On the right side, a removable section opens the antrum. A median section shows in detail the structures of the brain, nose, mouth, and throat. The nasal septum and turbinate bones of the left side and the right half of the tongue are removable.

Y74. Right Half of Head

life-size; \$30.25

One side shows superficial muscles, blood vessels, and parotid gland; the other shows a median sagittal section through the brain and nose, mouth, and throat cavities.

Y35. Nose

13" x 24" plaque; \$36.85

Two models mounted on a single plaque, representing near median sections of the nose, enlarged approximately four times. One model shows the nasal septum, its blood and nerve supply, studies of the soft and hard palate and the cranial floor with the olfactory tract. The sphenoid and frontal sinuses are also shown. The companion model shows the distribution of the olfactory nerves and blood vessels to the turbinates, as well as the opening to the sphenoid and maxillary sinuses and the orifice of the Eustachian tube.

Nyssco-Latex Models

NYSSC

LM 401. Head and Brain

rubber; color; 76 keyed parts; \$39.50 (luminescent model, LMF 401, \$47.50)

Upper part of cranium removed, exposing brain. Brain removable and dissectible into four parts. Half of the base of the brain case is lined with the dura mater, and the other half shows the bone structures. Routes of the cerebral nerves. Relationship of brain to organs of sight and hearing and to other parts of the head.

Ward's Models

H201. Head, Vertical Section

natural size; plaque model mounted on black wood panel; key card included; *Ward*;
\$10.00

Shows skull, cranial cavity, brain, hypophysis, upper end of spinal cord, respiratory and food passages.

PHOTOGRAPHS

SPEECH DISORDERS

Phonetic Alphabet

41 photographs; 5" x 7"; *Burkland*; loan

Lip and tongue positions for all vowels, consonants and diphthongs.

HEARING CONSERVATION

Activities of Michigan Hearing Conservation Service

miscellaneous photographs; *MDH*

Activities of the Hearing Conservation Service, including the use of two mobile units testing the hearing of school children.

Hearing Conservation Program in Local Areas of Michigan

30" x 40"; black & white; *MDH*

Steps in conducting hearing conservation work in local areas.

HEARING AIDS

Hearing Aid Fitting and Evaluation

30" x 40"; mounted on heavy cardboard; *MDH*

Steps in hearing aid fitting and evaluation at the University of Michigan Speech Clinic.

RECORDINGS

The rpm designations in the technical data of this section refer to the speed in revolutions per minute at which the recording has been made and must be played back. The speed used in conventional records and reproducing equipment is 78 rpm. Although the speed of 33 1/3 rpm has become widely familiar in the past few years as that used for the majority of 'long-playing' microgroove records, all 33 1/3 rpm recordings listed herein are of the same standard groove type as the 78 rpm recordings. They cannot be played with the extra-thin type of needle which has been designed for the microgroove record, although they can be played on the same reproducer if it is equipped to handle conventional as well as microgroove records at 33 1/3 rpm.

Those who anticipate no use for microgroove records can obtain reproducing equipment which will only handle standard groove records of the 78 and 33 1/3 rpm speeds. The tremendous growth in the production of microgroove records, however, covering all types of subject matter, suggests that it may be more far-sighted to sacrifice the small savings and obtain equipment which can handle both the standard and microgroove types.

PHYSICS OF SOUND

Acoustical Phenomena Records

12", 78 rpm, shellac; produced by Bell Telephone Laboratories; *WE*; apply

Records 1-2. Distortions in speech and music resulting from cutting off frequencies by filter networks and from amplifier overloading. Cut-offs of lower limit of frequency range at 375, 750, and 1250 cps and of upper limit at 1250 and 2500 cps.

Record 3. Intensity change, magnitude and practical value of the decibel.

Record 4. Effects of eliminating higher frequencies from the tones of piano, cello, and French horn by the use of low and high pass filters.

Record 5. Phenomena in the recognition of the pitch of musical tones.

Record 6. Illustrations of phase distortion in speech.

Record 7. Measurement of noise.

Record 8. Acoustic reflections (echoes) and their effect on speech and music.

Adventures in Research Series (Westinghouse)

Sound

33 1/3 rpm transcription, 15 minutes; *FREC*; return transportation charges only (two-week loan) (7, 11, 24)

Interview with Dr. Phillips Thomas, research physicist at Westinghouse Research Laboratories explaining the physical characteristics of sound.

Excursions in Science Series (General Electric)

Seeing with Sound

Visible Speech

33 1/3 rpm transcriptions, 15 minutes each; *WSC*; rental \$0.50 each

Discussion by General Electric research scientist, followed by period of question answering.

SPEECH DEVELOPMENT**Bye-Bye Baby Talk Speech Development Records for Children**

78 rpm, 10" non-breakable; prepared by Elaine Mikalson, B.S.; *Pacific*

Baby Babble Record

\$2.25 postpaid

Side 1 is devoted to a guide to the record. Side 2 consists of a conversation between Miss Mikalson and a clown and a song sung by both in which various speech sounds are stressed. The record is designed to promote the correct development of speech sounds during the baby's babbling stage by their repetition in an attractive, stimulating form.

Speech Development Records

\$7.95 per set postpaid

Each record consists of a simple story and songs in which the correct production of a particular consonant sound is stressed. The set includes: 'Lallie Lou' ('l' sound); 'Ralph the Fire Engine' ('r' sound); 'Sammy Snake' ('s' sound)

Evaluation: Each of the stories and songs, including the original music for the latter, has been attractively prepared and presented. In the absence of specific data, no statement can be made about the value derived from the use of the records in practical situations.

SPEECH DISORDERS -- GENERAL**Articulation Correction Records**

8", 33 1/3 rpm, shellac; Speech Clinic, Northern Illinois State Teachers College; *Burkland*; transportation charges only

1. 'The Little Engine That Could'
Adapted for use in speech correction work for a child of seven. Voiceless 'th' sound stressed.
2. 'Barney and the Lion'
'r' motivation story and drill material
3. Demonstration record - lateral 's'
4. 'Rocco and Rover'
'r' story and activity with therapy
5. (a) 'Rocco and Farm'
'r' story and therapy: ear training
(b) 'ch' and 'sh' discrimination and therapy lesson
6. 'Zoo and Carnival Story'
'r' practice therapy; ear training
7. 'Mother and Daughter Home Lesson'
's' blend therapy -- formation and drill material
8. 'Story of Sammy'
initial 's' drill material and ear training
9. 'r' sound formation lesson and drill therapy
10. (a) 'th' drill lesson for children
(b) 'l' drill lesson for children
11. 'Song of Steam'
initial 's' ear training and drill

Eye-Bye Baby Talk Speech Development Records

(see under Speech Development)

Syracuse University Recordings

miscellaneous; supervised by H.J. Heltman, Director, School of Speech and Dramatic Art, Syracuse University; produced by Speech Laboratory, Syracuse University; *Heltman*; apply

Disc recordings of dysphonias, dyslalias, dysarthrias and recordings of improvement in speech after six-week training in Summer Resident School for children with speech handicaps. Used as basis for prognosis and to demonstrate effectiveness of instruction.

STUTTERING**The Case of Jane**

Parent-Teacher Conferences, Faculty Meeting by Radio Series; 33 1/3 rpm transcription, 15 minutes; script by Berneice R. Rutherford, Director, St. Paul Rehabilitation Center; supervised by Madeline S. Long, Consultant in Radio Education, Minneapolis Public Schools; *Long*; rental \$1.00

Discussion of the case of a severe stutterer with accompanying compensatory tendencies to steal and lie. Interview between mother and teacher, with discussion centering about the compensatory behavior. Elaboration by narrators of the psychological problems connected with stuttering and the parent's job in dealing intelligently with these. Stress is laid upon the necessity for considering the total individual when viewing behavior, the danger of infantile reactions and emotional compulsions on the part of adults in dealing with children, and the importance of 'neutral' cooperation between home and school in handling emotional problems.

Evaluation: A complete analysis of the problems of stuttering, although the dialogue between mother and teacher is somewhat stilted and some of the narrative, which occupies the entire second half of the script, might have been handled more effectively in the dialogue section.

AURAL REHABILITATION**New Hope for the Deafened**

four discs, plastic and shellac, 33 1/3 rpm; produced by American Medical Association

Interview with Norton Canfield, M.D., Yale University Medical School, regarding rehabilitation of the deafened.

MENTAL HEALTH**The Child is the Father of the Man The Tenth Man Series, (B-117)**

33 1/3 rpm transcription, 15 minutes; *FREC*; return transportation charges only

Shows how a young mother's too strict adherence to the textbook in bringing up her child results in an anxiety state which in turn produces a loathing for food and a speech defect in the child. Does not disparage the work of experts in child psychology but tries to free the parent from the 'tyranny of the norm.'

Parent-Teacher Conferences

33 1/3 rpm transcriptions, 15 minutes each; scripts by Berneice R. Rutherford, Director, St. Paul Rehabilitation Center; initiated by Prudence Cutright, Assistant Superintendent in charge of Elementary Education, Minneapolis Public Schools; supervised by Madeline S. Long, Consultant in Radio Education, Minneapolis Public Schools; sponsored by Minneapolis Parent-Teacher Conference Committee and Radio Department, Minneapolis Public Schools; *Long*; rental \$1

A series of conferences between individual parents and teachers relating to psychological problems of children.

Program 1.

a. Case of John, an average child whose mother, though intelligent, is overly ambitious for him and makes invidious comparisons between his school achievement and that of his slightly older brother.

b. Case of Peter, a 'cruel' child with tendencies to display of temper and physical maltreatment of other children.

Program 2. (same disc as Program 1)

a. Case of Janet, whose mother feels she is a 'born leader' and should be allowed to dominate the other children.

b. Case of Joan, who comes from an overprotected home.

Program 3.

a. Discussion of the purposes of parent-teacher conferences and the possibility of the parent and teacher contacting other agencies in the school and community when necessary.

b. Case of Paul, who is restless and irritable due to poor sleeping arrangements at home and poor nutrition.

Program 4. (same disc as Program 3)

a. Case of Sam, who, together with his mother, believes he is being persecuted by other students because of his religion.

b. Case of Betty, who is overshadowed by her attractive older sister.

Program 5.

a. Case of Martha, a slow learner whose mother opposes her being placed in a special class.

b. Case of William, a slow learner whose parent is grateful for his being placed in a special class.

Program 6. (same disc as Program 5)

a. Case of Mary, a well-adjusted child respecting whom the conference between parent and teacher merely constitutes a friendly discussion and agreement on her normalcy.

b. Case of Richard and Robert, problem children from a problem family. Their parents assume no responsibility for their conduct with respect to school, which is regularly characterized by tardiness, sleepiness, and poor scholastic achievement.

Program 7.

Case of Jane, a stutterer. (see Stuttering)

Program 8. (same disc as Program 7)

a. Case of Jimmy who hates his household tasks. Analysis of the conference points up the results of failure of the conferring teacher to establish suitable rapport with the parent.

b. Case of Jessie, whose parents have separated and whose behavior is characterized by day-dreaming and failure to confide in her mother.

RADIO

Information regarding scripts for the programs listed herein can be obtained by writing directly to the source indicated in italics under each item. In those instances where scripts are not available, it is hoped that the description of the program or series contained in the present guide will at least provide information which will be useful in planning other programs on the same general or specific subject.

PHYSICS OF SOUND

(see *Adventures in Research and Excursions in Science* under same heading, Recordings)

SPEECH DISORDERS -- GENERAL**It's Northern Illinois on the Air Series****Speech Correction -- A Community Service**

WLBK, DeKalb, Illinois, 1947, 1949; two programs, 15 minutes each; scripts by Marjorie B. Burkland, Director, Speech Clinic, Northern Illinois State Teachers College; *Burkland*; apply.

Program 1.

Explanation of the services of the NISTC clinic. Need for good speech in modern society. Clinic facilities. Types of cases handled.

Program 2.

Definition of defective speech. Chief types of speech problems. 'Stuttering' in small children, discussion emphasizing the tendency in many instances to label normal non-fluencies as stuttering. Discussion of common voice problems.

Evaluation: A good general treatment of the subjects concerned.

The Need for Speech Correction in Our Schools

WMAJ, Pennsylvania State College, State College, Pa., January 17, 1949; script prepared by committee of students under the supervision of C. Cordelia Brong, Ph.D., Pennsylvania State College Speech and Hearing Clinic; *Brong*; apply

Historical development of public and personal attitudes toward the handicapped, including respects in which non-constructive attitudes have persisted. Psychological problems of speech handicapped children in school and general social situations. Barriers to vocational achievement presented by speech handicaps. Serious proportions of the problems of speech handicaps among school children. Urgent need for more adequate facilities and numbers of trained personnel to provide necessary speech correction services in the schools.

Evaluation: This script is not only well handled in technical respects but focuses much-needed attention on a crucial problem in the field of speech correction, the shortage of facilities and personnel. In so doing, it points the way for a concerted attack on this problem which should be pressed through the use of all major audio-visual media on the local, regional, and national levels.

Problems in Everyday Speech

WHAS, Louisville, Kentucky, weekly from December 7, 1947, to May 20, 1948; 26 programs, 15 minutes each; scripts by Mary Clare Regan and Phyllis D. Weidig, Indiana University, under supervision of Dr. H.J. Skornia, Radio Director, with the cooperation of the Indiana University Speech Clinic; discussion manual; *Skornia*; apply

A series devoted to the understanding of voice, personality, and adjustment problems related to speech.

1. Introduction

Demonstration of various kinds of speech problems. What a speech clinician is. How case histories are gathered.

2. Speech and Personality

Psychological aspects of speech problems as presented by DeIton C. Beier, Director of the Psychological Clinic, Indiana University. Speech defects as symptom, cause, or result of personality problems. Measures for preventing the development of personality maladjustments in relation to speech defects.

3. Attitudes toward Speech Problems
Attitudes of other children, teachers, parents, and other adults.
4. Delayed speech
Dramatizations illustrating some causes of delayed speech development and non-speaking in children, including lack of stimulation and hearing disorders dating from the pre-speech period. Possible solutions.
5. The Causes of Sound Substitution
Dramatizations pointing up faulty learning, unintentional habits, and imitation as possible causes of sound substitutions.
6. Correction of Sound Substitution--The Lisp
Dramatizations showing the nature of the problem, speech class work, and parental attitudes toward speech work, including measures taken to counteract antagonistic attitudes.
7. Correction of Other Sound Substitutions
Dramatization of the effects of speech correction on social competence. Stress on the reactions of teen-agers to members of their age group with articulatory problems and the resultant effects on the latter.
8. Sound Omissions--Therapy
Correction of omissions in preschool and school-age children with varying degrees of speech handicap. Parents' share in the work.
9. Hearing Problems Affecting Speech
Talk by George Shaffer, Hearing Therapist, Indiana Speech and Hearing Clinics. Types of hearing problems. Effect of hearing loss on speech, demonstrated by records with frequency cut-offs. Responsibility of public schools for locating children with hearing problems and assisting in their reeducation.
10. Foreign Speech
Problems of learning to speak English and characteristics of foreign dialects as indicated through interviews with Spanish, French, German, and Italian Students. Best ways to learn a foreign language.
11. Cerebral Palsy
Discussion of problem by Robert Milisen, Director, Indiana University Speech and Hearing Clinics. Causes, symptoms, and program of rehabilitation, including speech therapy.
12. Cleft Palate Speech
Discussion by a surgeon and a speech clinician. Nature of problem, causes, methods of surgical repair and speech therapy.
13. The Relationship of Speech and Reading Problems
Discussion by Mabel Culmer, Director of Reading and Study Clinic, Indiana University. Problem of improving language skill. Effect on personality of general language disabilities.
14. Stuttering--Part I
Dramatization and discussion combined to demonstrate stuttering, indicate some of its causes, and suggest direct and indirect methods of handling it. Non-fluencies among normal speakers. Influence of home environment on speech. Explanation of primary and secondary stuttering.
15. Stuttering--Part II
Story of a 17-year-old boy with a severe case of secondary stuttering. Adverse effects of experiences in quack schools advertising stuttering 'cures.' Avoidance mechanisms. Clinical procedure, including mirror work and practical speaking assignments.
16. Stuttering--Part III
Recapitulation of types of stuttering and clinical procedure through a dramatized discussion between a group of parents and a clinician. Suggestions as to the approach to the problem which parents should pursue.

17. How Does Our Physical Make-up Affect Voice

Discussion by Bernard A. Anderson, Specialist in Voice, Indiana University Speech and Hearing Clinics. Physical bases of speech. Speech as an overlaid function. Physical essentials for good speech. Physical reasons for faulty speech, especially voice and articulation problems.

18. Voice Defects

Examples of various types of voice deviations presented against the dramatized backgrounds of a town meeting. Effects of emotion on voice quality. The importance of paying more attention to the effect on others of one's manner of speaking. Causes of voice defects. Relativeness to environment of normality or abnormality in voice.

19. Aphasia

Talk by Robert Milisen. Nature of aphasia and its chief types. Ways in which the immediate family and the community can help aphasics. Language re-education.

20. Speech in the Home

Dramatization of how good speech develops in the home. Use of story-telling, reading aloud to children, and radio listening as sources of better acquaintanceship with speech. Necessity of permitting children to talk freely and having chats with them.

21. Questions and Answers

Answers to questions submitted by the radio audience. Includes prearranged set of questions for use in the event an insufficient number is received from listeners.

22. Speech in the Business World

Dramatizations of ways in which indistinct or careless speech can interfere with changes for advancement in work in which good speech is important.

23. Speech and a Vocation

The relationship of speech to various vocations and its importance to the individual in his career, as discussed by an educator, a personnel manager, a vocational guidance counsellor, and two students. Emphasis on the necessity for coupling good speaking ability with worthy purposes for speech.

24. Dialects in American Speech

Discussion by Harold Whitehall, Associate Professor of English Language and Chairman of the Program in Linguistics at Indiana University. Demonstration of Coastal Eastern, Plantation Southern, Highland Southern, and General American dialects by persons to whom each is native.

25. Speech: The Life-Blood of Democracy

Discussion by Eugene C. Chenoweth, Assistant Professor of Speech, Indiana University. Importance of being able to express oneself adequately in oral discussion in order to properly fulfill the responsibilities of citizenship in a democratic society.

26. Speech in the United States.

Selections from poems, addresses, and plays reflecting the growth of American thought and its expression in the speech of the American people. Words of Lincoln, Franklin Roosevelt, and others, including presentation of Roosevelt's own voice and the speech of Lincoln by Raymond Massey.

Evaluation: This outstanding series can well be taken as a model for the presentation of speech problems through radio. It is comprehensive in scope, and its scripts are uniformly attractive and intelligent. It deserves repetition in whole or part wherever available facilities do not permit the production of a similar series utilizing the services and viewpoints of local specialists.

The Queens College Speech and Hearing Center

WWRL, Brooklyn, May, 1949; 15 minutes; *Bronstein*; apply

Functions of the Queens College Speech and Hearing Center and its relation to the community.

Speech Correction in Relation to Personality Development

WCFL, Chicago, May 17, 1949; 15 minutes; script by Margaret E. Hall, Ph.D., Supervisor of Speech Correction, Chicago Public Schools; sponsored by the Chicago Teachers Union; *Hall*; apply

Problem of speech defects in terms of social adjustment and school learning. Speech correction services of the Chicago Public Schools, as illustrated in the story of Jimmy, a first grader with retarded speech. Teacher's report to the speech clinic director on Jimmy's classroom behavior. Interview between the clinic director and Jimmy's mother, bringing to light the over-protection given him by his parents which has removed any incentive or necessity for speech. Suggested remedial program, combining modification of parental attitudes in the home and speech correction work in school.

Evaluation: A well-organized, competent script.

RETARDED SPEECH

(See *Speech Correction in Relation to Personality Development* under Speech Disorders)

CLEFT PALATE**Utah Colleges on the Air Series****The Case That Was Almost Tragic**

KSL, Salt Lake City, Utah, February 3, 1950; 30 minutes; script by Boyd V. Sheets, Ph.D., Acting Director, Speech Clinic, University of Utah, Salt Lake City; *Sheets*; apply

Post-operative problems of cleft palate cases. A university clinic director dictates the case history of Edith Lambert, a girl with a repaired cleft lip and palate who withdraws socially and psychologically in the face of unkind reactions by other children to her appearance and speech. Referral of the case to the clinic. Speech testing. Speech therapy, including blowing exercises and mirror work. Complication of the problem when Edith enters a new school and meets fresh rebuffs. Unwitting further addition to the problem by the reactions of a classroom teacher who does not understand the proper handling of handicapped children with special problems. Discussion of her psychological problems with Edith by the clinic director, stressing the importance of learning to live with one's handicap. Improvement in Edith's speech and social reactions after several years' work in the clinic. A brief reference is made at the close of the script to other types of problems handled by the speech clinic.

Evaluation: A generally mature, competent script which places desirable emphasis on the psychological problems faced by a large proportion of children with cleft conditions even after several surgical repairs.

CEREBRAL PALSY**You and a Miracle**

NBC, Hollywood (released from New York); 30 minutes; transcribed May 3, 1950; script by Hu Chain; produced by Normal MacDonnell; sponsored by the United Cerebral Palsy Associations; featured members of cast: Ray Milland (narrator), Selena Royale, Dean Jagger, and Mercedes McCambridge; *NBC*; apply

The story of Ida Levine, daughter of a poor Brooklyn couple. Her mother's refusal to accept the negative prognoses by doctors consulted during Ida's infancy, classifying her as physically hopeless and imbecilic. The slow but persistent struggle of mother and child to reach basic goals in physical competence and an opportunity for education for Ida. Prejudices and unthinking cruelty of other children. Ida's fight to get and hold a job under state civil service. Emphasis is placed upon the extreme recency of accurate scientific knowledge regarding cerebral palsy as this situation is reflected in Ida's life, her awareness of the name of her handicap and the existence of other, less fortunate people with the same problems coming only after many years and determining her to devote herself to their help.

Evaluation: This is an unusually fine, informative, dramatic script, which was movingly presented thanks in no small part to the notable performance by Mercedes McCambridge as the adolescent and adult Ida. An outstanding example of what can be accomplished in reaching nationwide audiences with interesting yet adult presentations of problems in this area.

HEARING CONSERVATION

Michigan Department of Health Hour

WKAR, Michigan State College, East Lansing, Michigan; MDH

Three broadcasts describing aspects of the Michigan Hearing Conservation Service: March 15, 1944, script by Ruth Carlton; Sept. 10, 1947, script by John Gray, more up-to-date account of the Service; February 23, 1949.

Description of several services available through the Michigan Department of Health, including the Hearing Conservation Service.

SPECIAL EDUCATION

Drennen Series

WSOY, Decatur, Illinois (transcriptions); 15 minutes each; scripts by Genevieve J. Drennen, Assistant Director of Exceptional Children, Impaired Hearing Division, Illinois State Department of Public Instruction; *Drennen*; apply

1. Questions on Special Education (December 15, 1948)

The special education director calls in representatives of the departments of Speech Correction, Social Maladjustment, and Nursery Research to answer questions regarding special education contained in letters from parents. Problems discussed include psychological aspects of retarded speech, education for cerebral palsied children, surgical repair and speech therapy for cleft conditions, the educational consequences of feelings of insecurity arising from frequent family moves from city to city, and the nature of stuttering. The final portion of the program is devoted to an explanation of a research project dealing with facilities for the assistance of preschool handicapped children in Decatur.

2. How Johnnie Feels Without Arms (June 3, 1949)

Home adjustment and special education provisions for a severely handicapped child as described in a discussion between the child's mother and classroom teacher. The mother's reaction to the birth of a physically abnormal baby and the child's subsequent treatment by the family, stressing his acceptance as a regular family member and the insistence on his assuming all possible responsibilities. Medical services received from the Illinois Division of Services to Crippled Children. Preparation of Johnnie for school and his assignment to a special classroom. Special room facilities and reactions of the children to the special room situation. Meetings of parents of the special room children to discuss their problems and hear talks on related subjects. Importance in contacts with the handicapped of thinking of the person rather than the handicap.

3. The PTA and Exceptional Children (September 30, 1949)

Work of the Decatur City Council of the Illinois Congress of Parents and Teachers in connection with problems of exceptional children, described in the setting of a tea party at the home of the council president. Definition of 'exceptional' children. Local educational services for the exceptional child, including classes for the crippled, visually handicapped, hard of hearing, and mentally retarded; speech correction; services of the counselor for maladjusted children and of the school psychologist; and home teaching. PTA activities, including promotion of parental understanding of handicapped children's problems, study of legislation concerning exceptional children and active support of suitable measures, and special scholarship funds for training specialists in special education.

4. Finding a Useful Place in Society (December 30, 1949)

Discussion by three handicapped children and their teacher of how handicaps can be overcome or discounted in achieving satisfying careers, taking as illustrations the achievements of Edison, Demosthenes, Churchill, Steinmetz, Alec Templeton, Helen Keller, Earl Carlson, and Franklin Roosevelt.

(Other scripts available on the subjects of rheumatic fever and education of the mentally retarded.)

Evaluation: A very worthwhile series in terms of pointing up important aspects of problems of the handicapped. The chief weakness of the scripts is occasionally stiff dialogue.

MENTAL HEALTH

Problems in Human Relationships

13 programs, 15 minutes each; WTTS, Bloomington, Indiana, weekly from March 17 to June 16, 1949; scripts and study manual by Phyllis D. Weidig; *Skornia*; apply

A series designed for senior high school and adult audiences interested in developing a better understanding of human behavior, providing an introduction to a variety of problems in personal and social adjustment from preschool age to maturity. Technical language is avoided. Scripts pertinent to the problems of mental health and child welfare in connection with speech and hearing disorders include:

1. Children Need Praise

Dramatization of the need for approval as demonstrated in two children, each of whom seems to be behaving abnormally. The real reason for their conduct is revealed and parental disapproval is overcome.

2. Give the Child Attention

Dramatization of the fundamental need for parental love. One child is subordinated to his mother's social interests, while the other is temporarily supplanted in his parents' interest by a new baby in the family.

3. The Broken Home

Two dramatizations of case histories. The first is concerned with the broken home and its effect upon the child, the second with intelligent provision for the child when separation is unavoidable.

4. The Burden of Responsibility

The need for adequate care and security in the home as shown through two separate dramatizations of the effects of poverty and instability.

5. The Brighter Side of Life

Some successful solutions of family problems. The preparation for a new child in a family, the preservation of the equality of children in spite of intellectual inequality, and a method of handling impending divorce are themes of three separate sketches.

6. Habit Formation

Three dramatizations illustrating fundamental principles of habit formation. Consistency, provision for growth of personality, and harmony between the parents are the subjects.

7. What are Handicaps

Dramatizations emphasizing the physically handicapped person's attitude toward himself and the attitude of others toward him. Amputees, the blind, the hard of hearing and the lame are represented in the situations.

8. Overcoming Handicaps

The first sketch depicts the rehabilitation of a suddenly incapacitated husband. The second presents the effect of disfigurement upon personal happiness together with a possible solution to the problem.

TEST SHEETS

PHYSICAL MECHANISM

Speech and Hearing

Anatomy Test Sheets

8½" x 11" (11" x 16" in the case of starred items); looseleaf, punching as desired, instruction key provided; *Denoyer-Geppert*; \$0.02 per sheet on order of 1 to 45, \$0.55 per envelope of 50 sheets of one number, \$4.25 per 500 sheets of one number (postage additional)

- T206 Skull, front view
- T207 Skull, inferior surface
- T208 Skull, sagittal views
- *T220 Muscles, full figure, front view
- *T221 Muscles, full figure, posterior view
- T240 Chest and abdomen
- T241 Respiration
- T300 Larynx, two views
- T330 Ear
- T331 Middle and inner ear

Appendix

PRIMARY SOURCES; RENTAL AND
LOAN SOURCES

PRIMARY SOURCES

This section lists the complete names and addresses of the individuals or organizations which are the principal sources of the materials listed in Part III. Sources are listed alphabetically by the abbreviated keys used in the technical descriptions of the individual items.

- ACS* American Cancer Society, 47 Beaver St., New York 4, N.Y.
AFR American Film Registry, 28 E. Jackson St., Chicago 4, Ill.
APS Army Pictorial Service, 7th and Independence Ave., Washington, D.C.
Auralgan Auralgan Research Division, Doho Chemical Corp., 100 Varick St., New York 13, N.Y.
Baxter Kelmer D. Baxter, Department of Speech, University of Florida, Gainesville, Fla.
Bell apply to local office of the Bell Telephone System
BIS British Information Services, 30 Rockefeller Plaza, New York 20, N.Y.; 39 S. LaSalle St., Chicago 3, Ill.; 310 Sansome St., San Francisco 4, Calif.; and 1910 K St. N.W., Washington 6, D.C. (application may also be made through British Consulate offices, located at 10 Post Office Square, Boston 9, Mass.; 1430 First National Bank Building, Detroit 26, Mich.; 513 Cotton Exchange Building, Houston 2, Texas; and 1815 Exchange Building, Seattle 4, Wash.)
Bray Bray Studios, Inc., 729 Seventh Ave., New York 19, N.Y.
Brong Dr. C. Cordelia Brong, Speech and Hearing Clinic, Pennsylvania State College, State College, Pa.
Bronstein Dr. Arthur Bronstein, Speech and Hearing Center, Queens College, Brooklyn, N.Y.
Bryngelson Dr. Bryng Bryngelson, Speech Clinic, University of Minnesota, Minneapolis 14, Minn.
Burkland Mrs. Marjorie B. Burkland, Speech Clinic, Northern Illinois State Teachers College, DeKalb, Illinois
Castle Castle Films, 445 Park Ave., New York 22, N.Y.
CBS Columbia Broadcasting System, 485 Madison Ave., New York 22, N.Y.
Clarke Clarke School for the Deaf, Northampton, Mass.
Clay-Adams Clay-Adams, Inc., 141 E. 25th St., New York 10, N.Y.
Clerf Dr. Louis H. Clerf, Jefferson Hospital, Philadelphia 7, Pa.
CG Creative Graphics, University of Denver, 1445 Cleveland Place, Denver 2, Colo.
CHSC Cleveland Hearing and Speech Center, 11206 Euclid Ave., Cleveland 6, Ohio
Colorado Bureau of Audio-Visual Instruction, Division of University Extension, University of Colorado, Boulder, Colo.
Coronet Coronet Instructional Films, Coronet Building, Chicago 1, Ill.
Denoyer-Geppert Denoyer-Geppert, Inc., 5235 Ravenswood Ave., Chicago 40, Ill.
DiCarlo Dr. Louis M. DiCarlo, Hearing and Speech Center, Syracuse University, 817 University Ave., Syracuse 10, N.Y.
DPSAV Detroit Public Schools, Audio-Visual Department, 453 Stimson Ave., Detroit 1, Mich.
Drennen Miss Genevieve J. Drennen, 252 W. North St., Decatur, Ill.
DSCC Division of Services for Crippled Children, Champaign, Ill.
EBF Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
EPS Edited Pictures System, Inc., 165 West 46th St., New York 19, N.Y.
FPI Film Publishers, Inc., 25 Broad St., New York 4, N.Y.
FPS Film Program Services, 1173 Avenue of the Americas, New York 19, N.Y.
FREC Federal Radio Education Committee, U.S. Office of Education, Washington 25, D.C.
Hall Dr. Margaret E. Hall, Board of Education, 228 N. LaSalle St., Chicago 7, Ill.
Handy see Jam Handy
Harmon Harmon Foundation, Inc., 140 Nassau St., New York 7, N.Y.
Hawk Dr. Sara S. Hawk, Psychology Department, Scripps College, Claremont, Calif.
Heltman H.J. Heltman, Speech Department, Syracuse University, Syracuse 10, N.Y.
Jam Handy Jam Handy Organization, 7046 Hollywood Blvd., Los Angeles, Calif.
JTC John Tracy Clinic, 924 West 37th St., Los Angeles 7, Calif.
Kansas Bureau of Visual Instruction, University Extension, University of Kansas, Lawrence, Kansas

- KB* Knowledge Builders, 625 Madison Ave., New York 22, N.Y.
Keystone Keystone View Co., Meadville, Pa.
Lewellen Lewellen's Productions, 8 S. Michigan Ave., Chicago 3, Ill.
LID Lutheran Institute for the Deaf, 6861 Nevada Ave., Detroit 34, Mich.
Long Madeline S. Long, Minneapolis Public Schools, Minneapolis 13, Minn.
LSU Lexington School for the Deaf, 904 Lexington Ave., New York 21, N.Y.
Mayo Photography Section, Mayo Clinic, Rochester, Minn.
McGraw-Hill Text Film Department, McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 18, N.Y.
MDH Michigan Department of Health, Old DeWitt Road, Lansing 4, Mich.
Mental Health Film Board National Association for Mental Health, Inc., 1790 Broadway, New York 19, N.Y.
MFG Medical Film Guild, 167 W. 57th St., New York 19, N.Y.
Minnesota Visual Education Service, University of Minnesota, Minneapolis 14, Minn.
Moore Mrs. Lucelia Moore, 321½ N. Spaulding Ave., Los Angeles 36, Calif.
MOT March of Time Forum Edition, 369 Lexington Ave., New York 17, N.Y.
NBC National Broadcasting Co., 30 Rockefeller Plaza, New York 20, N.Y.
NIBC National Film Board of Canada, 400 W. Madison St., Chicago 6, Ill., and 620 Fifth Ave., New York, N.Y.
NSCCA National Society for Crippled Children and Adults, Inc., 11 South LaSalle St., Chicago 3, Ill.
NYSDC Film Library, State Department of Commerce, 40 Howard St., Albany 1, N.Y.
NYSSC New York Scientific Supply Co., Inc., 28 W. 30th St., New York 1, N.Y.
NYU Film Library, New York University, 26 Washington Place, New York 3, N.Y.
OEA Ohio Elks' Association, L.E. Strong, secretary, P.O. Box 569, Canton, Ohio
OSU Speech Department, Ohio State University, Columbus, Ohio
Pacific Pacific Records Distributing Co., P.O. Box 2038-D, Pasadena 2, Calif.
PCR Psychological Cinema Register, Audio-Visual Aids Library, Pennsylvania State College, State College, Pa.
PDH Film Library, Health Education Division, Pennsylvania Department of Health, Harrisburg, Pa.
Phonovisual Phonovisual Products, P.O. Box 3504, Washington 7, D.C.
PR Pacific Records Distributing Co., 125 N. Grand Oaks, Pasadena 8, Calif.
Radium Radium Chemical Co., Inc., 570 Lexington Ave., New York 22, N.Y.
Schick Rudolf Schick Publishing Co., 700 Riverside Drive, New York 31, N.Y.
Schultz Dr. L.W. Schultz, Suite 1925, Marshall Field Annex Bldg., Wabash Ave. and Washington St., Chicago, Ill.
Scott Foresman Scott Foresman Co., Chicago 11, Ill.
Sheets Dr. Boyd V. Sheets, Department of Speech, 201 Kingsbury Hall, University of Utah, Salt Lake City 1, Utah
Skornia Dr. Harry J. Skornia, Department of Radio, Indiana University, Bloomington, Ind.
Sonotone Sonotone Corp., Elmsford, N.Y.
SUI Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City, Iowa
Sun Dial Sun Dial Films, 625 Madison Ave., New York 22, N.Y.
SVE Society for Visual Education, 1345 West Diversey Parkway, Chicago 14, Ill.
Telex Telex Corp., Telex Park, Minneapolis, Minn.
Templin Dr. Mildred C. Templin, Institute of Child Welfare, University of Minnesota, Minneapolis 14, Minn.
TFC Teaching Film Custodians, 25 West 43rd St., New York 16, N.Y.
UF United Films, Inc., 445 Park Ave., New York 22, N.Y.
UMDOS Department of Oral Surgery, University of Michigan, Ann Arbor, Mich.
Uteley Dr. Jean Uteley, College of Medicine, University of Illinois, Chicago, Ill.
VA Visual Aids Division, Veterans Administration, Washington 25, D.C.
Volta Volta Bureau, 1537 35th St., N.W., Washington 7, D.C.
Ward Ward's Natural Science Establishment, Inc., 3000 Ridge Road E., Rochester 9, N.Y.
WE Motion Picture Bureau, Western Electric Co., 195 Broadway, New York 7, N.Y.
WSBH Film Library, State Board of Health, Madison 2, Wisconsin
WSC Bureau of Visual Teaching, Washington State College, Pullman, Wash.
YAF Young America Films, Inc., 18 East 41st St., New York 17, N.Y.
Zurich Zurich General Accident and Liability Insurance Co., Ltd., Chicago 3, Ill.

RENTAL AND LOAN SOURCES

The following section lists rental and loan sources for many of the films, filmstrips, slides, and recordings described in the main portion of this guide. While by no means exhaustive, the list covers the audio-visual libraries maintained by a number of prominent colleges and universities located in all parts of the United States, especially those with extensive programs in speech and hearing, as well as a majority of the film libraries operated by state boards of health. These sources are usually in addition to the primary sources listed for each item.

Since there are a great many audio-visual libraries which could not be covered in this survey, one should investigate the possible sources of this type in the immediate vicinity if none of the listed libraries is so located. It is also desirable to have your name placed on the mailing list for new catalogs and supplementary bulletins from the library you decide to deal with principally since new materials are constantly being added and outdated ones are often removed from circulation.

Colleges and Universities

1. Alabama, University of
Audio-Visual Aids Service, Box 1991, University, Ala.
2. Arizona, University of
Visual Aids Bureau, University Extension Division, Tucson, Ariz.
3. Boston University
Division of Motion Pictures and Visual Aids, School of Public Relations, 84 Exeter St., Boston, Mass.
4. California, University of
Department of Visual Instruction, University Extension, Berkeley 4, or Los Angeles 24, Calif. (distribution limited to Arizona, California, Idaho, Nevada, New Mexico, Oregon, Utah, and Washington)
5. Colorado, University of
Bureau of Audio-Visual Instruction, Division of University Extension, Boulder, Colo.
6. Columbia University
Communication Materials Center, Columbia University Press, 413 West 117th St., New York 27, N.Y.
7. Connecticut, University of
Audio-Visual Aids Center, Storrs, Conn.
8. Georgia, University of
Division of General Extension, Old College, Athens, Ga.
9. Illinois, University of
Visual Aids Service, Division of University Extension, Champaign, Ill. (distribution limited to Illinois except during summer months or when films are otherwise not in demand within the state)
10. Indiana University
Audio-Visual Center, Division of Adult Education and Public Services, Bloomington, Ind.
11. Iowa, State University of
Bureau of Audio-Visual Instruction, Extension Division, Iowa City, Iowa
12. Kansas, University of
Bureau of Visual Instruction, University Extension, Lawrence, Kan.
13. Kentucky, University of
Bureau of Visual Materials, Lexington, Ky.
14. Maine, University of
Audio-Visual Service, School of Education, Orono, Maine (distribution limited to New England except in unusual cases)
15. Michigan, University of
Audio-Visual Education Center, Ann Arbor, Mich.

16. Missouri, University of
Visual Education Department, Adult Education and Extension Service, 23 Jesse Hall,
Columbia, Mo.
17. Nebraska, University of
Bureau of Audio-Visual Instruction, Extension Division, Lincoln 8, Nebr. (distribu-
tion limited to Nebraska)
18. New York University
Film Library, 26 Washington Place, New York 3, N.Y.
19. North Carolina, University of
Bureau of Visual Education, Swain Hall, Chapel Hill, N. Car.
20. Oklahoma, University of
Department of Audio-Visual Education, Extension Division, Norman, Okla. (distribu-
tion limited to Oklahoma schools or responsible organizations)
21. Pennsylvania State College
Audio-Visual Aids Library, State College, Pa.
22. Princeton University
Princeton Film Center, Princeton, N.J.
23. Psychological Cinema Register
Audio-Visual Aids Library, Pennsylvania State College, State College, Pa.
24. South Carolina, University of
Audio-Visual Aids Bureau, Extension Division, Columbia, S. Car.
25. Syracuse University
Educational Film Library, School of Education, Syracuse 10, N.Y.
25. Tennessee, University of
Film Library, Division of General Extension, Knoxville, Tenn. (branch libraries at
Nashville and Martin)
27. Texas, University of
Visual Instruction Bureau, Austin, Texas
23. Utah, University of
Bureau of Audio-Visual Instruction, Extension Division, Salt Lake City 1, Utah
29. Vermont, University of
Vermont Film Library, Robert Hull Fleming Museum, Burlington, Vt.
30. Washington, University of
Instructional Materials Center, Adult Education Division, 401 Administration Build-
ing, Seattle 5, Wash. (distribution limited to Pacific Northwest)
31. Wisconsin, University of
Bureau of Visual Instruction, University Extension Division, Madison 6, Wis.
(distribution limited to Wisconsin)

(The libraries of the University of Minnesota, Ohio State University, and the University of Southern California service their respective campuses only and it was therefore felt that no purpose would be answered by listing them.)

State Boards and Departments of Health

(The following libraries distribute materials only within their own states.)

32. Alabama, State of
Alabama Film Library, State Department of Health, 519 Dexter Ave., Montgomery, Ala.
33. California, State of
Bureau of Health Education, State Department of Public Health, 760 Market St.,
Room 521, San Francisco 2, Calif.
34. Colorado, State of
Public Health Education Section, State Department of Public Health, 616 Colorado
Building, Denver 2, Colo.
35. Connecticut, State of
Bureau of Public Health Information, State Department of Health, Room 342, State
Office Building, Hartford, Conn.
36. Delaware, State of
Film Library, State Board of Health, Dover, Dela.

37. Florida, State of
Film Library, Division of Health Information, State Board of Health, Jacksonville 1, Fla.
38. Georgia, State of
Film Library, Georgia Department of Public Health, State Office Building, Atlanta 3, Ga.
39. Hawaii, Territory of
Office of Health Education, Department of Health, Honolulu 1, T.H.
40. Illinois, State of
Bureau of Public Health Education, Illinois Department of Public Health, 301 1/3 East Monroe St., Springfield, Ill.
41. Indiana, State of
Film Library, Division of Health and Physical Education, State Board of Health, Indianapolis, Ind.
42. Kentucky, State of
Film Library, Division of Public Health Education, State Department of Health, 620 South Third St., Louisville 2, Ky.
43. Louisiana, State of
Film Library, Division of Public Health Education, State Health Department, 1436 Dryades St., New Orleans 13, La.
44. Massachusetts, State of
Bureau of Health Information, Department of Public Health, Room 527, State House, Boston, Mass.
45. Michigan, State of
Visual Education Service, Michigan Department of Health, Lansing 4, Mich.
46. Minnesota, State of
Division of Public Health Education, Minnesota Department of Health, University Campus, Minneapolis 14, Minn.
47. Nebraska, State of
Division of Public Health Education, State Department of Health, Lincoln, Nebr.
48. New Hampshire, State of
Health Educator, State Department of Health, 17 Capitol St., Concord, N.Hamp.
49. New York, State of
Film Library, State Department of Health, 18 Dove St., Albany 6, N.Y.
50. North Carolina, State of
Film Clerk, North Carolina State Board of Health, Raleigh, N.Car.
51. Oklahoma, State of
Division of Health Education, Oklahoma Department of Health, 3400 North Eastern, Oklahoma City 5, Okla.
52. Oregon, State of
Oregon State Board of Health, 1022 S.W. 11th Ave., Portland 5, Oregon
53. Pennsylvania, State of
Film Library, Division of Public Health Education, Department of Health, Harrisburg, Pa.
54. South Dakota, State of
Film Library, Health Education Section, State Department of Health, Pierre, S.Dak.
55. Washington, State of
Health Education Section, State Department of Health, 1412 Smith Tower, Seattle 4, Washington (Most of this collection has been transferred to the Instructional Materials Center, University of Washington, Seattle 5.)
56. West Virginia, State of
State Department of Health, Charleston 5, W. Va.
57. Wisconsin, State of
Film Library, State Board of Health, Madison 2, Wis.