

NEW SCIENTIFIC DISCOVERIES

THE MAGIC of new scientific discoveries fires the imagination of youth. These new discoveries necessitate revisions in every school course in science which seeks to do justice to recent progress.

In aviation, the Lindberghs recently made a trail-blazing trip. Frank Hawks uses an automatic pilot for his latest plane, and air brakes, and a beautiful stream-lined design.

The famous Sikorsky American Clipper of the Pan-American service is one example of the latest in modern commercial transport planes. Commander Settle arouses youthful enthusiasm with his trip to the stratosphere. We have a new wingless auto-gyro. We have larger and swifter transport planes than ever before.

In land travel, the new stream-line train of the Union Pacific is being exhibited. The Texas and Pacific has a stainless steel, gas-driven train. There is a new V 8 gas engine. The Diesel engine offers promise of many improvements.

In water travel, the great ocean liners have reached a new peak of efficiency. The most recent submarine shows improvements which have an especial fascination for youth.

In the useful field of home conveniences, there are new methods of refrigeration; washing machines; vacuum cleaners; thermostats for cooking and heating; improvements in home lighting, air conditioning, and sanitary equipment.

Radio and telephone communication have recently improved. There is now transocean and ship-to-shore service. Pictures are sent by radio. We have the modern radio tube.

Television made new strides. The infra-red filter has improved photography. The photo-electric cell; the neon tube; the cosmic ray; sound pictures; the quantum theory all are new and interesting developments of science which make their appeal to young minds and which call for explanation.

The ideal modern science series, which might aptly be called the What, How and Why of Science, uses the alluring material described above in achieving the two great objectives of scientific study.

These two definite, practical purposes are, first, to furnish a fund of scientific information to help young pupils interpret their environment. Second to attain a habit of clear thinking from cause to effect and back from effect to cause.

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