

Curriculum Developments

Column Editor: Curtis Paul Ramsey

Curriculum Innovations

Retrieval of educational research material. Curriculum workers concerned about the wealth of information available on educational research (which they have not had time to read) will be interested in a new pilot information service being developed by the Center for Documentation and Communication Research of Western Reserve University.

This facility has not yet been completed, but the U.S. Office of Education indicates support of the development of the service. The primary purpose of the program is to develop and put into operation on a pilot basis a suitable information retrieval system which will permit the detailed analysis of educational research material and selective dissemination, based on individual interests and requests.

The project directors are interested in receiving from educational workers questions to be used in testing the feasibility of the service. Questions in this form will be appreciated:

1. Send me everything published on "concept formation."
2. Send only those materials which discuss "concept formation" in young mentally retarded children.
3. Confine my question to "concept formation" in young, mentally retarded children as an indicator of educability.

Questions should be sent to: Professor Allen Kent, Associate Director, Center for Documentation and Communication

Research, School of Library Science, Western Reserve University, Cleveland 6, Ohio.

Curriculum Bulletins

Dallas Independent School District.

The Principles of American Freedom in Contrast to the Tyranny of Communism. Dallas, Texas: the District, 1961. 32 p. \$1.00

A timely publication, this resource unit for Advanced Civics, is a continuation of the trend toward the production of curriculum materials to focus study at greater depth upon contemporary issues. The philosophy and objectives of basic communism are explored through reference to detailed reading and study of the classic communist documents, i.e., the *Manifesto* and other materials of Karl Marx and later communist leaders.

If the objectives of this course are met, students will be involved to a high degree in "thought and academic activity which will lead to the establishment of well-supported opinions, generalizations, and conclusions" regarding one of the greatest threats to democratic forms of life. The unit has three major problem areas:

1. To organize knowledge and understanding of the two ideologies of government, democracy and communism; to compare democracy and communism
2. To examine the Soviet political claims of domestic practices; to compare the role of the Communist Party in governmental

action in the U.S.S.R. with the role of political parties in the government of the United States

3. To examine the organization and structure of the Soviet System of Government; to compare the government of the Union of Soviet Socialist Republics with the government of the United States.

Culminating activities, evaluation activities and procedures, and supplementary resource materials are suggested for the teacher. Unfortunately, the suggested resources are few, i.e., no reference to Congressional hearings, audio-visual documentaries, or contemporary literature on Soviet and American life.

Philip E. Jacob, *Education for Social Responsibility*. Washington: The American National Red Cross, 1961. 25 p.

This interesting document is a result of symposium efforts of the National Advisory Committee on College and Uni-

versity Relations of the American National Red Cross. The pamphlet explores the conviction that "a significant measure of the educated man is his ability to make practical application of his knowledge, and that indeed today this ability is essential."

Although the pursuit of academic concerns is the primary mission of the schools, the panel members have produced a statement indicating that opportunity for students to have practical personal humanitarian experiences is of great importance. The statement will be useful for all teachers—social studies teachers in particular—who are interested in providing instruction and learning experiences within a social humanitarian context.

—CURTIS P. RAMSEY, *Director, Learning Resources Center, George Peabody College for Teachers, Nashville, Tennessee.*

C·A·S·E ECONOMIC LITERACY SERIES

1. American Capitalism: An Introduction, Rev. Ed.
1961, 128 pp., \$1.00
2. Capitalism and Other Economic Systems
1959, 132 pp., \$1.00
3. Money and Banking in the American Economy
1960, 112 pp., \$1.00
4. Business Enterprise in the American Economy
1961, 120 pp., \$1.00
5. Beginning Readings in Economics
1961, 384 pp., \$2.50

Units of the C·A·S·E Economic Literacy Series may be used SEPARATELY in a high-school social studies course, or TOGETHER in either a semester or a year course in Economics

All titles are available at the following discounts:
2-9 copies (same title), 10%; 10 or more copies (same title), 20%.

Order from

COUNCIL FOR ADVANCEMENT OF SECONDARY EDUCATION

1201 Sixteenth Street, N. W.
Washington 6, D. C.

Copyright © 1962 by the Association for Supervision and Curriculum Development. All rights reserved.