

Curriculum Developments

Column Editor: Curtis Paul Ramsey

American Bar Association. *Instruction on Communism and Its Contrast with Liberty Under Law*. Chicago: The Association, 1962. 24 p.

One of the fastest moving developments in curriculum design in recent months has been the demand for increased instruction on the phenomena and threats of Communism in world affairs. Many organizations—across the entire spectrum of political ideology—have advocated changes and specific programs of instruction. The presently reported pamphlet, from a very responsible and respectable non-partisan organization, should be welcomed. This carefully prepared and exhaustively documented publication discusses the grave problems of Communism, and the necessity to teach about it in our time. A brief survey is included about courses and separate units of study now in operation in local school systems, and then it proceeds to outline a program of action for treatment of specific problems in approaches to instruction, in the area of Communist ideology.

Although written as a service publication to its own membership, the American Bar Association pamphlet should find usefulness in the public schools. Curriculum workers will be particularly interested in the appendices to the document—which provide extensive bibliographies of resource materials in teaching

about Communism, as well as a list of selected courses of study now in use, and other resource publications of great usefulness. It should be noted that an adequate treatment of the study of Communism involves reference to original Communist documents, and the ABA is to be commended for including such documents, even though the original purpose and meaning of these documents differ drastically from the purposes for which they are to be used by responsible American teacher-citizens.

Myles Boylan. *Economics of the Community*. Minneapolis: Curriculum Resources, Inc., 1961. 100 p. \$1.00.

An interesting new series of publications has appeared in the field of economic education. The presently reported pamphlet is one in this series.

Economics is a subject not offered widely in the secondary schools of the United States on a full-course basis. Units in economics generally appear in "Problems of Democracy" courses, American Civics, or other secondary school class organizations. This pamphlet is produced to be of use as a supplementary resource in unit study. An extremely useful publication, and highly informative, "Economics of the Community" discusses the nature of cities, the community as a unit, the community economic mechanism, and difficulties in solving community economic problems.

Community economics is discussed within the framework of people, land use, basic industry, and the balance between these factors. Applications are made to contemporary problems in such a way that the individual secondary school student may be able to have deeper insight into the economic workings of his community.

A very informative glossary and bibliography are included to guide the student to additional levels of study and understanding.

Supplementary resources of this sort, attractively illustrated, interestingly written, and inexpensive in price, are welcome additions to the resources for learning of secondary school students.

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Perspective

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Soviet system. We can only hope that the demands of realism will ultimately lead to a more honest representation of our culture to members of the Soviet communities, and that by then we will have gone at least half way to establish cross-cultural relations on a more viable base than the present one of mutual terror.

As a way to pull loose ends together, I would like to summarize. There are three broad cultures in the world today. Our training has largely been confined to but one of these—the West. It is time to recognize that our concentration on the data from Europe and the United States is not going to produce cross-cultural perspective. At best, our existing *intra*-cultural education will speed the process of building a social and political community to parallel the existing Atlantic defense

4 new education texts

THE FEDERAL INTEREST IN HIGHER EDUCATION

By HOMER D. BABBIDGE, Jr., Vice President of the American Council on Education; and ROBERT M. ROSENZWEIG, Assistant to U.S. Commissioner of Education, U.S. Office of Education. 224 pages, \$5.95

Presents a realistic and authoritative discussion of the background and development of relations between the Federal Government and the higher education community. This book is a candid assessment of limitations of colleges and universities in dealing with the Federal Government, and of the Federal Government in dealing with colleges and universities.

EDUCATION AND NATIONALISM An Historical Interpretation of American Education

By GLADYS A. WIGGIN, University of Maryland. *Foundations in Education*. Just published

The first textbook to discuss comprehensively the relationship of American education to nationalism. The book presents American education on an historical basis in terms of its continuing task of supporting a political republic, and systematically describes the role of legislators and textbook writers in shaping education as a nationalist instrument. The role of imported minorities is also discussed in great detail.

THE ACADEMIC PRESIDENT— EDUCATOR OR CARETAKER?

By HAROLD W. DODDS, President Emeritus, Princeton University; with the assistance of FELIX C. ROBB and R. ROBB TAYLOR. *The Carnegie Series in American Education*. 320 pages, \$5.95

This book describes the office of the college and university president today, the managerial, fund-raising, and public relations duties involved, how its nature has altered in the 20th century; and suggests methods trustees, faculties, and administrators may use to improve the educational effectiveness of their institutions. The author stresses the importance of restoring the president's office to one of educational leadership.

THE ACADEMIC COMMUNITY: An Essay on Organization

By JOHN D. MILLET, President, Miami University, Ohio. Available July. Realistically portrays the internal organization of a college or university. The author asserts that the principle of hierarchy, the prevailing concept of organization, is not applicable to a college or university. He states the organization of the academic community is based upon a distribution of power and the operation of a college or university depends upon consensus among basic power groups.

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