

News and Trends

. . . Computers

Margaret Gill

"A SOROBAN is (a) an important cog in a computer, (b) a special device for recording information, (c) a Greek counting machine, (d) a Japanese abacus."

If you select the correct answer, you may be on the way to bridging the broad gap between the data-processing industry and science education! PIP (Project on Information Processing) was initiated in 1961 as an intermediary between the electronic data-processing industry and science education to prepare information and materials on electronic data processing for classroom use. The project, administered by the National Science Teachers Association of the NEA under an IBM grant, is based on the campus of Montclair State College, Upper Montclair, New Jersey, under the direction of Hugh Allen.

Computers—Theory and Uses, a high school unit, is a booklet which will be useful to mathematics, business and science teachers, either as a text or for supplementary reading. The purpose of the well-illustrated, easy-and-interesting-to-read unit is not to introduce the machines and their implications, but to fill a shortage of information now increasingly necessary in general education. Not only are there shortages in schools of computers, but also a shortage of competent people to operate and teach about the machines. In spite of the current

shortage of knowledge about computers and data processing, the impact of these machines on our way of living and their potential may be expected increasingly to demand the attention of high school students.

Although computer development and use have been rapid, the unlimited potential will be determined only by the ingenuity of men. *Computers—Theory and Uses* will help each of us understand and also define new uses. (From NSTA, 1201 Sixteenth Street, N.W., Washington, D.C., Student's Text, 1-9 copies, \$1.00 each; Teacher's Guide, \$1.00 each; set of 30 copies of Student's Text with one Teacher's Guide—\$24.00.)

. . . Conflicting Ideologies

During a survey undertaken by Georgia ASCD to locate experimentation and effective teaching in the schools of the state, the significance of teaching about Americanism versus Communism appeared. The schools were attempting to implement the directive in this area of the Georgia Legislature and the State Board of Education. Georgia ASCD, working with the Georgia State Department of Education Social Studies Consultant, conducted a survey of all secondary schools to find out what was being done in teaching the conflicting ideologies of Americanism versus Com-

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munism during the 1962-63 school year, what deterrents there were to this teaching and what is needed for this teaching assignment.

Of the 130 schools reporting, 84 included a unit on this topic in some social science course. Although this unit was included in 16 different course titles, most schools were using the unit in American government, United States history, and world history. Teaching about Americanism versus Communism was generally placed in grades 11 and 12 and discussion was considered the technique most effective for this teaching. Shortage of appropriate materials, lack of knowledge about those materials available and lack of ready accessibility were deterrents to teaching.

Teaching About Conflicting Ideologies . . . Americanism versus Communism, the Georgia ASCD pamphlet reporting the study, suggests areas which need

study for this course content, contains a chapter on some approaches to teaching this content and a bibliography of books and audio-visual materials recommended by respondents in the survey. For additional information contact Lutian R. Wootton, University of Georgia, Athens, Chairman, Georgia ASCD Research and Special Publications Committee.

. . . Foreign Policy, State
Department Service

The Bureau of Public Affairs, U. S. Department of State (Washington, D. C. 20520) provides upon request various programs, services and materials to nongovernmental organizations. Curriculum directors, school administrators and social studies teachers should avail themselves especially of the informational materials on foreign policy of the Department of State's Office of Media Services.

When requested to do so, that office will place on its mailing list for sample copies those nongovernmental organizations that are in positions to disseminate information to the general public. When stock limitations permit, small quantities of some publications will be provided for study programs and special meetings. Additional quantities of publications with list prices may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

On request, lists of Department Publications for 1962, 1963 and 1964 are available. Also available in limited quantity are posters—sets of 10 of information about U. S. foreign trade and two-color posters in sets of 6 on "Five Goals of U. S. Foreign Policy."

Films are available free, except for return postage, to schools and clubs for

group showings. "Quiet Battle," a motion picture filmed in Greece, Taiwan and Pakistan, is the newest film available. This 30-minute color film is devoted to the U. S. AID programs in the three countries where the film was produced. Requests for this movie and lists of other films should be sent to the Films Officer, Office of Media Services.

For additional information about materials produced by the Office of Media Services and the Office of Public Services (Conferences and Speaking Arrangements Division), write John Harner, Director, Office of Public Services, Bureau of Public Affairs, U. S. Department of State, Washington, D. C. 20520.

. . . In-service

The National Council of Teachers of Mathematics and the U. S. Office of Education in March 1963 convened a

conference in response to increasing requests for help in developing in-service programs in mathematics for elementary and secondary teachers. Selected state supervisors of mathematics were invited to examine existing programs for mathematics teachers and the critical need for reaching the tremendously large number of mathematics teachers, especially elementary, yet to be reached. In spite of the extensive in-service education done by state and local school systems, colleges and universities, and the National Science Foundation, local school districts, business and industry need to be encouraged to carry out the responsibility for upgrading and extensive enlarging of existing programs.

In-service Mathematics Education, Promising Practices for Elementary and Secondary School Teachers (U. S. Government Printing Office, Washington, D. C., 1964, price 50¢), which reports



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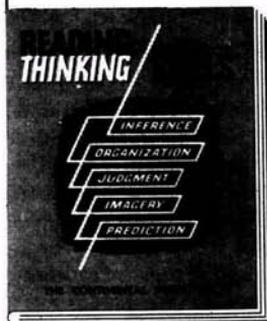
the conference, contains reports of in-service programs in California, District of Columbia, Georgia, Idaho, Illinois, Maryland, New York, Pennsylvania, Rhode Island, Texas, Virginia and Washington. These selected reports offer an easy way to check and share promising in-service activities. Reported also are examples of roles of professional organizations and agencies of the government in supporting in-service programs. Uses of newer media and suggestions for starting pilot projects will help supervisors and administrators confronting yet unanswered questions in these two general areas.

Of special interest are the pages of checklists offering *ideas* for in-service programs but not for judging *individual* programs. Although at first glance the lists may seem to apply more appropriately at state levels, several groups might find them useful in planning: administrators initiating in-service programs, mathematics advisory committees for state or local curriculum work, elementary and secondary; supervisors in a school system, state supervisors organizing in-service education and college personnel working in in-service programs. Any educator involved in developing in-service programs should look at the checklist on "Evaluating In-service Programs," an area which has been generally neglected in practice, as well as in the professional literature.

... Social Studies

Wide and deep diversity abounds among teachers of social studies. This diversity exists in part because the area is so broad that a person majoring in one of five or six different fields is considered qualified for an assignment to teach social studies. No rules so specific

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as those governing the training of teachers for such fields as mathematics, vocational education or Spanish, are operative in training programs for social studies teachers. Therefore, not only will cultural backgrounds, values and attitudes differ among social studies teachers but also the knowledge of the field which they have and which subsequently determines their total approach to social studies. If we look at only a single factor in this field, the training of teachers, it is immediately evident that any framework for studying social studies must of necessity be developed from diffusion and any agreements about limits for such a study cannot be reached easily.

There have been almost frenzied efforts by many groups to re-do social studies, during the current rush of curriculum content activity. However, a very noteworthy conference was convened in October 1963 at Syracuse University

under the auspices of the Cooperative Research Branch of the U. S. Office of Education to develop ways to overcome the lag between what is now known from social science research and what is taught and also to identify needed areas of research and to stimulate research in critical areas. Well-known educators; social scientists from geography, anthropology, political science, sociology; psychologists, researchers, classroom teachers and testing experts participated in examination of studies now in progress and their implications for teaching social studies. Focus was on *research needed* in the social attitudes, beliefs and values in teaching social studies, teaching social science as method, selection and organization of content for teaching, psychological factors in learning that relate to the social studies and the cultural backgrounds, attitudes and knowledge of social studies teachers.

The National Council for the Social Studies has published proceedings of the conference in *Needed Research in the Teaching of the Social Studies*, edited by Roy A. Price, Research Bulletin No. 1, (\$2.50, from NCSS, 1201 Sixteenth Street, N. W., Washington, D. C.). Highlights of the deliberations, including quotations from the conference, may be looked at in a schematic design developed to study modes of inquiry in the field. Under the broad headings of general societal task, social studies curriculum and instructional task, and appropriate inquiry and research task, the participants devised a working plan for use in coordinating the wide range of modes of inquiry in social studies now under way.

Of course, no absolute standards to apply for study of social studies were developed, since this was not the goal sought, but the report describes the ways in which the research process develops

and the many complex variables involved in research.

Any school system faced with improving its study and research in the social studies will find help with understanding and developing various types of research. Immediately it becomes increasingly obvious that there is no problem to dream up needed research, but *how to do it* is the problem. This bulletin offers tremendous help in devising ways to look at social studies and to ask the right questions in this curriculum area.

—MARGARET GILL, *Executive Secretary, Association for Supervision and Curriculum Development.*

i/t/a? Yes!—Mazurkiewicz

(Continued from page 393)

yet soon textbooks begin to expand his interests and abilities. Basic texts served as a nucleus for a reading program but in no way are a limitation of the program; wide personal reading in i/t/a and T.O. is encouraged from the outset. This is true, since 40 to 65 percent of the words in an i/t/a program are regularly spelled (or quite similar) to a T.O. procedure.

Other observers note that the normally strong teacher is permitted a freedom to teach under an i/t/a procedure—a freedom very often inhibited by the T.O. medium—and that the weaker teacher is supported by i/t/a. Some observers now conclude that the weaker teacher no longer exists in this educational situation because i/t/a, being a simple medium, encourages the child to engage in self-teaching.

All of the above might cause the uninitiated to think of i/t/a as *the panacea* which seemingly no one has been looking for. However, i/t/a's purpose is not to show dramatic differences in achievement at the end of the first, second, or

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