News and Trends

. . . International Education

Margaret Gill

THE fifth in a series of biennial Atlantic Study Conferences on Education convened by the Education Secretariat of the Atlantic Treaty Association, was held in Washington, D.C., in September. The theme of the Conference was "The Treatment of the Principal Ideologies in the Teaching of Current International Affairs in Secondary Schools." This theme was selected because of recognition that one of the most difficult tasks of teachers is helping youngsters understand the contemporary world scene and the necessity for making objective assessments of the so-called "ideologies" which increasingly have complicated interstate relations in recent times. The deliberations of the 45 delegates from the Atlantic Treaty countries were based on working papers dealing with Nationalism, Democracy, Marx-Leninism and the Christian Social Ethic.

The Conference was attended by delegations of teachers and educators from the 15 member countries of the Atlantic Alliance selected in most cases by their national education authorities.

Educators with responsibility for international education will be interested in *The World and the School* (A Review for Teachers of Current International Affairs), a magazine which appeared with the first issue, Winter 1963-64. This journal, published three times a year, is prepared by The Atlantic Information Centre for Teachers, Benjamin Franklin House, 36 Craven Street, London, W.C.2. The annual subscription including use of the information service of the Centre is $3.00 in the United States and Canada. The Atlantic Information Centre for Teachers is concerned primarily with matters of interest to the teaching of confraternity of the Western world. The first concern of the Centre is with the best and most acceptable means of teaching current international affairs. As the Centre develops, it will become a clearing-house for information about the educational problems and systems of the N.A.T.O. countries in all that concerns the study of international affairs and co-operation among them. Ellsworth Tompkins, Executive Secretary, National Association for Secondary-School Principals, is chairman of the Centre.

Many teachers who are looking for practical suggestions for teaching contemporary international affairs will welcome *The World and the School.* Focus will be on helping the young citizen-in-the-making develop understanding of his country's place in international life and some of the main external influences and events which determine the policies of his country. Included in the first issue were materials suitable for teaching geography and economic life of Denmark and materials for current affairs discussions concerning the Chinese-Russian dispute and war or peace in Southern Africa. The Spring volume has material for geography lessons on the Netherlands

and current affairs materials about the Cyprus crisis and about Malaysia. Of special interest is the regular section describing the teaching of international topics in schools and how other countries are doing this. For the teacher who is looking for this type of practical information, *The World and the School* should be of considerable value. A future issue will contain the full report of the Washington Conference.

The Atlantic Institute, established in Paris in 1961, a nongovernmental and independent study organization, fully international in its makeup, methods and studies, recently published *The Free World's Aims for Humanity* (available for $1.00 from the Atlantic Institute, 1616 H Street, Northwest, Washington, D.C.). The Institute keeps in touch with governments, research institutes, international organizations, and individuals concerned with recommending policies and plans for action by countries of Western Europe and North America. The pamphlet reports the proceedings of a conference held in Paris last year which brought together eminent philosophers, historians, sociologists and men with public experience to prepare a statement on ". . . the long range aims and ideals which the free people hold for humanity—in short to tell the world what we of the free nations are really about."

. . . Economic Education

The National Association of Secondary-School Principals recently convened an economics round table. From the economists and educators of the round table came a report of What Students Should Know About *The United States Economy in Relation to the World.* Recognizing that a major aim of secondary education is building within each student a rational patriotism and a determination to contribute to all that is best in our national life, the NASSP agreed that much of what students need to understand is of an economic nature.

Recognition was given to the outstanding leadership and excellent materials in the area of economic education resulting from the work of the Joint Council on Economic Education. *The United States Economy in Relation to the World*, concerned primarily with content to be included in the secondary curriculum and the methods of developing that content, should help meet the continuing need for the secondary schools to teach more economics than we have ever had before. The report is available from the National Association of Secondary-School Principals, 1201 Sixteenth Street, Northwest, Washington, D.C., for $1.00.

. . . ASCD State Periodicals

The ASCD publication scene is changing. There is a new look! Several state units have initiated journals, primarily in the interest of providing an open forum for expression of ideas and research related to curriculum concerns in the individual states but also with continuing emphases on contributing to the general improvement of instruction.

The elder statesman of ASCD unit periodicals is the *California Journal for Instructional Improvement* which for several years has been published four times a year, October, December, March and May. Subscriptions to nonmembers of CASCD are available from 1705 Murchison Drive, Burlingame, for $5.00, single copies $1.35. Jane Hood of Los Angeles State College is editor and chairman of the Editorial Board. In addition to articles pertinent to problems of

California educators, in each issue the CASCD president points out current concerns of CASCD members.

The Pennsylvania ASCD now publishes *SCRIBE*, an abbreviation for "Supervision, Curriculum and Research Initiate Better Education." Editors are Howard F. Jack, West Jefferson Hills Schools, and Floy Penn, Mt. Lebanon Schools. This quarterly publication is sent to all members of Pennsylvania Department of Supervision and Curriculum. Annual subscriptions to nonmembers are available at $2.00 from the Department of Supervision and Curriculum, PSEA, 400 N. Third Street, Harrisburg, Pennsylvania.

In February 1964, Minnesota ASCD began publishing *Curriculum Leadership*, which will appear in February, May and October. This publication contains articles of general interest and much information about ASCD'ers in the state. One of the regular features is a summary of actions from the State Department of Education.

The latest ASCD state periodical to reach this office is Wisconsin's *Curriculum Leadership*. One of the outstanding features, in addition to articles by well-known educators, is the review of resource units and study guides produced by school systems in the state. If this is a continuing feature in this publication, this will be extremely helpful to curriculum leaders who must keep informed about the major developments in the various subject matter areas and who will benefit from information about Wisconsin schools. Future publication plans are available from Rebecca Watson, WASCD president, 400 North Grand Avenue, Waukesha, Wisconsin.

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

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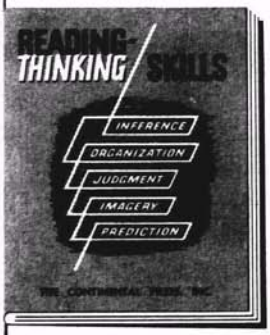
Indifference—*Wiles*

(Continued from page 100)

Have I challenged the concept that education is coverage and memory and recall of facts? Have I proposed teaching for skill in inquiry? Have I pointed out the deadening effect of drill without purpose? Have I advocated teaching for concept development? Have I supported teachers who nourish creativity?

Have I asked the curriculum projects to seek content for the less able as well as the most gifted? Have I dared to say the new programs should not be required of all children? Have I been willing to risk saying that all youth should not be studying the same literature, music or mathematics?

Presenting . . .



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(Continued from page 95)

mine the relative merits of competing professional candidates would be sheer folly.

In a truly integrated system, the mayor should appoint school board members subject to confirmation by the city council. He is in a much better position than is the average voter to pick citizens qualified for this highly important office. Terms might be overlapping to insure continuity of policy. Yet regardless of the method of selecting a school board the basic objective should be the coordination of the educational function with all the other functions of community government. Only thus, in the author's opinion, can we achieve the efficient, scientific and progressive government which is the aim of all good citizens and all dedicated officials.

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