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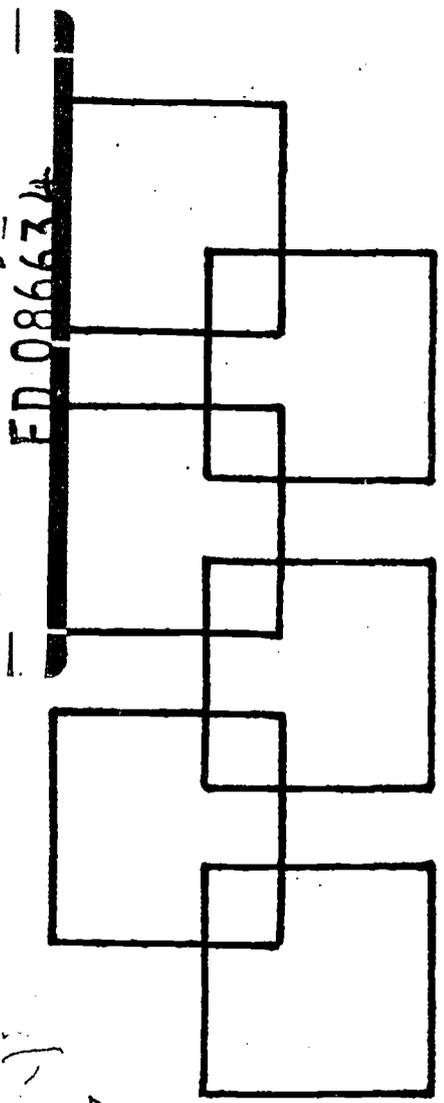
ABSTRACT

A newsletter which combines articles and reviews with news and comments attempts to provide a useful professional service for social science and social studies teachers in the United Kingdom. Two American curricula are reviewed: Man: A Course of Study; and Discovering the World. British materials discussed are a Joint Project for Advanced Level Syllabuses and Examinations, Longman's Social Science Studies, the AEB 'A' Level Sociology Syllabus and Textbooks, and the Schools Council General Studies Project. Games for the social sciences are described along with other classroom resources and public library services to teachers. Branch news, details of membership and an order form for publications and subscriptions conclude the issue. Teaching of Society is issued three times a year by the Association for the Teaching of Social Studies, United Kingdom, West Midlands Branch. (KSM)

TEACHING SOCIETY

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Social Studies
Teachers**

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West Midlands Branch
Association for the Teaching of the
Social Sciences
Publication.

PERSONAL
VIEW

editorial comment by;
Mike Oborski.

TEACHING SOCIETY is an attempt to provide a useful service (articles, reviews, news and comment for Social Science and Social Studies teachers. The best introduction is to read the list of contents ! All criticisms, comment and, in particular, contributions will be very welcome !

TEACHING SOCIETY is supplied free to members of the West Midlands Branch of the ATSS. For other subscribers the cost is 60p (post free) for three issues. A subscription form can be found on the back page !

THE WEST MIDLANDS EXAMINATION BOARD

Earlier this year the West Midlands Branch of the ATSS wrote to the West Midlands Examination Board outlining the case for a meeting to discuss the proposed setting up of a CSE 'Social Studies' Panel. Upon being asked to detail our reasons we replied early in June making the following points:-

- (a) We were anxious to know how specialist social science representation would be secured.
- (b) We wanted to know how the Board anticipated dealing with the specialist Social Science syllabuses, as distinct from Social Studies, likely to arise.
- (c) We wanted to know how much assistance the board would offer schools in the early stages of syllabus preparation.

Despite further letters asking for acknowledgments we received NO REPLY WHATSOEVER until December !

Apparently the contents of our letter were 'noted' and 'it was felt that no further action was called for' and so our letters were not acknowledged as they do not 'automatically do this for every letter we receive'.

While we appreciate that the Board is tied by the terms of reference of its Constitution as far as establishing contacts with outside organisations is concerned, we cannot but feel that this policy of ignoring correspondence can only be frustrating, irritating and is hardly likely to inspire confidence and cooperation !

COOPERATION BETWEEN ORGANISATIONS BECOMING A POSSIBILITY

In November Roland Meighan, Chairman of the West Midlands Branch of the ATSS, wrote to "Times Ed." pointing out that "the fragmentation of teachers of the social sciences is now almost complete since teachers of politics, economics and psychology tend to belong to different associations and Sociology teachers tend to belong to the ATSS".

Mr. Meighan pointed out that this "is likely to be increasingly costly in terms of duplication of resources, conferences, committee meetings and publications" and will increase the "difficulty of establishing interdisciplinary, multi-disciplinary or integrated studies based on the social sciences".

Replying Derek Heater, Chairman of the Politics Association, argued that "only when the teachers of political studies have clarified what their objectives should be at various ages and ability levels can they truly know what and when to integrate". Mr. Heater suggests that a number of

organisations can be financially viable and hopes "that flourishing subject associations can be sustained while collaborating fraternally whenever appropriate".

Obviously Mr.Heater is correct in so far as a number of organisations do actually continue to flourish. Surely however this is hardly an effective or efficient way of offering an extensive range of services to teachers.

Mr.Heater welcomes opportunities for "holding dialogues with sociologists economists and historians (even if it does involve talking to oneself since many of us profess an additional subject)". Surely those words in brackets indicate in themselves the illogicality of the present position. Should we be running around swapping hats all the time? Can we really expect teachers involved in more than one discipline to pay more than one subscription for the professional services they need? Can we continue to accept overlapping and conflicting provision of services (earlier this year 3 organisations ran major events, drawing on the same audience, in the West Midlands, on the same day!)?

Certainly it is good to see this debate out in the open where it can be thrashed out. It is reassuring that Mr.Meighan and Mr.Heater are both in favour of some degree of coöperation, even if they differ as to how far this should go!

The West Midlands Branch of the ATSS has received letters from the West Midland Branches of the Politics and General Studies Associations agreeing to meet the ATSS to discuss the possibilities for cooperation. The Economics Association Branch Committee are discussing the matter at their next Committee Meeting.

However the proposed cooperation develops, and whatever the extent to which it develops, these discussions can do nothing but good.

Mike Oborski.

'MAN: A COURSE OF STUDY'
- PREACHING INTO PRACTICE'

R.MORGAN,
Head of Curriculum Studies Dept.,
Madeley College of Education.

In a decade of curriculum innovation, the pace and variety of which leaves most of us bewildered, the account of yet another project may hardly be thought to be compelling reading. However, for social scientists especially, Jerome Bruner's 'Man: A Course of Study', may well prove to be not simply the slickest production to roll off the curriculum conveyor belt so far, but the most significant innovation of the 70s.

The project is a social studies course aimed at the 9 - 13 age range providing 120 days of teaching. Its content is the study of man, its viewpoint mainly anthropological. Peter Dow, the leader of the development team, describes the course in these terms:

"The aims of Man: A Course of Study are twofold. First we wish to stimulate children to think about the nature of man by providing them with interesting studies of animal behaviour and human groups taken from recent work in the behavioural sciences and anthropology. By comparing man to other animals and by studying man in a cultural setting different from our own, they may reflect upon the deep structure of human experience, the common impulses and ways of coping with life which unite man as a species beneath the surface diversity of culture, and the biological ties that unite man with other living creatures."

"Second, we hope that through this course children will come to understand that we regard as acceptable behaviour that which is a product of our culture. In judging others, particularly those from different cultures, children must learn how their judgments, and the judgments of all men, are shaped by the culture in which they live, and they in turn can shape their culture."

There are four sections for study: The Pacific Salmon; The Herring Gull; Baboons and the Netselik Eskimo.

Other than this apparently bizarre juxtaposition of content in what way is this different from any other project? There are perhaps three ways in which some distinction is merited. It is both an embodiment of Bruner's ideas as expressed in 'The Process of Education' and 'Toward a Theory of Instruction' and possesses highly structured materials which are underpinned by concepts from various disciplines, such as sociology and anthropology. Second the core of ideas is presented through the medium of specially made films. Third, an obligatory training scheme is provided to ensure that the structure of the course is understood by practising teachers before any material is sold.

Space does not allow for a detailed appraisal at present, but by examining each of the above features in turn perhaps the style of the course may emerge.

The first of these, the translating of theory into practice, is an application of ideas which developed from a post-sputnik science conference in America in 1959. Here, spurred on by the dramatic evidence of Russian technological advance, scientists met to see whether it were possible to accelerate the transmission of knowledge from the researcher to the classroom

floor, and so train more effective scientists. Bruner comments 'For the first time in the modern age, the acme of scholarship, even in our great research institutes and universities, was to convert knowledge into pedagogy, to turn it back to aid the learning of the young'.(2) One result of this conference was a great spurt of curriculum renewal which had nothing to do with defence policies but with a re-examination of the effectiveness of teaching generally, and of social studies teaching in particular. The concern to translate advanced thinking into teaching led to Bruner's conception of the 'spiral curriculum' whereby the most generative ideas are distinguished and presented and represented to children in increasing complexity as their understanding grows. In M.A.C.O.S. some of these generative or organising ideas are seen to be 'life cycle', 'structure and function' and 'innate and learned behaviour'. These spiral through the course from salmon through to Eskimo. For example, with the first unit, salmon, we see life cycle as the focussing idea expressed in tracing the pattern of birth and death. Children note the five year life cycle, the production of 6,000 eggs from which only two will survive to reach the sea, and the return of the adults, who spawn immediately before their own deaths. This study also poses questions about innate and learned behaviour, for, with young salmon being unable to learn from parents all the survival information has to be built into the egg. The next sequence, Herring Gull, shows the beginnings of a family structure, and after this the Baboon study reveals quite a complex social organisation. In this way key ideas are woven into the fabric of the materials to lead to a consideration of five humanising forces: Language, Extended childhood, social organisation, World view and Toolmaking. These are five distinctive elements which Bruner has isolated as being contributory to man's humanness. They clearly only fully apply to the latter half of the course when the Eskimo are presented for study. However, by this time, as children note the interaction of animal and man, via seal, caribou and dog, it is hoped that the nature of what it is to be human is emerging and that by seeing the structure of a fairly simple hunting culture the framework of their own will be apparent.

The second feature, the central position of film on the course, is most important. In all, there are $6\frac{1}{2}$ hours of film available in 22 cassettes, less than half of which is devoted to animal studies, the rest to Eskimo. Professor de Vore of Harvard and Baliki of Montreal made special field expeditions to make respectively films of Baboon in Africa and Eskimo in the Arctic. 220,000 feet of film were shot from which the edited versions were finally made. Much of the film is shown without commentary so that children are continually being posed questions as to why certain behaviours are being presented. Such question posing, it is hoped, will lead them to find the answers themselves in the support literature, a miniature library of which is provided. The presence of so much film is further an acknowledgment of Bruner's remarks in 'Toward A Theory of Instruction' where he refers to modes of representation from which we all learn - enactive, iconic and symbolic. These are respectively learning by doing, by looking, and by reading or listening to the spoken word. Perhaps in school we tend to give too much emphasis to the symbolic areas to the detriment of others. The balance is usefully redressed here giving more scope for those, whom experience suggests are more visually than symbolically literate, so that the less able have an immediate purchase on ideas which through literature alone they might not so easily grasp. This provision of a number of paths to the desired goal is also seen in the caribou and seal hunting games and in the suggestions for the construction of tools and models so that children are able to interpret another culture as creatively and imaginatively as possible.

The third factor, the training scheme for teachers intending to use project, provides an obligatory forum where the basic ideas are tested in workshop sessions. These are embodied in part of the course

literature 'Seminars for Teachers', which contains selected readings and suggested activities designed to give insight into the course construction. As a result of this, although it is not expected that this training will give all the answers, the teacher will at least feel confident that he knows the purpose of the course and have available locally colleagues who have shared his experience. This is often not the case with the majority of projects because they are not normally sold to school clusters as they are intended in this instance.

So much briefly for the intentions and content of the course. Does it work? Our experience at Madeley is limited. We have taught it in schools, and trained both students and teachers in its use during the past eighteen months, but its full-scale implementation into schools is limited to the last term. On the evidence available, it has certainly deeply interested both children and teachers. Perhaps, the main reason for this is the quality of materials, especially the films. It is superior to any other curriculum innovation we have yet handled for the factors cited above and would appear to be a worthy addition to any social studies programme.

N.B. The project is being marketed by Curriculum Development Associates of America, and disseminated in this country and on the Continent by the Centre for Applied Research in Education, Norwich, which is directed by Lawrence Stenhouse.

WEST MIDLANDS BRANCH
ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

PUBLICATIONS

'TEACHING SOCIETY' contains articles, reviews, news and comment for teachers of the Social Sciences and Social Studies in ALL types of courses, at ALL levels of education.

Published Termly the Subscription is 60p (Post Free) for three issues.

'PATTERNS OF SOCIAL SCIENCE
TEACHING IN SIX WEST MIDLANDS
COUNTY BOROUGHS'

Roland Meighan, Eric Conolly,
Christopher Dann, Clifford Dolley.

price - 10p

How much Social Science teaching actually goes on in schools; at what level; and who teaches it ?

This study answers these questions with respect to six County Boroughs in the Birmingham area and gives a valuable insight into just how far the Social Sciences have got into schools !

'SOCIAL SCIENCE and SOCIAL STUDIES
AT C.S.E. LEVEL'

edited by Mike Oborski.

price - 15p

This booklet (to be published by Easter 1973) will contain an assessment of the degree to which Social Science and Social Studies are taught at C.S.E. level in the West Midlands; notes on the compilation of Mode III syllabuses; and specimen copies of different types of syllabuses currently in use.

• A copy of each publication will be sent to all members of the West Midlands Branch of the Association for the Teaching of the Social Sciences.

A Membership Form / Order Form can be found at the end of this publication.

DISCOVERING THE WORLD: A MULTI - MEDIA HUMAN RELATIONS PROGRAM FOR
PRIMARY SCHOOL CHILDREN

by - Edith J. King,
Associate Professor of
Educational Sociology,
University of Denver.

Discovering The World is a multi-media human relations program designed to promote cultural awareness in children. The program was created by Edith King from curriculum materials originally developed in the Worldmindedness Institutes funded by the National Defense Education Act and the Educational Professions Development Act, United States Federal Government. The Worldmindedness Institutes were held at the University of Denver, Denver, Colorado from 1968 to 1970. Dr. King served as the Director of the Institutes. Included in the materials are filmstrips, records or cassettes, reading texts of the scripts, a color poster, and a teachers guide. The Teacher's Guide contains the program rationale, key concepts, vocabulary, the reading script, teaching suggestions, biographical and background information, follow up activities, and teacher and student bibliographies for each lesson. The materials are effective for use in teaching the social sciences, art, music, and dramatics at primary school levels.

Discovering The World is intended to be used with children from the ages of five to ten years. Parts I and II are primarily for use with younger children, while Parts III and IV are appropriate for the older primary school groups. A filmstrip projector, record player, and screen of some kind are necessary for use of the materials. However, teachers need no special training for working with the program.

1. RATIONALE AND GENERAL OBJECTIVES.

Discovering The World developed from the Worldmindedness Institutes' philosophy that children should be instilled at an early age with a sense of global responsibility, a knowledge of human universalities, and an appreciation for cultural diversity. The developer effectively expresses her rationale and purposes in creating these materials in the Teacher's Guide when she says that "we are continually bombarded by headlines that promulgate the international quality of modern life. It now seems apparent that we must begin at an early age to prepare our children to live in a pluralistic multi-cultural world. Beyond developing with the young child a generalized ability to perceive the world as a multi-nation whole, the young child needs to develop what is called "worldmindedness", or a sense of global responsibility. What children need now in their education is the training to become sensitive toward the needs of others so that a better understanding of the human condition can be internalized not only intellectually, but emotionally as well. Children should be made aware, helped to understand, and hence to appreciate the cultural diversities and the likenesses of the world of people that surrounds them".

2. CONTENT.

The conceptual emphasis of this program is aimed at building cultural awareness in young people. Anthropological, geographic, sociological, and psychological concepts are integrated into the media of the program. The literature, drama, art and music of adults and children of many societies are also emphasised through the program. In Parts I and II, "The Universal Language of Children", the myths and legends of Japan, France, Africa, Israel, England and Spain are presented through the songs and art work of the children of these lands. Part III, "Cultural Dignity",

introduces the arts, handicrafts, and music of early and modern American Indian cultures. Part IV, "Masks" opens up the world of imagination, play, magic and disguise. The origin of masks, their ceremonial significance and their theatrical potential are explored.

3. TEACHING PROCEDURES.

Teachers can use these materials as springboards for "worldmindedness" units or as facilitators to reinforce intergroup relations. They are to be used primarily as supplementary and enrichment materials. The Teacher's Guide offers suggestions for preparing the students for the materials, for using the audio-visual experiences to expand the children's vocabulary, for relating the visual experiences to the personal experiences of the students, and for encouraging the students to share their reactions and feelings. Follow-up activities suggested in the Guide provide opportunities for children to role-play, do creative writing and art work, use maps and globes, explore community resources, and go on field trips. A number of resources are suggested to extend the dimensions of the program and include related children's books, records, works of art, study prints, posters and realia.

The instructional package includes:

Cardboard box containing the following: Teacher's Guide; media kit with 4 color filmstrips, and 4 l.p.s or 4 cassettes; 1 color poster. Price \$ 60.00 (U.S.). Reference: Edith King, 1971, The World: Context for Teaching In The Elementary School
Dubuque, Iowa: William C. Brown Co.

UNIVERSITY OF BIRMINGHAM AND JOINT MATRICULATION BOARD:
JOINT PROJECT FOR ADVANCED LEVEL SYLLABUSES AND EXAMINATIONS

by: Brian Holley (Senior Research Associate)
Roland Meighan (Member Coordinating Committee)

1. The Project In General

This project was established in October 1971, as the successor to the Sixth Form Curriculum and Examinations Project, in order to examine both practical and theoretical aspects of syllabus development in the subjects of the sixth form curriculum. In some subject areas more detailed work is being carried out so that the practical problems involved in syllabus development and related to possible changes in the content and structure of sixth form education can be thoroughly examined. The subject areas include the Social Sciences, Environmental Studies, Geography, English and Physics.

The Project is particularly concerned with the implications of a future situation in which a somewhat wider ability range may have to be catered for and in which time allotted to main subjects may be reduced. However, at present it is likely that the present A-level structure will continue to form the basis of sixth form studies for some time to come, so the Project will also be concerned to provide ideas and information which could assist in modifications to the range of 'A' level syllabuses available in the near future.

One essential feature of the programme is the involvement of teachers in developing their own syllabuses which can be presented to examination boards for their consideration. The Joint Matriculation Board is supporting the Project and assurances have been given that any proposals emanating from syllabus development groups will be given serious and considered attention.

2. The Social Sciences Study Group

One of the subject areas in which more detailed work is to be carried out is the general area of the Social Sciences. This 'subject' was chosen in order to ensure coverage of relatively new areas of study with a potential for integration of separate disciplines. The objective of the Social Science Study Group, which has been established, is to develop a syllabus which covers a range of social science disciplines.

Because social science is such a broad area, the Project Steering Committee accepted the proposal of the project staff that two committees be established, namely a Social Science Study Group and a Coordinating Committee for that group. The Coordinating Committee has met three times, developing (i) a provisional definition of 'social science' and (ii) criteria for inviting membership of the Study Group. The relationship between the two committees will take the form of a dialogue with proposals from one receiving reactions, suggestions and, on occasions, counter proposals from the other. In broad terms the function of the Study Group will be to develop a syllabus subject to guidance, advice and suggestions from the Coordinating Committee. There will be overlapping membership, three members of the Coordinating Committee becoming members of the Study Group. The Study Group has now met twice and some useful 'clearing of the ground' has taken place.

3. What Resources Will Be Available To The Study Groups?

The involvement of teachers in syllabus development has been restricted by their lack of research and secretarial resources, and by the problems of negotiating with examining boards. The Joint Project will offer to its Study Groups secretarial resources and also access to the specialist resources of the JMB and the Birmingham School of Education. It can arrange for the provision of materials, for consultation with any bodies or individuals who can be of help, and for a limited amount of research in schools if this is needed.

4. Will the work of the Study Groups only be of Value if the Curriculum is Changed ?

No. Obviously the possibility of change is one that must be borne in mind and the work of the Project must always be seen in this context. But it is equally true that many useful ideas and approaches could be produced by the Study Groups which would be applicable in a variety of contexts, including that of the present A-level system. In a number of areas, such as Physics and Geography, the subject panels of the JMB are already working on syllabus revisions, and in others, such as Social Science, panels are investigating the possibility of initiating A-level courses. The work of the Study Groups could be useful to these panels.

5. What kinds of Change in the Sixth Form Curriculum are Envisaged ?

The precise nature of the changes will not be known for some time. The Schools Council is awaiting reports from working parties which have been studying the possibilities, and it is likely that these will be in the form of discussion of the alternatives rather than advocacy of any particular scheme. Decisions of a more specific kind will depend upon a programme of research and feasibility studies which the Central Examinations Research and Development Unit will undertake when the reports are received. Nevertheless the needs which have to be met are sufficiently clear for it to be possible to set out the main characteristics of a new curriculum. These are:

- (1) The study of more subjects, and hence a reduction in the amount of class time available for main subjects.
- (2) Adaptation of the curriculum to the needs of a wider section of the sixth form than is catered for by the present A-level system. This would imply solutions such as offering a terminal examination which is suited to a wider ability range, or offering examinations at more than one level.

These are the considerations which the Study Groups will have in mind in framing their proposals.

6. What is meant by "a reduction in class time"?

Taking account of the feeling in the Working Parties about the number of subjects to be studied (probably 5), and the amount of time to be set aside for non-examination work, the time available for main subjects would be an average of about $3\frac{1}{2}$ hours (exclusive of homework and private study) over 5 terms, compared with the current average of about $4\frac{1}{2}$ hours per week. No doubt, as at present, there would be some variation from school to school. Courses offering study for an examination based at least in part on the same syllabus but limited in scope or in the demands made upon examinees would probably average in the region of 2 hours per week. These would be reasonable estimates to work to.

7. What is meant by "a wider ability range"?

To some extent one of the functions of the Study Groups will be to estimate the range of ability of students or pupils likely to undertake A-level equivalent courses in the near future and to judge the extent to which the lower end of that range can be catered for within a course which, at the same time, acts as a preparation for university work. One reservation to be made is that the idea of "ability range" may be an over simple one. The question of who is capable of taking a particular course may depend upon what kind of preparatory courses they have followed: there may also be a problem of catering for different kinds of interests as well as different kinds of abilities. However, a rough guide to the sort of group which might be aimed at is that consisting of those who hold an O-level pass in the subject or a G.C.E. Certificate at grades one or two. Alternatively, the criterion might be the holding of these qualifications in other relevant subjects, but not necessarily in the subject of the syllabus under consideration.

8. What is meant by "more than one level" of examination ?

In the present context an examination scheme which contains an upper and a lower level of examination could be devised along one of two lines:-

(a) The upper level might be designed for specialists, with the corresponding lower level designed for those whose main interests lie elsewhere. The main difference between the courses leading to these different levels would be the length of time spent on the subject.

(b) An upper level might be designed for the more able with a corresponding lower level designed for the less able, approximately the same amount of time being spent by each group on the subject.

The extent to which each of these is feasible is a matter for consideration by the study groups, as is the possible combination of the two which involves a lower level under (a) performing as a main subject of study for somewhat less able pupils.

9. What was the provisional definition of Social Science arrived at by the Coordinating Committee ?

The Coordinating Committee has discussed this matter thoroughly and has concluded as follows. Firstly the subject area 'social sciences' is to be distinguished from that area which is commonly called 'social studies'. The latter often involves an attempt to coordinate traditional school subjects such as History, Geography and Religious Education and involves minimal, if any, infusion of concepts and methods characteristic of those disciplines which are regarded as social sciences in higher education.

At the centre of any definition of 'social sciences' lies an emphasis on systematic and objective study of social phenomena. Since History and Geography, while certainly concerned to some extent with such a study, have emphases which are somewhat different, their contribution to 'social sciences' as a subject for 16-18 year olds is at best a marginal one.

The central discipline in any study of society is, almost by definition, Sociology. If to Sociology are added Social Psychology on the one hand and Social Anthropology on the other a central core of the systematic study of society has already been identified.

Other subjects too are, in a broad sense, social sciences but these often emphasise rather more particular aspects of social phenomena. Thus Economics perhaps the most well established social science - certainly in relation to school curricula - Political Science and Psychology can all claim some attention in a syllabus intended to provide a generalised introduction to the concepts and methodologies of social science.

The conclusion from the foregoing considerations is that 'social sciences' at least in the initial stages be interpreted as covering, centrally, Sociology, Social Psychology and Social Anthropology and, somewhat less centrally, Economics, Political Science and Psychology.

(N.B. This definition is meant to provide a basis for a commencement of work on a teaching syllabus, then examination syllabus in the area of social sciences. It is not meant as a rigid prescription of the form which any such syllabus is to take).

10. Concluding Remarks

Social science was included as an area of investigation for the Project in order to ensure coverage of a relatively new area of study with a potential for integration of separate disciplines. Little work has yet been done in this country to bring about effective inter-disciplinary social science study in the sixth form and there is considerable interest in the development of such a 'subject' within the existing examination system (or whatever replaces it).

As a result the first premise from which the Study Group starts, is that whatever form the final syllabus takes it should incorporate elements from a number of disciplines which fall under the general heading of Social Science. Precisely how this is to be done and what is to be incorporated from where is a matter to be determined by the Study Group in consultation with the Coordinating Committee. The Study Group has decided, as a first attempt at least, to devise a problems or questions centred core for a teaching syllabus.

It was felt by the Project Steering Committee that it was useful to make a distinction between an examination syllabus and a teaching syllabus. An examination syllabus is defined as a specification for the assessment of students, in such detail as would be required by a teacher whose pupils are to be assessed. A teaching syllabus, on the other hand, would include statements about appropriate sequencing, recommendations about time allocations, and other detailed information useful to teachers in planning their courses. Both kinds of syllabus would refer to the content, the skills and the abilities which students would be expected to master as a result of having followed the course.

The priority of the teaching syllabus arises from the arguments advanced by teaching members of the Steering Committee to the effect that examinations and their syllabuses should take second place to considerations about what is to be taught. The emphasis is the course rather than the end point of the course, i.e. the examination.

I am editing this forthcoming series of short text and topical booklets, designed primarily for C.S.W. courses, and it occurs to me that members might like to have some advance information.

The aim is to foster a more structured and systematic approach to the study of society than is customary at this level. But the series will be compatible with many existing Social Studies courses, since social scientific concepts and perspectives will be brought to bear upon well-worn topics and long standing problems.

Throughout the series the 'viewpoint' and area for detailed study will be contemporary Britain, but substantial references to other societies and to 'global' issues will be made where appropriate.

Great care is being taken to make the texts clear and stimulating. All books will include suggestions for written work, discussion and research; and lists of relevant books, source materials, filmstrips etc.. A 16pp. Teachers' Guide will be available when the series is launched, early in 1974.

Series 1 (Ready spring 1974)

Four 'foundations' books, each 96-112., large format, two colour, highly illustrated. Probably 60p. each:

Enquiring About Society : Methods and Sources - David Jenkins

The Family : An Introduction to Sociology - Richard Cootes

Government : An Introduction to Politics - Philip Gabriel

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Derek Honder

Series 2

An evolving series of shorter 'topic' books, each 64pp., large format, two colour, highly illustrated. Probably 35-40p. each.

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Series 3 (Beginning January 1974)

Illustrated booklets of 16pp., dealing with contemporary social, political and economic issues as they arise. These will be related to relevant texts in series 1 and 2, and will therefore supplement the books with up to date information, analysis and discussion.

Approximately 10-12 titles will be produced each year. Schools will be invited to pay a yearly subscription - probably in the region of £12-15 for a minimum delivery of 100 items, selected from the annual output.

I should be pleased to receive comments and suggestions from members - particularly in relation to the future development of Series 2.

Richard J. Cootes
Tutor in Social Science Education,
University of Oxford Department of
Educational Studies.

V I E W F I N D E R S / V I E W F I N D E R S / V I E W F I N D E R S /

1. you and your parents
 2. you and the law Chris Adams/Stuart Clegg/Roy Marsden
 3. you and your leisure (Centre for Structural Communication)
 4. you and your environment pub: MacMillans Ltd., £5.00 each
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In the flood of new ROSLA material too many good things are going unnoticed. What seems to matter is the value of your publicity not the value of your product. Well MacMillans ought to spend a bit more on advertising this particular product because it is very, very interesting !

The series is concerned with the development of structured discussion and debate on issues of direct relevance to young people. For your £5.00 you get a boxed kit containing; 6 copies of each of 12 pamphlets, 30 copies of each of 2 case studies, 50 copies of each of 2 viewcharts and a very detailed 24 page teachers booklet.

You use the kit in a series of stages:

STAGE 1 The class is split into groups of 6-8. Each group studies and discusses each pamphlet in turn. Each pamphlet takes a particular aspect of an issue (eg. in the 'You and the Law' kit you find 'the police', 'the punished', 'Freedom', 'The Law Makers' etc.), and consists of a simple montage of press cuttings, photos and cartoons with a few simple suggestions for finding out. After this each student is given a 'viewchart' where he can agree or disagree with certain statements (eg. 'Criminals need help not punishment'). Under the leadership of the teacher the class has to establish a group consensus as to which statements it accepts. Afterwards the teacher can draw out discrepancies and implications (eg. what is the implication of accepting both that 'the police do a good job' and also that 'it pays to be a criminal').

STAGE 2 is devoted to follow up work from the pamphlets; practical, project, and survey work and studying films (plenty of suggestions in the teachers guide).

STAGE 3 Pupils return to their groups and read and discuss the case studies where they are forced to reconsider their conclusions by applying them to a particular case. The case studies are 3 sides of writing and illustration. The case studies are related to the situation of young people (eg. a girl of under 16 runs away from home and becomes pregnant by an older boy) and are well written and gripping. As before 2 more Viewcharts are introduced and handled in the same way.

STAGE 4 is an open ended opportunity for creative work along suggested lines.

Some teachers will resent the highly structured nature of these kits but I would suggest that while the learning process is structured the conclusions are not pre-determined. The great benefit of these kits is that discussion is sharply focussed to key issues while at the same time being fed with a wide range of supporting material. The pamphlets are lively, humorous and enjoyable. Even non-readers can grasp the main points quickly and effectively. The case studies are humanly and sympathetically presented and students find them compelling reading. Pamphlets are a manageable size and the paper is heavy enough to survive handling.

No series can offer a magic wand for coping with difficult ROSLA pupils ! Many students will wish to modify and adapt the material to their own use. The great advantage of this series is that it offers a supporting structure for teachers who have no previous experience of handling discussion work on this type of topic with this type of student in a way which is lacking in other kits coming on to the market.

At £ 5.00 each these kits are extremely good value by present standards.

Mike Oborski

A Critique Of The A.E.B. 'A' Level Sociology Syllabus and Examination.

Elaine Williamson

This seems at first sight to be an easy brief; it offers an opportunity to express the indignation felt by US, when our painstaking endeavours to impart a few glimmers of sociological grasp (by means of 'some degree of specialisation' within the syllabus), are thwarted by THEM, as in an apparently haphazard melange of questions, some searchings and some comparatively straightforward, the hobby horse we've been riding this year gets a raw deal. However no sooner has one embarked upon an exploration of this criticism; that there is a considerable element of gambling in the matter of specialisation, and of guessing which topics will attract the examiners special attention year by year, than it becomes apparent that there is a range of expectations on the part of the examiners. These are implicit in the choice and type of question and are reinforced, and stated somewhat more explicitly in the examiners' annual report.

This therefore is the basic criticism of the syllabus, both as it stands now, and to some extent in the draft syllabus for 1974: that it fails to make an explicit statement of the examiners' requirements (perhaps one should say ambitions) as to the skills they hope will be demonstrated by the candidates. Equally important has been the omission of any guide to the teacher as to how the 'specialisation' might be attempted. This is remedied to a great extent by the layout of the new papers.

The syllabus itself, a bald statement of subject matter, "most" of which should be covered, offers unlimited scope for the teacher who wants to keep to the family in modern Britain and also for his colleague who wants to include families from many different cultures; for the teacher who is fascinated by political systems to develop that section as fully as he can, and for the teacher who is less than fascinated by this subject to miss it out altogether. How, though, does one decide whether it is 'safe' to miss out one section? How much 'extra' time can be safely devoted to the area of special interest? Must it be assumed that all sections weigh equally? If so, must one give an equal amount of lecture time, student's reading, essay writing and tutorial time to each section and sub-section? The only guidance is implicit in the choice of questions in past papers, and it quickly becomes apparent that certain topics consistently merit two or three questions, while others have only one.

The second major criticism of the syllabus therefore is that while apparently offering a very wide choice of material and freedom to specialize, both choice and freedom are severely restricted by the questions. Firstly, some topics attract more questions than others; secondly, there is a "lets get the basic facts straight" attitude which evidently shapes many questions (eg. "Give an account of the ways in which education promotes social mobility", Q2, Paper I, 1971); thirdly five essay questions are too many; this view is evidently shared by the examiners as the number has been reduced to four for 1974.

In order to discover the expectations of the examiners as to the kind of material teachers are expected to use, and the uses to which candidates are expected to put it, the 1971 exam papers, and the report on these, have been used. Some of the criticisms made by the examiners are as follows;

- (1) That answers often consist of a mere recital of the factors involved whereas what is required is to reveal the interrelationships of the factors. (from the comments on Q.1, Paper 1. "What changes have taken place in the relationships between husbands and wives in our society during the last century? What explanations can Sociologists offer?")

This comment is also made on the answers to the question already listed above as an example of an attempt to discover the extent of the candidates' information, "Give an account of the ways in which education promotes social mobility"(Q2,P1). In this case there is room for doubt that the question has been adequately phrased to elicit the expected response.

- (2) That there is a failure to look beyond the starting point of a discussion. For example a question on the sociological significance of assembly line work was answered without sufficient reference to non-work spheres (Q3,P1). This criticism is implied again, with reference to a question on the issue of leisure compensating for work (Q5;P2) where the one matter chosen for comment by the examiners is that only a minority of candidates discussed alienation, while most limited their answers to Parker's work.
- (3) That there is an attempt to cope with too much material - leading to indigestion.(it is not clear if the examiners or the candidates are the sufferers). This happened in the attempt to shed light on crime and delinquency (Q8,P2). This may well be the reason for the confusion about factors affecting the middle class and the working class in the 'husbands and wives' question quoted above; that is that where the question demands coverage of too much ground in too short a time both over simplification and confusion may result. The generalisation about working class styles of life to which the examiners take exception in the answers to Q3,P1(the assembly line question already discussed, could also be explained in this way.
- (4) That there is a failure to link together the various factors in the question under discussion. This is very clear in the question "Describe some of the ways in which the socialisation process influences occupational choice"(Q3,P2). The examiners point out that the links between socialisation, education and occupation are not pointed out, and that the sex differentiation was neglected, although class differences were adequately dealt with.
- (5) That there is not sufficient ability to criticise. This comment is made on the answers to the question "Attempt a critical review of any one sociological study which you have read"(Q10,P1), and on the answers to the question on the usefulness of the concept of bureaucracy (Q9,P2)

These five factors or broad categories of criticism which have been prompted by the answers to a variety of questions can now be seen to amount to an indication of the examiners' expectations. These may be summarized thus: (1) The ability to relate several factors to one another and to explain, rather than merely describe this, (2) The ability to appraise material; to contrast and compare (evidence, or explanations, or viewpoints). These expectations no doubt coincide with the aims of most teachers; it is a pity therefore that the syllabus is not accompanied by a clear statement of these expectations, so that the whole enterprise of teaching it could be informed by the cooperation of examiners and teachers to achieve joint aims. It seems illogical, wasteful of effort, and unlikely to inspire self confidence in the teacher if he needs to undertake the sort of treasure hunt for clues and sign posts indicated by the foregoing analysis before he can begin.

A further look at some different questions prompts some further comments. It seems that a small number of questions produces answers which meet the examiners expectations and are described in such terms as "really good answers". Another handful of questions on the other hand produces a variety of the least welcome responses, from conventional wisdom to rubbish. Taking the especially good answers first it is interesting that they match equally good questions; without ambiguity and without expecting too much in a thirty-five minute essay. For example, "The affluent worker continues to vote Labour. What sociological explanations have been given to explain this?". Although the last sentence could be re-phrased to advantage, however inelegant the English, the meaning is clear, and while it attracted its fair

share of ill-balanced essays it is a prescription for 'a really good answer. The second example is rather different; "What do you understand by the distinction between social structures and social processes? Under which heading would you include social stratification? Give reasons for your answers." (Q8, P1). The examiners describe this as a 'difficult question' and justify its inclusion by saying that 'it permitted the small percentage of really able candidates to display their sociological understanding'. Here then is a question specifically designed to separate the sheep from the goats, the subject matter of which is evidently thought to be more 'difficult' than the rest. The uncomfortable notion occurs that it may be teachers as well as students who are being sorted into able and less able categories by this device, and the allusions in previous reports to the preparation of candidates by non-sociologists come to mind. This kind of technique for assessment seems devious. It is arguable whether it is possible for the ablest candidates to demonstrate their sociological understanding only in certain areas of study. In any event it is undesirable to place the highest hurdles only meant for the strongest in amongst the average ones intended for the whole field. The new syllabus and re-arranged papers to some extent overcome this by insisting upon preparation in all three sections (the Nature of Sociology, Social Structure, and Social Processes). This is done by requiring one essay in each section from each candidate while leaving him free to take his fourth question from his preferred section. This is the pattern for Paper I, and the same layout applies to Paper II, except that there is also a further choice - enabling the student to answer two 'ordinary' questions, as before - which must be from different sections, and to devote the rest of the time (half, and half the marks for the paper) to the very welcome new section D which gives an assured place to project work; and clearly states the 'value', in marks, for this.

Before commenting further upon the new papers it is necessary to look at the last category of question mentioned above; those which attracted particularly bad answers and the most severe criticism. Some examples are, firstly the question asking for a critical appraisal of a study, where the criticism was simply failure to criticize! Secondly, "what are the functions of political parties in politics?" (Q4, P1) criticised for "very little understanding of political sociology". Thirdly "What light can sociology throw on the assertion that the generation gap is widening?" (Q6, P1). The worst faults here were 'conventional wisdom', 'lack of sociological detachment', and 'sensational answers'. It cannot be said that these badly done answers match badly designed questions as neatly as the best answers matched the best questions, but this is so to some extent. Critical appraisal of a study is much more like hard work than say, achieving some grasp of the various factors which have contributed to the increase in divorce. This kind of work, like tackling the role of theory in sociological analysis, or successfully demonstrating the complementary but distinct perspectives of sociology and psychology, was never likely to be chosen by a teacher for a whole class to specialize in. It was more likely to be one of the areas of work to be given least attention.

In the new papers the examiners improve this situation by insisting that all candidates attempt this kind of work, and then undermine their insistence by including the specimen questions the familiar "Write on any two of the following" formula. Their comment on such sub-questions is that they "are usually well done, largely one suspects, because they have been anticipated". The only possible comment is that if it is thought undesirable to allow preparation of such 'insurance policy' questions, then the temptation to include one should be resisted. The question on the functions of political parties is a similar case; the section on political systems is very badly outlined in both new and old syllabuses, and it seems inevitable that the topic of how people vote will attract enough interest to be singled out, even if the rest of the section is ignored by some classes. It is interesting that the question on the voting of affluent workers was one which was very well done. The generation gap question which prompted some

of the least sociological answers probably did so because of the nature of the topic. The worrying fact is that conventional wisdom and sensational answers should make their appearance at all.

It is difficult to predict how the new papers will improve this situation. It is hopeful that the work has been clearly divided into three strands all of which must receive the same basic attention. This should encourage a more satisfactory all-round preparation. The fourth 'free' question on each paper allows both teacher and student to choose a special topic and devote time to it with confidence. Perhaps this all-round requirement will deter a number of border-line candidates who have achieved only a patchy coverage of the syllabus and are possibly responsible for some of the least acceptable answers.

There are major improvements therefore, in the new papers which will be welcomed. Some mistakes are evidently to be perpetuated however, for example the question whose terms of reference are too wide to be answered in depth also. "What light can sociological studies throw on any one of the following: crime, delinquency, poverty, strikes, suicide?" appears yet again although it is now clear that some of these require a knowledge of more material than others. This will again cause the indigestion objected to earlier. On the whole the guidance which is introduced should be beneficial; it is curious that an apparently limitless scope has led to some very restrictive and cautious questions, and consequently teaching, in the past. It is to be hoped that having some well marked boundaries from which to depart, many teachers will now feel able to experiment in specialisation with confidence.

One omission remains. A clear statement of the aims and objectives of the syllabus would be of great assistance to teachers and students. Such a statement, because it exists, should improve the clarity of the questions, as they would be composed specifically to assess the achievement of the objectives. It might also serve to deter the non-sociologist - if in these days of scarce employment this is still a matter for concern - at the outset, rather than comment on the shortcomings of his student after the event.

'A' LEVEL TEXT BOOKS

a critical review
of conventional 'A'
Level Text Books
by: Terry Durham

The concept of the text-book in social science teaching is a difficult one; the desirability, or even feasibility, of their use is questioned; the function they perform, and their effectiveness in conveying the rich tapestry of methods and experience in this area of knowledge. The subject area of sociology is in itself so vast and its boundaries so amorphous that it defies over-ambition in the form of definition and reduction, and yet, something of the above must be attempted if the newcomer is not to be overwhelmed at the outset.

The arrival on the examination scene of subjects like sociology and psychology has made text-books something of a necessity, I would suggest. Time, particularly in Further Education, is frequently limited to a single year's concentrated effort. The motivation, aims and abilities of students may vary quite considerably and therefore these areas of study become, in a very important sense of the word 'disciplines', in what a relatively firm structure is essential if they are to be digestible in an examinable form. To a large extent, then, the style of the examination determines the approach of the teacher and methods employed in the class-room. The text book is as 'good' as the examination system it is designed to serve, and a consideration of this is beyond the scope of this article.

I am aware that here I shall be talking of books which have been in use in Sociology courses for some time, but in view of the fact that the market is expanding it is probably a good thing to appraise the older offerings in the light of this. I shall discuss the following books: Cotgrove's 'The Science Of Society' (first pub. 1967), the Open University duo, 'Introducing Sociology' and 'Modern Sociology & Introductory Readings' (edit. P. Jorsley, pub. 1970), Elizabeth Wilkins' 'An Introduction To Sociology' (1970), and 'A Text Book Of Sociology' by Graham Sergeant (pub. 1971).

To begin at the beginning is to start with Cotgrove whose book seems to have been seminal to the development of Sociology as an 'A' Level G.C.E. subject. In fact, all the books chosen are 'A' level biased. This was not done deliberately, but teachers tend to agree that there is a lack of suitable and specific material for the subject at 'O' level. In my opinion, one of these books does meet the situation quite adequately in a number of ways, though it was intended for more advanced students. Cotgrove's book, however, was designed with the needs of the A.E.B.'s Advanced Level Sociology Course in mind, and the form and content dovetail in most respects. This has certainly been the case until very recently when new elements have appeared on examination papers. However, Cotgrove's book provides a model for the examination as structured by A.E.B. to the extent that examples of questions set at the end of each section tend to turn up on examination papers from year to year. Yet, I would think that it is true to say that the book has not been generally liked. Teachers and students alike have objected to its highly concentrated organisation of material, its use of jargonese, and its sketchy coverage of Sociology's theoretical life which is rather overwhelmed by the books predominantly functionalist approach.

This book is structured in three parts. Firstly Cotgrove presents a view of Sociology in which he attempts a more systematic and analytical approach; and which he titles the 'Science of Society'. This is a tiny and crowded section containing a discussion of the 'sociological perspective' laying the conceptual bases of the subject, relating it to other similar disciplines, and moving quickly through theories and methods, to a final page and a bit on why Sociology should be studied at all. Now this is a question which surely justifies an immense emphasis at the outset of study. It is an

exciting point and one which taps all the ready enthusiasm which invariably comes with each new student. Yet Cotgrove, along with almost all others in the field of text-book revision, manages to dispel any illusions of the subject's excitement and incipient power under a welter of words and phrases like 'value free', 'empiricism', 'scientific' and 'academically respectable'. What room is there here for 'right bills', 'capacity for astonishment' to flourish?

The middle section covers significant areas within the social structure e.g. the education system. Cotgrove refers to this part as 'the Social System'. This is followed by Social Processes which is a section in three parts, consisting of stratification, organisation, and a 'rag-bag' at the end termed 'deviance, disorganisation and change' and dancing the student through social trends of macroscopic importance like industrialisation and modernisation to the minutiae of individual and subcultural deviancy. I have yet to see here, incidentally, an edition of the book which amends what I am sure is an error on the author's part, in the reproduction of R.A. Merton's paradigm listing 'types of non-conformity'.

However, Cotgrove does stress problems of producing an introductory text to the subject area(s) included in the Sociology and he emphasises the need for further reading by students (and in the preparation of teaching material) on the basis suggested throughout the book. My experience of the 'Science of Society' as a text-book is that it is of considerable more use at the end of the course than at its start, and that as a prelude and accompaniment to revision it is good and a comfort to those concerned. It is a book which develops on acquaintance with Sociology itself, and as a potted approach to it at 'A' Level is quite acceptable.

It is the A.E.B. examination with which I am familiar, and in considering the work of Peter Worsley I should like to mention those 'new elements' I referred to earlier as coming into recent papers seem to show the influence of the 2 books which he has edited for the O.U. Social Sciences Foundation Course. Before discussing student reaction and teaching experiences with the books, particularly the text-book, I will say something of the formula used in their structuring. This is similar in a number of ways to Cotgrove's. Worsley prefaces the book with an account of difficulties encountered in introducing sociology and refers to the volume of material and ideas facing the newcomer. He dismisses the 'parochialism' of much American text-book Sociology and, unlike Cotgrove, has aimed at being 'cross-cultural' in the scope of this book. It is the work of a group of Sociologists who have contributed singly in the form of a section each, with the additional benefit of collective discussion.

In structure, then, there is a similarity of approach to Cotgrove, in that the book opens with a discussion of Sociology 'as a discipline' and its distinctive perspectives and methods of enquiry. However, in coverage, there is a great difference between the treatment meted out by these two books to relatively the same theme - that of the parameters of the subject. Cotgrove condenses, truncates, and generally shrinks his material, whereas Worsley is more expansive and generous in his use of words. There are more examples included in the course of explanations, discussion of particular Sociologists contributions, for example Durkheim's use of statistics. The whole pace is more leisurely and measured than Cotgrove's methods allow.

The same is true of the rest of the book. Part 2 takes in the Social Structure in a piece-meal fashion; starting with the Family, followed by Education, Work and Community, and taken in that order because the author's 'wish, initially, to relate our unfolding of the discipline Sociology to the reader's own experience of life'. Each of these 'areas of social life' are treated as specialist subdivisions of the subject. The contributors, unlike Cotgrove, introduce basic concepts and theoretical principles as the book unfolds. For example, the Family chapter contains the concepts of

'function' and 'functionalism' in the context of discussion of the family within society. It is at this point that for me the first hints of a disenchantment begin to set in. I found that the rigid structure and sparsity of the Cotgrove equivalent chapter did at least give students a discipline of approach to the mass of information and ideas available on this most familiar and intimate of all social institutions, which the more literary and wordy treatment in Worsley's book lacked.

Part 3 deals as in the Cotgrove text, with the underlying threads of social life such as stratification and the problem of order. Here too, I feel that Cotgrove scores more highly in terms of the ready accessibility of the vast amount of information given. My feeling has been that these two books, Cotgrove's and Worsley's, are good taken as a pair, the former almost acting as a more programmed approach to the latter. As far as the reader volume produced by Worsley is concerned, this contains much very useful material, again usable in conjunction with either of the above introductory texts. Generally speaking, I would advise that the presentation of the O.U. texts are not suited to the needs of the G.C.E. student as that of Cotgrove's book, and that the main advantages of Worsley's approach are appreciated by teacher rather than student.

Elizabeth Wilkins' 'An Introduction to Sociology' is a book which I have used quite a lot in teaching at 'O' Level, though it is stated as being designed for use over an academic range, from Technical College students and sixth formers to undergraduates. The contents are structured on a similar basis to those already discussed, except that part three of this book is called 'The Changing Society' and is topic-based featuring chapters on the Modern Family, Urbanization, Minority Groups and Racial Discrimination, Anti-Social Behaviour, and Communications and the Mass Media. Each chapter throughout is followed by a reading-list and examination questions from past Oxford and A.E.B. papers, and also those of the London University External Diploma in Social Studies. It also contains quite a goodly number of tables and statistics which make it particularly useful to the 'O' Level teacher given the bias of this examination on A.E.B..

I have to admit that I find it hard to imagine this book in use at Post 'A' Level, and feel it to be a simple and even naive introduction to the subject compared with Cotgrove or Worsley. There is no theoretical bias in the presentation of material, and the author could not be accused of using overmuch jargon. She does, in fact, go to the other extreme, and has produced what appears to me to be an updated and expanded version of a well known companion at 'O' level, Johns' 'Social Structure of Modern Britain'. This is why I used it myself in teaching at this level and would recommend it as such.

Finally, there is a book which I have never used in class, and which I only came across very recently. This is Graham Sergeant's 'A Text-Book Of Sociology', and he describes it as 'a statistical Source Book for Sociologists'. It is full of statistical tables and better than most on the subject of figures and how to collect and use them. Its catchment area is that of 'A' Level or first-year degree level sociology and its aim to provide guide-lines and an introduction to 'a number of key topics in the study of the social structure of Modern Britain'. A super version of John's book? Perhaps, but I think it is more than that. Its bias is certainly empirical and even parochial in that it focusses on British research done in recent years. Its structure is predictable, but its lay-out far more along the lines of a work book than any other mentioned here. Questions are posed in the course of explanation which provoke continual assessment of information given. Extended examples are provided to illuminate concepts, for example, religion and the functionalist perspective; and the whole text bounds with headings, sub-headings, italics, and diagrams in a most literary but reassuringly immediate way. Each chapter has its own

bibliography, suggested essay questions culled from the G.C.E. Examination Boards, and from London University Past Papers at Degree level. There are also suggested topics for group discussion put forward. Like Wilkins book, there is no theoretical basis to Sergeant's text, and the predominance of empirical evidence is overwhelming, but nevertheless, as a work-book, and source of information about research, it appears exhilarating; and when married with the teacher's reading experience and general sociological knowledge, should provide a 'ring of confidence' around this subject at either G.C.E. level.

There is no text-book to answer all demands made on it, and I have left no time in which to attempt the construction of an ideal type. Yet I would say that Wright Mills' idea of the 'Sociological Imagination' and its capacity to make men 'whose mentalities have swept only a series of limited orbits.....come to feel as if suddenly awakened in a house with which they had only supposed themselves to be familiar' until 'their capacity for astonishment is made lively again' would be as good a guide as any for the would be compiler of such a work. It is this lack of imagination which is to my mind the most sad omission from the scene, and this must reflect the orientation and presentation of the examinations offered at the present time. It would be interesting to discuss, in subsequent editions, further teacher and student reactions to these and other books available, and even the total system of which they are only a part.

To sum up then in the light of the books discussed above, I would say that the only one I would lay in front of 'A' Level students would be Cotgrove's, and the success of this would presuppose a good deal of work both on their and my own part. Worsley's books would be primarily my own source of additional material, and Sergeant's would also help me - the teacher. Wilkin's text would provide some useful source material for an 'O' Level group.

Books Discussed (most recent edition is listed)

'The Science of Society'	S.Cotgrove	Allen and Unwin	1972	£1.50
'Introducing Sociology'	P.Worsley	Penguin	1970	75p
'Modern Sociology Introductory Readings'		Penguin	1970	£1.00
'An Introduction to Sociology'	E.J.Wilkins	Macdonald & Evans		£1.50
'A Text Book of Sociology'	G.Sargeant	Macmillan	1971	£1.50

PLAYING WITH
THE SOCIAL SCIENCES

In September 1972 the West Midlands Branch of the A.T.S.S. organised a Saturday Morning course on Games and Simulations. Here Mike Oborski, who organised the course, writes on the commercial games which were collected for the occasion

"You are the only woman psychologist on your research team. At staff meetings the men assign you the task of taking notes and making coffee. You agree losing 5 status points."

"When your wife is offered a better job in another part of the country, you agree to leave your job and make the move. Lose 15 status quo points."

If you have already been forced to obey this type of instruction you probably already have some idea what exactly educational games are about !

Interest in these techniques has been growing steadily for several years. The recent BBC 'ROSLA and After' broadcasts on 'Games and Simulations', the edition of the 'Bulletin for Environmental Education' devoted to these techniques, and the publication of R.A. Walford and J.L. Taylor's "Simulation In the Classroom" have combined to turn this interest into the latest, fast moving, educational bandwagon !

Until recently it has been the Geography teachers who have been making the running in this country, although Social Science games have been seeping in from America. The suitability of games and simulations as a technique for exploring decision making processes and social roles and interaction is making them of increasing interest to Social Science teachers.

The advocates of gaming and simulation techniques generally make two broad claims for them :-

- (a) That games and simulations are as effective in stimulating factual learning as other methods of teaching and are superior in developing a meaningful understanding of decision making processes.
- (b) That games and simulations have a pronounced effect on the level of motivation in the classroom. Games, it is suggested, create a need for problem solving skills, discussion, and group activity and hence stimulate pupil participation and involvement.

The course which we organised in September 1972, in conjunction with the University of Birmingham School of Education, gave teachers in the West Midlands an opportunity to discuss these techniques under the guidance of Ian Shelton, of Didsbury College of Education. Participants also had the opportunity to examine a large collection of games and simulations gathered for the occasion.

The material available on the market varies wildly in price, complexity and scope of objective. Probably the simulations most commonly in use in schools in this country are those produced by Oxfam and C.S.V..

The Oxfam 'Aid Committee Game' (players choose the most deserving of six projects for financial support), and 'Development' (where groups prepare a development plan for a country for submission to a committee which decides which plans merit aid) are perhaps the simplest in that participants are asked simply to evaluate information and priorities. The C.S.V. "Spring Green Motorway", "Mental Health Site" and "New Steel Plant" simulations are more complex and more demanding on participants. Here background material and maps relating to a particular decision are provided along with brief role cards. Pupils who are asked, as in the "Mental Health Site" to become

Mr. Shields, a Planning Officer; Mr. Brown, a Mental Welfare Officer; Cllr. Smith; or Mr. Wright, secretary of the Residents Association, are going to require a fairly sophisticated understanding of the motivation and pressures which the roles operate under, and a prior awareness of why the issue is controversial, if the exercise is to be successful.

At the other end of the scale in complexity and price are the 'Decisions' simulations produced by Shell-Mex BP Ltd. and Bath University School of Education. The two simulations in this series so far on the market are concerned with 'Siting an Oil Terminal' and 'The Routing of Coastal Tankers'. Here 6th form students are provided with detailed student's texts which pose the points at issue explicitly and clearly. Participants have access to a 'Data Bank' providing background information; cost and calculation sheets; maps and charts as well as a programmed guide to Investment Appraisal, and test papers. At £10 each these simulations are expensive but they are probably among the most carefully structured simulations available on the market in this country.

A particularly interesting simulation is 'Ulster In Our Hands' which is produced as part of the Schools Council General Studies Project. Here participants act out the roles of political leaders, pressure groups and the media. The game is now dated (1968) and notes which are suppose to bring it up to date are just not adequate for the job. It is however an interesting attempt to familiarise students at sixth form level with the basic patterns of political decision making. The rigid structure and strict rules of play serve both as a model for this type of simulation, and to demonstrate the basic weakness of this type of simulation. Political actions do not lead to completely predictable outcomes (if you start a demonstration and people are killed during the course of it can you be absolutely sure that you will only be able to turn out 50% of the crowd next time you demonstrate). Surely the basis of political action could best be understood from a properly structured investigation into a local election campaign?

Much of the debate at the Birmingham course centered on the need for "realism". There appeared to be a sharp divergence of opinion between two schools of thought;

- (a) Those who want games and simulations to parallel the 'real' world as closely as possible, in a more accessible and easily manipulated form, and hence produce a deeper understanding of events in the 'real' world.
- (b) Those who saw games as a stimulus to deeper motivation which by the very nature of its limitations provokes discussion and thought as to how the 'real' world differs from the simplified model of the game.

Personally I do not see these interpretations as mutually exclusive and surely much must depend upon the nature of the topic or issue being presented.

If simulations seem to offer the best hope to the former thought of school at the moment then games probably offer more interest to the latter.

The Board Games generally available mostly present a less open ended opportunity for involvement and their objectives are usually more precise and their rules more limiting. This is particularly true of those games which are loosely modelled on 'Monopoly'.

Among the games which are very obviously largely of use for stimulating motivation are 'The Cities Game', 'Blacks and Whites', 'Society Today' and 'Woman and Man', all of which are available in this country from the Youth Service Information Centre. Players must move tokens around the board following the fall of a dice, and must obey instructions upon the squares, collect penalty and advantage cards according to a predetermined set of rules. They can also be structured to feed in limited amounts of factual information (eg. having to answer multi-choice questions to score extra points). Despite the fact that these games are based upon American situations

sixth formers and adults appear to find them humorous and controversial introductions to the issues concerned. These games in themselves are purely introductory as they present little opportunity to discuss solutions or to develop in depth study during the course of the game.

At their worst games are pretty terrible ! The 'Man In Towns' folder in the Jackdaw series offers a very simple game where new developments (roads, car parks, offices etc.) must be placed on a map of an existing town centre in such a way as to ensure that the least possible amount is spent on purchase of land (the answer in terms of the game is to bulldoze housing areas and avoid everything else) leaving children with the idea that money is the only possible criteria for planning decisions in conflict to the picture presented by the rest of the folder !

Far better is the Liverpool E.P.A. 'Streets Ahead' game developed by Eric Midwinter. Groups are given a precise task of urban redevelopment to fulfill as a normal classroom project. The resulting projects are discussed and marked by the class as a whole and groups can then win or lose further points in a simple dice game where they are forced to react as consumers, and where success or failure depends on how carefully the original project was thought through.

So far emphasis in the production of commercially produced games and simulations has been aimed at the Secondary and Higher Education end of the market despite the fact that this type of technique is likely to be of particular appeal to Primary School teachers and children ! However many Primary school teachers have been quietly devising games for years. At the Birmingham Course we saw, for example, a beautifully simple game which was obviously enjoyable and which made a clear simple point about litter, and which can be played by non-readers as well as readers, designed by Judith Hudson, currently a student at Worcester College of Education.

The danger with these techniques are the dangers which dog all educational innovations of this type. If harrassed, overworked teachers clutch at games and simulations as an easy way of revigorating their teaching then they are in for a nasty shock. This is particularly likely if the advocates of this technique, as is possible, overstate their case and give the impression, however unintentionally, that games and simulations are the latest easy way to success in the classroom !

It is certainly clear, from painful experience, that making ones own games and simulations, although rewarding and enjoyable, is a prolonged, painful and difficult experience. Equally all games and simulations should only be used if ; they adequately fulfill a clearly defined objective in a manner relevant to the topic or issue and the participants involved, if they can be built into the wider teaching scheme for the topic in a relevant and purposeful manner, if it is clear that no other approach would be more suitable, and if, last but far from least, the game is going to be fun for everyone !

BIBLIOGRAPHY AND LIST OF GAMES

Overleaf we have listed a basic list of useful books and games. Teachers who have in experience in this field will be familiar with most of the available resources (the scope is fairly limited !) so we have restricted the bibliography to :-

- (a) The books that will be most useful to the beginner in this field.
- (b) Games and simulations easily available in this country. Publications listed will give more extensive lists !

GAMES AND SIMULATIONS

Bibliography:

'Bulletin of Environmental Education' No.13 (May 1972)
 Published by the Town and Country Planning Association, 15p.
 Excellent publication; useful articles, extensive bibliographies !

'Games In Geography'
 Rex Walford Longmans 1969 £1.00
 Very dated but still useful.

'Games and Simulations'
 edit.Chris Longley B.B.C. 1972 45p
 Possibly the most useful basic publication available in this field.

'Simulation In The Classroom'
 R.A.Walford, J.L.Talor Penguin 1972 45p.

Games and Simulations

- SPRING GREEN MOTORWAY - simulation and role play exercise concerned with public meeting on siting of proposed motorway scheme. Map, background information, 23 role cards, 35p.
- IRON AND STEEL - industrial location simulation concerned with siting of new steel plant, 16 role cards and background information. 35p
- MENTAL HEALTH SITE DISPUTE - 24 role cards, background information for public meeting about new Mental Hospital site, 35p
 C.S.V., 28, Commercial St., London E1, (from SACK)
 for secondary schools
- ULSTER IN OUR HANDS - based on 1968 situation. Carefully structured, prolonged, complex game for 6th forms. Part of Schools Council General Studies Project.
- DECISION 1 - Oil Terminal Simulation, concerned with siting of oil terminal, very complex kit from Shell. Plenty of technical information. £10, useful for 6th formers.
- DECISION 2 - as above but on routing of oil supplies.
- DEVELOPMENT GAME/AID COMMITTEE GAME - for secondary schools, concerned with allocation of aid in underdeveloped countries. Material free from Oxfam.
- COCA-COLA GAME - environmental board game for secondary schools. Its merits and failings are hotly debated. Whole class argues for and against development projects. Price £3.00 from Coca-Cola.
- JACKDAW - TOWN GAME - from Jackdaw 'Living In Towns'. Low cost is the only criteria for city centre redevelopment ! 80p from booksellers.
- STREETS AHEAD - Excellent board game, children (secondary) act as developers and then as inhabitants. Liverpool EPA Project, Paddington Comp. School, Liverpool L7 3EA, £2.00 plus 10p postage.
- TENAMENT GAME - from Shelter, problems of families living in multi-occupied house. For pupils over 14. price 50p
- INTER NATION SIMULATION - extremely complex simulation exploring international relations. 6th form plus ! £30.00 from S.R.A..
- STORYPACKS - enormous books - pages supply extensive details of life in a particular community. £3.15 each, pub. Evans Bros.
- CHILDRENS GAMES - from different periods in history, A.G.E., 75p.
- THE CITIES GAME - board game on re-development) from the Youth Service
 BLACKS AND WHITES - board game on race relations) Information Centre.
 SOCIETY TODAY - board game on topical issues)
 WOMAN AND MAN - board game on sex roles)
 BODY TALK - displaying emotions without words)
-

'Simulation In The Classroom'

J.L.Taylor & R.Walford

Penguin, 1972, 45p

This book comes as something of a disappointment ! The first 50 pages consist of historical background and a theoretical introduction to the use of simulations in the classroom and in education. A further 80 pages consists of 6 interesting games and simulations (the Hertfordshire Farm Game, Front Page, Chemical Manufacturing, An Urban Growth Model, Congress of Vienna, the Conservation Game).

It is difficult to see who this book is aimed at. According to the back cover it "is an indispensable handbook for any teacher interested in trying or extending his knowledge of these techniques". Unfortunately it does not match up to this description.

The chapter on "Preparation and Operation" is only 12 pages long and presents a pattern of approach without a real analysis of the practical problems faced by teachers using these techniques for the first time.

There is no assessment of the commercially available material which represents most peoples introduction to this particular field. Although the bibliography is extensive the "Directory of Selected Simulation Material" is already dated and some of the material listed is very difficult to obtain in this country.

Mike Oborski

'About Dinosaurs'

'How Man Became'

Margery Morris/Michael Spink

Penguin "Explorers" 30p each

Junior and Secondary Schools using the well known BBC Radio 'Man' series will be interested in these books by the Scriptwriter for the series. Our hero 'Quizkid' is off on a series of time trips to the distant past. He is pictured in large bright colour drawings with bits of text dotted on them. At the end of each journey is a 'notebook' with 4-6 pages of useful information.

Pupils will enjoy the lively bouncy style. Snags ? - well 30p is a lot to pay for a 48p paperback even if it is brightly coloured; far too many long names; the reasons for evolutionary change remain largely unexplained; and the 'Quick Quiz' at the end must be a hoax: "Was Triceratops A Saurischian or a Ornithischian dinosaur ?".

You'll either fall in love with these books or take an instant dislike to them, so order a couple of inspection copies for yourself!

'Planet Earth'

Peter Ryan/Ludek Peseck

Penguin 'Explorers' 30p

Same series - but straight forward approach. Good brief reference material on the changes our planet has undergone.Beautiful

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2 page colour drawings dispersed throughout the book. Excellently drawn, coloured and produced no child or adult could resist them. They really stir the imagination. Again pricey but you'll want a few around if you are following the 'Man' course. Mike Oborski

Sociology of Urban Living

H.E.Nottridge

Routledge & Kegan Paul 1972 115pp paperback 75p Age:18+

A very readable and comprehensive coverage of urban sociology which draws from an impressively wide range of sources (there is also a long, useful bibliography). Brief but does not in consequence suffer from major omissions apparent in other volumes of this publishers Student Library of Sociology series. Compares well with Pahl's "Patterns of Urban Life" in the parallel Longmans series and is more comparative in approach. Suitable for college of education courses and first year university/polytechnic courses.

Alan Fielding

REVIEWS AND NOTICES FOR
FUTURE EDITIONS WILL BE
EXTREMELY WELCOME AND
SHOULD BE SENT TO THE
EDITOR

PUBLIC LIBRARY
SERVICES TO TEACHERS
IN BIRMINGHAM

Janet Newman

Birmingham Public Libraries aim to meet the needs of teachers and children throughout the city by providing a service through its Central Library, 28 full time Branches and seven part time Branches to schools, playgroups, colleges and other educational establishments as well as to individuals. A Teachers Loan Service is available, so that teachers and student teachers may borrow extra books for use in class work; selected books on a specific subject for use in project work can also be borrowed. Schools can seek advice and assistance in the stocking and organisation of their own libraries, and can bring groups of children to their local Branch Library for visits. Contact should be made with the local Branch Librarian for any of these facilities.

The new Central Library, due to open shortly, will offer a greatly improved service. The Reference Library, with its stock of over 860,000 items, will be reorganised into subject departments, each with its own specialist staff and information service. There will be a separate Quick Reference Department; a Visual Aids Department, with a collection of 300,000 illustrations and posters on all subjects; a Local Studies Department, containing a wealth of source materials of all kinds on every aspect of life in the City, past and present; and a Social Sciences Dept., on all aspects of Social Studies, including Education.

The Central Childrens Library, part of the Lending Department, has been planned to meet the needs of teachers and children in the city as a whole, supporting the work done in Branch Libraries, and to serve as a local library for the children and young people living in the central areas. It will open with a total stock of about 30,000 items, about 5,000 of which will be on display in the library; the rest will be accommodated in a stack area and will be available on request. The library itself will contain a workshop for various kinds of activities with children, and a study area.

For the first time, we hope to be able to cooperate fully with schools and colleges in the city. A large proportion of stock has been purchased with the needs of schools in mind, particularly in the areas of project and topic work. We have also built up an information file of pamphlets and cuttings to supplement the bookstock in certain subjects.

There will be a Children's Exhibition Collection, a reference collection of about 4,500 selected items showing a complete range of childrens books currently available. It will be housed on the upper mezzanine floor of the Central Lending Library, and is intended for the guidance of teachers and parents when selecting books. The exhibition of books on social studies which was displayed at a recent A.T.S.S. meeting will be incorporated into this collection, and a bibliography of these items eventually produced.

We are anxious to work closely with schools in providing suitable material for older children, especially in relation to ROSLA; and are aware of the relatively poor provision of material in this field. Some of the more useful items, especially on topics such as leaving school, starting work, choosing jobs etc. will be displayed in the Exhibition Galleries.

Any facilities provided must obviously meet the current need of schools in Birmingham; and only the closest possible cooperation will make these requirements felt. We therefore welcome any suggestions or any opportunity to discuss further developments. For further information contact Mrs. Elkin or Mrs. Newman at Sparkhill Library, 021 - 772 - 1134.

Tony Godden's article on
The General Studies Project
has been held over until
the next issue.

SOMETHING FOR NOTHING ?

As members who attended last terms Saturday Morning Workshops at Codsall Comprehensive will be aware many large schools are building up excellent resources centres in schools. Indeed the progress made in this field in the last few years has been quite remarkable. In many smaller Secondary and Primary schools the basic problems of attempting to provide adequate basic resources with limited money, inadequate facilities, next to no reprographic facilities, no specialist or trained staff, and no special time allocation for this work, remains. In many smaller Secondary Schools teacher/librarians already find it impossible to cope adequately with even the small school library which is often all that exists. The rapidly rising price of books and the growing use of kits and packs which include material with a short life span makes the problems even more severe.

Obviously the only long term solution is greatly increased capititation allowances or a total review of methods of financing educational expenditure. In the short term we have to manage as we can ! One type of material of which better use could be made is the large amount of free material still easily available.

In many schools children are occasionally encouraged to "write away" for free literature which is usually consumed as part of project work and subsequently discarded. Alternatively sets of booklets are obtained and used as substitute text books.

Recent increases in the costs of printing and postage have meant that many major suppliers of free material have dropped out of the field altogether (eg. Cadbury Ltd.). Many more are cutting down on the amount of material they supply and the provision of an enclosed s.a.e. when requesting material is now no longer a matter of politeness but rather a matter of crucial importance if you want a reply ! Much of the material which is obtained must be rotting at the back of stock rooms: unsorted, unclassified and therefore unused.

It is, however, still possible to obtain enormous amounts of free material, especially for use in Primary Schools and for Social Studies in Secondary Schools, and to store it in such a way that it becomes a permanent asset.

A carefully worded duplicated letter from a teacher, stating fully how the material is to be used, can produce a staggeringly high response. A recent circular to 300 organisations produced an 80% response in the form of usable teaching material suitable for use in schools. Admittedly the pupil loses the satisfaction of a personal reply but increasingly requests for material from teachers produce a far better response than do requests from pupils.

Obvious sources are embassies, industry, political parties, charities, and pressure groups.

If you want material from industry write off straight away. Firms who only a few years ago advertised free material in the annual "British Trades Alphabet" now offer kits (usually the same stuff in a folder for 60 - 80p). An increasing number of foreign embassies are becoming reluctant to meet increased demands.

The growth areas for free material are probably Charities and Pressure Groups. Unexpected sources can provide excellent teaching material.

Literature from Mary Whitehouse's National Viewers and Listeners Association, the League Against Cruel Sports, or the Lord's Day Observance Society can stimulate heated debate among non-academic fourth year leavers or sixth formers ! The most useful source of names and addresses is the annual edition of "Whitaker's Almanac" to be found in the Reference Section of every public, if not school, library. Trades Unions and Embassies are listed as well as an unbelievable number of "Societies and Organisations". The N.U.T.'s "Treasure Chest for Teachers" and "The British Trades Alphabet" are also good basic sources. A growing number of excellent publications present a comprehensive list of sources relating to a particular area or topic. "The Bulletin of Environmental Education"(subscription £2.00) published by the Town and Country Planning Association and "The Development Puzzle" (price 60p) available from the Voluntary Committee on Overseas Aid and Development, are outstanding publications in this field .

If you have little time and no help material can be easily stored in foolscap cardboard folders (boxes for bulkier items). These are reasonably cheap and can be easily labelled and decorated to make them attractive for younger pupils. Obviously the system of classification will vary according to age group and syllabus content. Obviously the commercially produced cross indexing systems are preferable but probably completely out of the question in smaller schools. The crudest technique is to store material alphabetically under precise headings related to the syllabus. Excess, or unsuitable, material should be ruthlessly discarded.

A few examples will indicate the scope of this material.

All the political parties provide excellent material which can be combined with material from Pressure Groups and organisations such as the Electoral Reform Society to make excellent kits on Government, Politics etc..

Material from the EEC Information Service, HMSO Fact Sheets, and material from organisations such as the 'Keep Britain Out' group make excellent kits on Britain and the Common Market. The material celebrating Britains entry into the EEC is also of value.

If you have time the addition of press cuttings, colour supplement material and work cards and duplicated sheets will make these folders far more useful and attractive. Once you actually have the material this process can be spaced out over a long period if necessary.

With little expense a comprehensive collection of folders can be built up. They can be used both to supplement and replace conventional material. They can be used for teacher and pupil reference; all types of project work; and are of particular assistance to non-specialists teaching an additional subject in a specialist department, or teaching topics with which they are not familiar in Primary Schools.

WEST MIDLANDS BRANCH ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

Saturday Morning Courses

University of Birmingham School of Education, 10.30 - 1.00pm.

Members 30p, Non-members 50p.

Sat.20th Jan.

PHOTOPLAY TECHNIQUES: WORKSHOP

Photoplays are presentations of 35mm slides with a tape recorded soundtrack. These can tell a story, describe an experience, give an impressionistic account or form a documentary. A basic Photoplay can be made with a simple camera (Kodak Instamatic £3-£5) a portable battery/mains cassette tape recorder (eg. Phillips range from £18). They can be presented with the existing school slide projectors and screens though from £20 there is a device available to fade and superimpose slides (or from £1.00, some wood and meccano and a little patience, it is possible to make one.).

There are a few professionally made photoplays available but the morning school will concentrate on children making their own. Reference will also be made to teachers making their own for instructional purposes.

Pupils and students of all ages and abilities can benefit from this type of experience.

Designed basically for Social Science and Social Studies teachers the course should also be of interest to History, Geography and English, and other teachers and lecturers.

Sat.3rd March.

COMMUNITY SERVICE

With ROSLA more and more schools are developing Community Service Courses, either as part of CSE or Non-Examination Courses. The aims and nature of these courses are varied but they generally aim to help pupils understand, and become involved in, the problems facing underprivileged members of the community.

The Course is an attempt to bring teachers together with a variety of organisations sponsoring this type of work in order to develop real understanding of the educational and social goals involved and to discuss frankly the very real practical problems involved in implementing this type of work.

Evening Courses

Martineau Teachers Centre, 7.30pm, Non-members 10p.

THE SHELTER YOUTH EDUCATION PROGRAMME

Wed.31st Jan.

Anne Hinds, A Shelter Youth Education Officer.

The Shelter Programme contains various materials. These include 3 kits, a simulation, a set of photographs (poster size), teachers notes, and a reading film and slide list. The complete course costs £7.50 but some items can be purchased separately. Of interest to Secondary Teachers and F.E.Lecturers.

UNDERSTANDING INDUSTRIAL SOCIETY PROJECT

Tues.6th Feb.

P.Birch & A.Sanday.

The material was devised as a two year course leading to GCE 'O' Level or CSE.

The project has 3 sections; parts 1 and 2 are different phases of the simulation with associated activities and part 3 is an investigation of the public sector and the activities of the Government and an enquiry into the

values and controversies raised by these macroscopic economic analyses.

The intention is to increase awareness of the complexity of contemporary industrial society and the varying life chances open to its members. A wide range of ability is included in the target population.

SOCIAL SCIENCE / SOCIAL STUDIES AT CSE LEVEL

Wed. 28th Feb.

Mike Oborski, Sec., West Midlands Branch ATSS., Birmingham Representative West Midlands Examination Board CSE Social Studies Panel.

Interest in CSE Social Science/Social Studies is growing rapidly particularly with the forthcoming raising of the School leaving age.

It is hoped that this meeting will provide an opportunity to discuss the development of CSE in this area in the West Midlands, to examine the activities of Branch Working Parties and Workshops and to launch a Booklet (details elsewhere in this edition) on this area of the Curriculum.

COUNTESTHORPE TEACHING MATERIALS

Wed. 21st March.

Barry Dufour.

Countesthorpe School has attracted a great deal of interest and attention because of the lead it has taken in organisational and curriculum innovation in this country.

Barry Dufour will be talking about the way in which Social Science teaching has played a major role in this educational experiment.

WORKING PARTIES

Further Education If you are interested in joining the Working Party Examining the teaching of the Social Sciences in F.E. please contact Frank Reeves, Bilston College of FE., Bilston, Nr. Wolverhampton, Staffs.

CSE Members of the CSE Working Party took part in 3 Workshop Sessions at Codsall Comprehensive School, under the leadership of Malcolm Holder, last term. It is hoped to print a report of these activities in the next issue of 'Teaching Society'. If interested please contact the Branch Secretary, Mike Oborski.

ROSLA This Working Party has, after a number of useful meetings, developed an interest in developing a CSE Mode III Syllabus to meet the challenge of ROSLA.. It would seem that while this Working Party is interested in the actual formulation of a specific CSE syllabus, the CSE Working Party has developed into a study of resources and teaching methods.

The Social Science Teacher 1972

Collected Conference Papers of the 1972 ATSS Conference:

Social Science Concepts and Classroom Methods.

Contents:

Jerome Bruner: A Briefing Prepared For Course Members/Socialisation: Hedy Brown/ Teaching Social Stratification: David Weir/The Concept of Stratification in Introductory Economics: Pat Noble/ Schools Council Integrated Studies Proj.: David Bolam/Social Science & Integrated Studies: Martin Shipman/Reports from CSE, 'O' Level and 'A' Level Groups. Members - 30p, Non-Members - 50p. Ian Shelton, Secretary ATSS, 35, Windermere Rd., Handforth, Wilmslow, Cheshire. SK9 3NJ.

Games and Simulations Mike Oborski is staging an enlarged version of the exhibition of Games & Simulations displayed at the Sat. Morning Course last Sept. at the West Midlands Advisory Council For Further Education course for Social Science teachers to be held in Wolverhampton at the end of February. Mike looks forwarded to meeting ATSS members and interested teachers on the course. For details of the Course contact: J. Lord, M.Sc., Sec., W. Mid. Advisory Council for F.E., Pitman Buildings, 161, Corporation St., B'ham B4 6PX.

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

Promotes and develops the teaching of the Social Sciences, both as separate disciplines and in integrated form, at primary, secondary, and tertiary stages of education.

Produces and disseminates appropriate teaching materials and advice on teaching methods related to the Social Sciences.

Provides opportunities for teachers and educationalists to meet for discussion and the exchange of ideas.

We focus activity at local level to encourage maximum membership participation. Branches hold day and evening seminars and workshop meetings; local newsletters keep members fully informed.

National Newsheets are circulated to all members informing them of all future meetings and publishing discussion papers, reports of meetings, book and film reviews.

The "Social Science Teacher" will be published in the summer, and will contain articles, teaching schemes, comment and reviews arising from the annual conference.

Membership

1. Ordinary Membership is open to all who support the associations aims. ANNUAL SUBSCRIPTION £3.00
2. Student Membership is open to all students who support th associations aims. ANNUAL SUBSCRIPTION 50p.
3. Corporate membership is open to all institutions and associations who support the associations aims. ANNUAL SUBSCRIPTION £6.00.
4. Associate membership is open to libraries and publishers who support the associations aims. ANNUAL SUBSCRIPTION £3.00.

See Over For Membership / Order Form.

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In Six West Midlands County Boroughs' at 10p each _____
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Studies' at 15p each, when published _____

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