



مؤسسه تحقیقات برنامه ریزی ملی و آموزشی
مرکز مدارک ملی

آموزش و پرورش

چکیده نامه

(از شماره ۱ تا ۱۷۷)

دفتر اول

تهیه و تنظیم از :

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مقدمه

اهمیت روزافزون مسائل آموزش و پرورش در ایران و سایر کشورهای جهان و نقش اساسی آن در پیشبرد و تحقق اصلاحات لازم در نظامهای اقتصادی و اجتماعی و به کار بردن آخرین شیوه ها و پدیده های نوین آموزشی در سالهای اخیر موجب شده است صاحب نظران و کارشناسان آموزش و پرورش تالیفات و مدارك بسیاری را تهیه و منتشر نمایند .

"چکیده نامه" آموزش و پرورش " به منظور آگاهی پژوهندگان و متخصصین ایرانی از آخرین اطلاعات ، رویدادها و دستاوردهای جهان در زمینه " آموزش و پرورش منتشر می شود . این دفتر که به چکیده مقالات مجله ها ، گزارشها و سایر مدارك موجود در مركز مدارك علمی اختصاص دارد ، به صورت آزمایشی منتشر شده و با توجه به پیشنهادات و نظرات اصلاحی متخصصان و علاقه مندان امکان هرگونه تغییر چه از نظر محتوی و چه از جهت عنوانهای موضوعی در آن پیش بینی شده است .

شیوه تنظیم و باز یابی

مطالب این نشریه بر پایه طرح رده بندی دهدهی جهانی UDC تنظیم شده و در زیر هر رده ابتدا چکیده های به زبان انگلیسی و سپس چکیده های به زبان فارسی بر حسب نام نویسندگان الفبایی شده است .
داده های کتابشناختی هر چکیده عبارتند از : شماره ردیف ، نام نویسنده ، عنوان مقاله ، عنوان نشریه ، دوره و شماره نشریه ، تاریخ انتشار ، شماره صفحات

وبالاخره تعداد مآخذ مقاله. به منظور ایجاد سهولت بیشتر در استفاده از این نشریه دو فهرست موضوعی و یک فهرست نام نویسندگان تهیه گردیده است. دو فهرست موضوعی یکی به زبان انگلیسی (از چکیده های انگلیسی) و دیگری به زبان فارسی (از چکیده های فارسی) استخراج شده است. در تنظیم فهرستگان موضوعی "اصطلاح نامه آموزش و پرورش اریک" "Thesaurus of ERIC Descriptors" مورد استفاده قرار گرفته است. مرکز مدارك علمی امیدوار است پژوهندگان و علاقه مندان مسایل آموزش و پرورش با ارائه پیشنهادات و تذکرات و ایرادات، به دوام و تکمیل این نشریه یاری دهند.

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که با ایجاد پیوستگی بین تعلیم و تربیت و زندگی واقعی بصورت يك رویداد
 عقلی و فکری در نوسازی و پیش برد نظامهای آموزش و پرورش اهمیت و تاثیر
 بسزائی دارد . ۰ آزمایش و پژوهش مداوم برای پیشرفت مهمترین قسمت پروژه های
 آزمایش سواد آموزی کنشی را تشکیل میدهد چند نمونه از پروژه های مهم
 پژوهشی و آزمایش سواد آموزی کنشی عبارتند از: ۱- پروژه های تحقیقاتی
 و مطالعاتی مربوط به فعالیتهائی که در آنها ترکیب متقابل اثرات جمعی یا
 تراکمی آموزش روی عمران ملی بخصوص در روستاها ارزشیابی میگردد . ۰ ۲- پروژه
 که هدفشان تعمیم برداشت " بومشناسی " و هماهنگ ساختن آزمایش و تجربه
 در زمینه سواد آموزی کنشی با تحصیلات سنتی (دبستانی) است . ۰ ۳- پروژه
 که هدف آنها ترکیب کار با تحصیل است . ۰ ۴- تحقیق در تعلیم و تربیت کنشی
 با توجه به عواملی از قبیل محیط و ویژگیهای مختلف فرهنگی و روانی و اقتصادی
 ۰ ۵- پروژه هائی که هدف آنها ارزشیابی استفاده از وسائل سمعی و بصری
 و وسائل ارتباط جمعی و دیگر نوآوریهای تکنیکی است . ۰ ۶- پروژه هائی که
 بمنظور تقویت یا ارزشیابی مشارکت در بهره برداری از سرمایه فکری طرح
 شده است . ۰ ۷- پروژه هائی که جهت آماده ساختن معلمان و کارمندان ساز
 طرح شده است . ۰ ۸- پروژه های کار آموزی آزمایش کارکنان فنی جهت رشد و
 عمران هر چه بیشتر .

the proportions found, irrespective of the influence of increases in the overall size of the population.

1-176

Wynne, D.R.: Enright, Carmel; O'Neill Julie. "Literacy Symposium: 1. Communication Skills Programme 2. Paulo Freire and the Maiden City 3. The Failures of Literacy Schemes". Adult Education, 47 (6) March 1975, 347-363, 9 Refs.

In the second part of this symposium another example of local authority provision for adult illiterates is given as well as an outline of another university-based scheme. The communication skills programme developed by the London Borough of Waltham Forest incorporates several of the points advocated in the British Association of Settlements initial policy statement, while the scheme introduced at the New University of Ulster, Londonderry, draws heavily on the practice of Paulo Freire and his use of socially charged words. In the third article Julie O'Neill argues that several schemes are "successful" only because they are very selective in their enrolment of students. Although the Liverpool University Settlement Literacy Scheme, for example, had provided lessons for over 150 students by the end of its first year and was generally regarded as a success with the fastest growth rate of any literacy scheme in Britain, Julie O'Neill the founder director of the scheme, maintains that in fact it did not succeed in meeting the needs of certain groups of adult illiterates and in tackling the hard core of the problem. She suggests that other literact schemes which have been similarly modelled on the Cambridge House pioneer individual tuition scheme have also failed in these areas, but lacking a critical approach have not recognised their failures.

1-177

رهنا ، مجید . " از سواد آموزی کنشی تا آموزش مداوم " . ترجمه شکوه
نوابی نژاد . نمای تربیت ، ۲ (۳) ۱۳۵۳ ، ۲۶۴-۲۷۶ ، کتابشنا
سواد آموزی کنشی نمایانگر يك كوشش آموزشی کلی و تطبیقی است

plans, but to the developing world at large. Its value extends beyond the actual capital investment or the immediate results because the knowledge gained will provide guidelines for policy design for hardware and software and economies of system development, implementation and operation.

1-174

Ott, C. Eric; Tuttle, David M.; Harrison, Grant V. "Structured Tutoring Goes Latin: A one-on-one Approach to Literacy in Bolivia". Educational Technology, 15 (2) February 1975, 50-53, 10 Refs.

Tutoring, where one teacher teaches one student, is one of the oldest instructional models in the world. Structures tutoring, so named because of the precision given to the tutor's role, is an extension of this model. Originally, the structured tutorial system discussed in this article was employed in the United States to teach reading and math to children in elementary schools. Over the last seven years the materials and methods of this system have been validated and their efficiency demonstrated empirically.

1-175

Ovsienko, V. "Statistical Indices of Popular Education and Literacy". Soviet Education, 16 (11-12) September-October 1975, 24-32, 3 Refs.

The census data reflect the great progress that has been made in raising the educational level of the Soviet people in the years between the 1959 and 1970 censuses. In those 11 years there was a significant increase in the number of people with higher and secondary education. The number of higher-education graduates more than doubled; the number of general secondary education graduates increased almost 2.5-fold; the number of persons with secondary specialized education almost doubled. In other words, the rate of increase of the number of persons with higher and secondary education significantly surpassed the growth rate of the total population size. These are

combination of types) of environmental awareness they advocate. We can tentatively identify four types: ecological, behavioral, sensory, and consumer.

1-172

Horner, J.C. "The Problem of Literacy". The Tasmanian Journal of Education, 8 (3) November-December 1974, 61-64.

A great deal is said today about the aims of education in general and the aims and claims of separate subjects in particular. So much has been said for so long about what particular disciplines should do for pupils and there has been so obvious a gap between stated aspirations and actual achievements that there is a strong tendency to look upon the setting-out of aims as an academic exercise which has little relevance to what actually happens in schools. The first aim of education is to give pupils a sense of security while they are in our schools. The second to give them a sound grounding in numeracy and to make them as highly literate as the time that is available to teachers will allow. These are the first two great requirements. On the achievement of these hang all the rest of our educational aims.

1-173

" Literacy From the Sky". Literacy Work, 4(4)April-June 1975, 1-28, 20 Refs.

This article is a brief review of satellite ATS-F (Applications Technology Satellite, no 6) and the part it could play over Asia this year bringing learning to illiterate adults in Indian villages and hamlets. The Satellite is also to be used to connect 10 veterans Administration hospitals for discussions among physicians, including examination of patients with consultations by physicians in other hospitals. This experiment in India is important not only to the country itself where the growing number of illiterates and functionally incapable **people** is already hindering development

1-170

Benét, William; Uqillas, Jorge; Renner, Richard. "Literacy in Latin America: Recent Trends and Issues". Literacy Work, 4 (4) April-June 1975, 45-68, 42 Refs.

The growing awareness of the linkage between literacy and adult education has led some Latin American countries to adopt policies which specify them as essential for development. Brazil and Ecuador can serve as illustrations. In Brazil, the government-sponsored Brazilian Literacy Movement (MOBRAL) is implementing a policy of human resource education. Its program is based on the theory that fundamental changes are necessary for modernization and that education can help to create receptivity for innovation. Education is seen as accelerating social mobility, transforming consumption and saving habits, and enhancing the value of vocational training. Thus, investment in education is considered a high income investment. In carrying this out, MOBRAL combines functional literacy instruction with training of the partially-skilled.

1-171

David, Thomas G. "Environmental Literacy". School Review, 82 (4) August 1974, 687-705, 16 Refs.

Developing environmental awareness is of direct concern to educators, not only to prepare students to become more autonomous and effective adults, but also as an impetus for ongoing evaluation by students and teachers of the places we call learning environments. Environmental awareness can only begin at home, with a close look at how the environment of the school responds to and affects the needs of its inhabitants. No generally accepted definition of "environmental awareness" has yet evolved, but the idea certainly includes a range of sensitivities to the environment. Those who argue the need to increase public awareness rarely specify which type (or

ویلتشایر، اچ. سی. " دانشگاه گشوده " ترجمه فریدون حقیقی. نماید
تربیت، ۲ (۳) ۱۳۵۳، ۳۸۷-۳۹۳.

دانشگاه گشوده، یک دانشگاه جدید بریتانیایی است که کار تدریس خود را از ۱۹۷۱ آغاز گردیده است. اعتبارات مالی آن، از محل بورسهای مستقیم تحصیلی وزارت علوم و آموزش تامین می شود، و برخلاف رسم، از محل کمیته، بورسهای تحصیلی دانشگاه تامین نمی شود. آنطور که از عنوان "گشوده" پیدا است، این دانشگاه برای همه، بیست و یک سالگان به بالا گشوده است و برای ثبت نام در آن شرایط تحصیلی خاص وجود ندارد. درجات تحصیلی خاص وجود ندارد. درجات تحصیلی آن از تجمع واحدهای دروسی که دانشجوی در هر مدت زمان که با موفقیت گذرانده باشد، به دست می آید. آموزش در این دانشگاه به شیوه بهره گیری از وسایل چند واسطه ای (multi-media) شامل آموزش مکاتبه ای، فرستنده های رادیویی و تلویزیونی و جلسات حضوری، انجام می گیرد. حدود ۴۰۰۰۰ دانشجوی تا سطح لیسانس که همه آنان غیر تمام وقت هستند، از این برنامه، آموزش بهره می برند، در صورتی که به سهولت می توان به عده، بیشتری تعلیم داد.

تربیت معلم، آمار مؤسسات آموزش عالی نظامی و انتظامی • آمار فارغ التحصیلان خارج از کشور و دانشجویان مشغول به تحصیل در خارج از کشور مربوط به سال ۱۳۵۲، آمارهای مقایسه ای دانشجویان فارغ التحصیل کادر آموزشی از سال ۱۳۴۳ تا ۱۳۵۳ و بالاخره آمار تفصیلی دانشسراهای راهنمایی تحصیلی داده شده است •

1-168

مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی • برآورد عرضه نیروی انسانی آزموده در سطوح مختلف آموزش عالی طی سالهای برنامه عمرانی پنجم (با تجدید نظر) • تهران، فروردین ۱۳۵۳ • ۵۵ ص • (نشریه شماره ۱۴۳)

گزارش حاضر همزمان با برآورد تعداد فارغ التحصیلان دانشگاهها و مؤسسات آموزش عالی در سطوح و رشته های مختلف آموزش عالی طی سالهای اجرای برنامه پنجم، که با تکیه به روشهای متداول انجام شده است کوششی نیز جهت تخمین میزان و حدود بازگشت فارغ التحصیلان خارج از کشور در سطوح مشابه تحصیلی بعمل آمده است که البته این تخمین منحصر بر اساس روند گذشته و در قالب اطلاعات رسمی منعکس در وزارت علوم و آموزش عالی انجام شده است. سرانجام یک مقایسه کلی نیز بین نتایج این برآورد با میزان نیروی انسانی مورد نیاز در سطوح مشابه که در برنامه پنجم عمرانی کشور برآورد گردید بعمل آمده است. نتیجه این مقایسه کمبودهای آشکاری را در بعضی از سطوح و شاخه های مختلف مهارت مورد نیاز برنامه پنجم نشان میدهد •

برنامه های دانشگاه و برنامه زمانی فعالیتها و اقداماتی که از هنگام تاسیس تا زمان پذیرش دانشجو در سال ۱۳۵۵ باید صورت بگیرد، مورد توجه واقع شده و ارائه گشته است.

1-166

مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی • آمار آموزش عالی ایران، جلد اول: سال تحصیلی ۱۳۵۴-۱۳۵۳ • تهران، فروردین ۱۳۵۴ • ۵۸ص (نشریه شماره ۶۴).

نشریه آمار آموزش عالی ایران در سال تحصیلی ۱۳۵۳-۵۴، با پوشش گسترده تری از جزئیات توزیع ها و دربرگرفتن مرزهای مشترک آموزش عالی با مسائل اقتصادی و جمعیتی اینک در چند جلد انتشار مییابد. جلد اول شامل آماری کلی بمنظور مراجعه سریع و بصورت تصویر آماری مؤسسات آموزش عالی و توزیع های جمعیتی، تدوین یافته و مجلدات دیگر در برگیرنده ی جزئیات آماری از قبیل چگونگی توزیع اعتبارات آموزش عالی، توزیع دانشجویان و افراد کادر آموزشی بر حسب درجه و گروه های تحصیلی میباشد.

1-167

مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی • آمار آموزش عالی ایران، جلد دوم: سال تحصیلی ۱۳۵۴-۱۳۵۳ • تهران، اردیبهشت ۱۳۵۴ • ۱۹۱ص (نشریه شماره ۶۴).

جلد دوم نشریه آمار آموزش عالی ایران بعنوان مکمل جلد اول و بمنظور استفاده محققان تدوین گردیده است. این نشریه از چهار بخش تشکیل شده است. در بخش اول اطلاعات مربوط به دانشجویان در بخش دوم اطلاعات مربوط به پذیرفته شدگان و فارغ التحصیلان در بخش سوم اطلاعات مربوط به اعضای هیات علمی و آموزشی دانشگاهها و مؤسسات آموزش عالی ایران و بالاخره در بخش ضمیمه این نشریه توزیع دانشجویان و فارغ التحصیلان رشته های علوم تربیتی و

بیهقی ، علی اکبر . بررسی آماری در مورد اعضای هیئت آموزشی و پژوهشی
دانشگاهها و مؤسسات آموزش عالی ایران . تهران ، وزارت علوم
 و آموزش عالی ، مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی : مرکز
 سیاست علمی و پژوهشی ، آبان ۱۳۵۳ ، ۱۶۸ ص ، (نشریه شماره
 ۱۵۷) .

در فروردین ماه ۱۳۵۳ مؤسسه تحقیقات و برنامه ریزی علمی
 و آموزشی بمنظور شناخت و سنجش توان آموزشی و پژوهشی دانشگاهها و استفاده
 از آن در امر برنامه ریزی جامع آموزشی و پژوهشی کشور اقدام به ارسال پرسشنامه
 بنام برگ شناسائی به کلیه اعضای هیئت آموزشی و پژوهشی دانشگاهها و
 مؤسسات آموزش عالی نمود . پس از کد گذاری برگهای شناسائی دریافتی ، برای
 هر يك از اعضای هیات آموزشی و پژوهشی کارت مخصوص کامپیوتر تهیه گردید که
 شامل تمام اطلاعات مربوط به آن فرد میباشد . گزارش حاضر بر اساس تجزیه و
 تحلیل آماری کارتهای کامپیوتر تنظیم گردیده و در جدولهای مختلف آن قسمت
 اعظم اطلاعات مربوط به فرد برای هر يك از ۱۲۸ مؤسسه آموزش عالی بطور
 جداگانه ذکر شده است .

دانشگاه آزاد ایران ، دفتر روابط عمومی و بین المللی . دانشگاه آزاد ایران
راهی نو در آموزش عالی . تهران ، دیماه ۱۳۵۳ ، ۴۷ ص ، کتابشناسی
 ۰۱

" دانشگاه آزاد ایران هم اکنون دست اندر کار برنامه ریزی
 و تدوین برنامه های آموزشی ، آماده سازی نظام آموزشی و عملیاتی و پی ریزی شبکه
 های آموزشی خود در نقاط گوناگون کشور است . در نشریه حاضر نخست رسالت و هدف
 دراز مدت دانشگاه آزاد ایران عرضه گردیده و سپس نظام ویژه آموزشی نخستین

Wiles, Peter. "The Correlation Between Education and Earnings: the External-Test-Not-Content Hypothesis (ETNC)". Higher Education, 3 (1) February 1974, 43-58.

The Human Capital theory, as orinarily defined, is a "content"theory of the economic value of a higher education to its receipient or his employer. But non-vocational higher education offers by definition no such content. So why does it yield a higher income? Various theories are examined: 1) The degree is an external test, vastly expensive to society but very cheap to individual employers; 2) The degree course forms character, and that is a kind of human capital;; 3) The degree course exercises the mind, and develops it like a muscle; 4) The degree confers social status; 5) Insistence on a degree, including now vocational degrees, is a restrictive practice by many trade unions. People also seek non-vocational higher education because it is publicly finances. There is a "Robbinsian " supply curve of higher education facilities. This is profoundly irrational, but all parties react rationally to it. No evidence connecting degree certificates with income could distinguish between Human Capital and most of these other theories. Possible statistical tests are discussed

Yamamoto, Kaoru, "Creativity and Higher Education: A Review". Higher Education, 4 (2) May 1975, 213-225, 67 Refs.

Some recent literature is reviewed to argue that institutions of higher education have made little adjustments to either their admission practices or their curricula to help nurture varied talents among their students. Diversity seems to be lacking throughout the academic community from the undergraduate level to the professional circles. The need for renewed spirit of experimentation and of tolerance of pluralism is pointed out.

WHO. The Planning of Schools of Medicine. Geneva, World Health Organization, 1975. 43p. (Technical Report Series 566).

The primary reason for establishing a new medical school is to increase the number of physicians but this should not be an end in itself. The number and type of health personnel required is determined by the national health needs and the number of physicians trained must therefore be related to the total health manpower requirements of the country, so as to provide a balanced "mix" of health personnel appropriate for the solution of national health problems. It is for this reason that the Study Group emphasizes the concept of the centre for health sciences as a means of achieving a holistic approach to the production of health personnel.

In general, the reasons usually advanced for the decision to found a medical school may be summarized under the following headings: - To increase the number of physicians: (a) to provide better health coverage for the population; (b) to meet demands for improved health services. - To train doctors in the local environment: (a) to ensure orientation to the country's problems and needs; (b) to carry out research and studies into problems of local and national concern; (c) to organize continuing and postgraduate (postbasic) education; (d) to reduce or eliminate the "brain drain" of physicians by providing education and training better adapted to local conditions. - To introduce new ideas and patterns in medical education, such as: (a) the merging of an integrated system of comprehensive health care for the entire population with academic responsibility for medical education; (b) orientation towards recognized needs and demands; (c) interaction between the necessary changes in the health care delivery system and medical education; (d) improvement in the health team approach by the provision of: (i) multiprofessional training; (ii) a more efficient "mix" of medical and auxiliary personnel. - To provide a focus for the development and maintenance of high professional standards. - To demonstrate to the public the government commitment to the upgrading of the level of health care. - Social pressure resulting from the excess of eligible students wishing to study medicine over the number of places available in the existing medical schools. - Political influences related to prestige. - Pressure from professional and academic group, e.g., the medical profession and universities.

system. One of the results of a "steady state" is that state planning efforts are no longer aimed at merely managing growth; there is a new tendency towards seeking to evaluate and improve academic programs. The relations between higher education and the state, and the dangers of increasing state intervention into the heart of the teaching-learning process, are question to which our best efforts at "planning" might be addressed.

1-159

Watts, A.G. "Higher Education and Employment". Universities Quarterly, 29 (1) Winter 1974, 96-103, 11 Refs.

The advent of graduate unemployment has provoked some more direct questions than we have been accustomed to about the relationship between education and employment. It is an area replete with fallacies and hypocrisies, and the questions which are now beginning to be asked challenge some powerful shibboleths and vested interests. It may be, however, that the failure to face up to these questions has been an important cause of the increasing problems which young people seem to face in finding a personal identity and a social role.

1-160

What is the Free University of Iran. Tehran, Free University of Iran Public and International Relations Department, June 1974. 6p.

The Free University will aim to realize the educational goals and objectives established during the strategic planning phase through the development of a multi-media teaching system. Generally speaking, the aims of the University are related to the demand for higher education on opportunities, to the requirements for highly skilled manpower, to the provision of opportunities for "permanent education", to the qualitative improvement of teaching standards in specific fields, to appropriate educational research activities, and to the improvement of the scientific and cultural knowledge of the general public.

models that seek to explain, not simply to describe, the processes that bring individuals to leave institutions of higher education. With regard to the former, inadequate attention given to definition has often led researchers to lump together, under the rubric of dropout, forms of leaving behavior that are very different in character. It is not uncommon to find, for instance, research on dropout that fails to distinguish dropout resulting from academic failure from that which is the outcome of voluntary withdrawal. Nor is it uncommon to find permanent dropouts placed together with persons whose leaving may be temporary in nature or may lead to transfer to other institutions of higher education.

1-157

Toole, Patrick J. ; Hoffner, Vernon R. "Coordinating Data-Collection Systems for Higher Education". The Journal of Higher Education. 45 (8) November 1974, 607-617.

Recent developments at the state and federal level have increased significantly the volume of data collected by government agencies from higher education institutions. Based on a study conducted in Michigan, this article summarizes many of the problems involved in data collection and coordination. A number of specific recommendations are presented to alleviate these problems.

1-158

Trow, Martin. "Notes on American Higher Education: Planning for Universal Access in the Context of Uncertainty". Higher Education, 4 (1) February 1975, 1-11, 12 Refs.

This article presents an overview of developments in U.S. higher education at the present time. There is a large, continuing and inherent uncertainty about student demand and there is also uncertainty about the nature and extent of Federal support for higher education. A levelling-out in terms of size and of budgets is anticipated and the system is having to learn how to cope with the implications of a "steady state" rather than an expanding

Appearances, for the moment, are notably confusing, suggesting simultaneously the closest cooperation and the most protracted hostility. Thus by any general measure, federal funds going to higher education continue to increase at a comfortable pace. Similarly, while in the course of the century two Ivy League universities have sent their presidents to the White House, there has been nothing comparable to the extent Ivy League faculties have of late sent their professors to the Cabinet.

1-155

Stanič, Gojko; Maier, Robert H; Weidner, Edward W. "Problems of Curricular Innovation at University Level: I. Problems of Introducing Interdisciplinary and Interfaculty Studies at the University of Ljubljana, Yugoslavia. II. Creating and Encouraging an Innovative Academic Environment in Higher Education". Higher Education, 4 (1) February 1975, 61-76.

Two descriptive accounts illustrate the problems associated with the development of new curricula in higher education. Stanic of the University of Ljubljana, Yugoslavia, discusses how new interdisciplinary and interfaculty courses may be developed from traditionally organized departments and faculties. Maier and Weidner of the University of Wisconsin-Green Bay discuss how an innovative academic environment may be created and encouraged.

1-156

Tinto, Vincent. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research ". Review of Educational Research, 45 (1) Winter 1975, 89-125, 115 Refs.

Despite the very extensive literature on dropout from higher education, much remains unknown about the nature of the dropout process. In large measure, the failure of past research to delineate more clearly the multiple characteristics of dropout can be traced to two major shortcomings; namely, inadequate attention given to questions of definition and to the development of theoretical

tificate, or junior college) programs, and the potential through adaptations in postsecondary education for speeding up application of basic science and new technology to production. Finally, research and preliminary findings on the regressive incidence of the net benefits of higher education among income groups is considered. It is suggested that there are some ways that higher education can contribute to faster economic growth while simultaneously contributing to equity.

1-153

Millionshehikove, M.D. "The Development of Science and Technology and the Training of Young Specialists". Soviet Education, 16 (3) January 1974, 72-79.

The work to improve the training of specialists as one element in the acceleration of progress in science and technology is always a focal point of the attention of the Communist Party and the Soviet government. The Party's concern for improving the training of specialists at higher educational institutions was reflected in the decree "On Measures for the Further Improvement of Higher Education in the Nation," which was adopted by the Central Committee of the CPSU and the USSR Council of Ministers and which deals with all the basic aspects of higher education and defines the pathways for its further development.

1-154

Moynihan, Daniel P. "The Politics of Higher Education". Daedalus, 2, Winter 1975, 128-147, 19 Refs.

This paper will contend that political realities are quite different, and that, unless higher education takes a more active part in the shaping of national educational policy, interests of the first order will be jeopardized or lost. In particular, the interests of private institutions, more especially the major private universities, will be lost.

McIntosh, Naomie E. "Open Admission-an Open or Revolving Door" Universities Quarterly, 29 (2) Spring 1975, 171-181, 14 Refs.

The Open University Demolished, at a stroke, the long tradition of regulated academic selection. Perhaps it is too soon for the full impact of this act to have been felt. Thousands of students who had not previously been selected, for whatever reason for higher education, are showing conclusively that they can study at degree level. But at the same time thousands cannot, and are leaving their studies. What does open admission involve and how open, educationally, can the Open University be?

McMahon, Walter W. "Policy Issues in the Economics of Higher Education and Related Research Opportunities in Britain and the United States". Higher Education, 3 (2) April 1974, 165-185, 16 Refs.

This paper considers several opportunities for research on the means of relating investment in higher education more closely to widely expressed desires for faster economic growth and for greater equity in educational opportunity. It does this against a background of policy issues related to growth and equity among income groups common to the current debates in the United States and Britain. Major basic policy trends in the U.S. are reviewed briefly first, with comparisons to some similar developments in Britain. These are then related to an underlying need for research to broaden the concept of human educational capital as a means of bringing findings closer to the needs of legislators' constituents and educational planners in democratic nations. Some preliminary evidence is included that suggests, for example that preliminary not only expected monetary returns, but also expected nonmonetary returns reflecting the increasing value of time are important to students and their families as they decided to invest.

The possibilities for research on means of aiding growth then considered. They focus primarily on the opportunities inherent in early findings on relative rates of return to two year (e.g. Higher National Cer-

these problems. The procedure provides for a long-range planning process, a responsibility-center organization structure, a program-budgeting process, and a technique for reconciling program budgets with the accounting system. Results of the actual application of this system to a private college are reported.

1-150

McCarthy, Patrick E. "Higher Education: Expansion Without Growth". Daedalus,², Winter 1975, 78-86, 1 Ref.

An examination of the last twenty-five years reveals a national system of higher education that has increased access for many new students. It also reveals a system with unmet demands for expansive new educational services and a system that was not fully conscious of its need to refine, to redesign, and to redevelop both the form and the process of higher education. The next twenty-five years will require integration of the special needs of both the students and the larger environment of the business, industry, and government communities within the higher education system.

The financing of the phase of expansion without growth does not promise to be any less expensive than the financing of growth without expansion. Large-scale new financial resources are needed on a scale that will permit the retooling and redesigning of the existing educational enterprise to produce both improved general and specific education opportunities. It is very important to evaluate carefully the recent educational experiment so that education, industry, and government may design new institutions and relationships. This design will result in important horizontal shifts of money which may provide some of the funds that will be needed for the new higher education experiment. It is unlikely, however, that such shifts in the existing available money supply will produce all that is needed for future development. Therefore, new partnerships in a financial sense may be necessary to achieve the funding levels that will be required by such an expanded undertaking.

Lin Lee, Maw; Stevens, David W.; Wallace, Richard L.
 "A Conspicuous Production Theory of Resources
 Allocation in Higher Education". Higher Educa-
tion, 4 (1) February 1975, 77-86, 10 Refs.

Despite well-founded predictions that the 1970's and 80's would be characterized by excess capacity in graduate education, new graduate programs have continued to appear and existing programs have expanded capacity. This paper proposes a utility maximization theory to explain the continuation of the growth process and describes the nature of the public policy which will be necessary to effect changes in resource allocation in higher education.

The basic hypothesis of the theory presented in this paper is that utility maximization of decision makers in higher education is functionally related to minimization of the gap between desired and prevailing institutional status. In an operational sense, status depends on an institutions factor complement, i.e., the institution's instructional programs and the quality of faculty and other inputs used to operate these programs. This implies that factor complements provide utility to decision makers in addition to their actual contribution to the educational process. Recognition of this factor and the oligopolistically interdependent nature of the decision making process in higher education is essential for the formulation of effective public policy to induce necessary reallocation of resources to graduate programs.

Maciariello, Joseph A.; Enteman, Willard F. "A System
 for Management Control in Private Colleges". The
Journal of Higher Education, 45 (8) November
 1974, 594-606.

A systematic procedure is described whereby private colleges may establish long-range objectives and allocate their limited resources to programs that are most productive in fulfilling these objectives. Dynamic relationships are identified among the economic variables that are responsible for the problems these colleges presently face, and an orderly procedure is offered for coping with

Total test points with and without books did not differ significantly. An analysis of variance showed that the effect of books on recall items was only slight and that the test varied in difficulty, in spite of efforts to secure equality.

1-146

Kupisiewicz, Czeslaw; Januskiewicz, Franciszek. "The Development of Teaching and Learning in Polish Higher Education". Higher Education, 3 (2) April 1974, 141-147, 6 Refs.

Research into teaching and learning in higher education has been actively pursued in Poland, with the aim of achieving efficient expansion and improving teaching in individual institutions. This paper gives an account of research and publication activities, analyses the research methods used and problem areas covered, and describes the development of staff training programmes.

1-147

Leslie, David W. "Legitimizing University Governance : Theory and Practice". Higher Education, 4 (2) May 1975, 233-246, 12 Refs.

This paper attempts a theoretically based articulation of the concept of legitimacy and applies the elements of the concept to concrete problems in university governance. Legitimacy is measured by the assessment of several elements of governance by constituents. It is a function of constituents' value systems, of the decision-making issue, and of the level at which decisions are made. The components of legitimacy are developed, and illustrative applications are provided. Through operational application of the idea of political legitimacy, it is contended that more realistic and workable solutions to governance can be approximated and that crisis oriented governance tactics can be reserved for situations which genuinely require them.

ching and learning methods. It will continue to do so but at the same time is beginning enquires into another new development in education likely to have far-reaching effects on university institutions. This is the growing acceptance of the need to provide for "lifelong" education. The field of enquiry is vast, since lifelong education may include all levels and many different forms of education. The concern of the Committee is with the role of higher education and particularly of university education in this context.

As a first step, the Committee decided to examine some of the ways in which policies and practices in matters of lifelong education have led, and are likely to lead, to changes in the use of university resources. The conduct of a world-wide survey about this would be a large and time-consuming task and it is doubtful whether, at present, it would be justified by the results achieved. The Committee therefore directed its first enquiries to a limited number of countries. In each of them, early in 1974, it invited someone personally concerned with the impact of the concept of lifelong education on university institutions to write an initial paper. These papers constitute a body of information and informed opinion which will serve the Joint Steering Committee in promoting larger-scale activities in this field.

1-145

Krarpup, Niels; Naeraa, Noe; Olsen, Christian. "Open-Book Tests in a University Course". Higher Education, 3 (2) April 1974, 157-164, 12 Refs.

In the few available studies on the use of books in examinations, open-book tests have been found to reduce pre-test memorization and anxiety during examinations without affecting academic performance. However, these studies were made with students in non-book systems, whereas systems which allowed books in all exams might be thought likely to create a non-fact-learning attitude in students. The present study was undertaken in a book-allowing system with 120 students during a regular course in physiology at a medical school. Each group sat two parallel 60-item multiple choice test and used books in one test but not in the other. The tests book place about four weeks prior to the final examination, which is of the same type as the experimental tests. Recall items could yield less than 15% of maximum points, so that interpretation and problem-solving items predominated.

of two papers, three contemporary approaches to evaluation of teaching in higher education are critically reviewed. All three of these approaches--assessment of learning outcomes, assessment of teacher characteristics and analysis of pedagogical behaviors-- are found to be defective on logical, theoretical and empirical grounds. A common thread of deficiency is the absence of a coherent theoretical framework for analysis of teaching and phenomena associated with teaching. Specific defects are analyzed in each of the three approaches as well as in the ubiquitous methodology of rating of teaching is shown to be neither necessary nor sufficient to subsequent learning outcomes. Assessment of teacher characteristics fails to identify those characteristics peculiarly indigenous to teaching as a generic activity. Analysis of pedagogical behaviors fails to distinguish critical teaching acts from more general teacher characteristics interpretable in terms of teacher personality. Furthermore, no adequate basis is provided for normative interpretation of data pertaining to pedagogical behaviors. The use of rating scales to provide data about teacher characteristics, or pedagogical behavior rests on assumed rather than demonstrated validity of results. Evidence of validity or meaningfulness is replaced by evidence of consistency which is often spurious. The first paper concludes with an outline of requirements for a more constructive approach to the task of teacher evaluation. In a second paper, an outline of a theory of teaching is sketched which conforms to these requirements. Realization of this theoretical structure in teaching assessment report forms is described. Tentative conclusions from trial use of forms-in-development and recommendations for additional data sources are discussed in terms of their potential contribution to improvement in teaching.

1-144

Joint Unesco- IAU Research Programme in Higher Education.
Lifelong Education and its Consequences for the
Use of University Resources. Paris, Unesco, 1975.
175 P.

For several years the Unesco/IAU Joint Steering Committee has been devoting special attention to the consequences for universities of the introduction of new tea-

1-141

Hunt, R.C. "Change in Higher Education in the People's Republic of China". Higher Education, 4 (1) February 1975, 45-59, 8 Refs.

Developments in Chinese higher education since the creation of the People's Republic in 1949 are reviewed with special reference to the periods before and after the Cultural Revolution. Recent changes in admission policies, the use of work experience, the linking of theory with practice, length of course, and teachers-student relationships are discussed.

1-142

Institute for Research and Planning in Science and Education. Statistics of Higher Education in Iran. Tehran, June 1975, 22p.

This manual is a summary of the statistical information collected and compiled by the Statistics and Information Unit (Institute for Research and Planning in Science and Education) regarding higher education. This summary of statistical report, however, does not contain all statistical data that have been reported in detail in the other side of this publication (published in Persian). The classification of institutions (excluding Universities) is based on the financial resources and revenues. They are as follow: 1) Autonomous Public Institutions. 2) Affiliated Institutions. 3) Private Institutions.

1-143

Johnson, Henry C.; Rhodes, Dent M.; Rumery, Robert E. "The Assessment of Teaching in Higher Education: A Critical Retrospect and a Proposal. Part I: A Critical Retrospect". Higher Education, 4 (2) May 1975, 173-199, 74 Refs.

Evaluation of college and university teaching is considered in the context of growing demands for accountability of educational institutions and particular roles of faculty in achieving goals for which these institutions are believed to be accountable. In the first

external effects can be of great significance in the continuing discussion about how the financing of higher education should be shared between taxpayers and students/parents. To the extent that all of the benefits of higher education accrue to individuals who undertake more education, then there is little or no need for government financing; individuals will obtain whatever education they deem suitable for their own career and other interests. But if the external benefits of higher education are substantial, these external benefits accrue to others, and their very nature precludes the possibility of people, who invest in and pay for their own education, being compensated for the external benefits which are a by-product of a desire to enhance their own well-being. Government financing is therefore necessary to correct what we call a private market failure, i.e. the fact that the private demand for higher education is less than what might be called the socially-optimal demand for higher education. Given the proper amount of governmental financing, in the form of subsidized education, an optimal amount of education will be demanded. The key to determining what is the appropriate amount of governmental financing then, hinges on knowing the scope and magnitude of the external benefits.

1-140

Hedgepeth, Royster C. "Consequences of Collective Bargaining in Higher Education: An Exploratory Analysis!" The Journal of Higher Education, 45 (9) December 1974, 691-705, 14 Refs.

The purpose of this study is to provide an initial understanding of the dynamics and consequences of collective bargaining at one institution of higher education and provide a base for further research. Consequences involved formalized structures and procedures, grievance, salary, merit, communication, adversary relations, governance, teaching, and student affairs. Discussion of dynamics and consequences involves use of historical perspective, industrial and labor relations theory, and a comparison with other professional groups engaged in collective bargaining.

This article presents the results of empirical analysis of the influence of labour market factors on the private demand for university education in Ontario. Contrary to a widely held belief, the analysis indicates that the effect of youth unemployment upon enrolment demand is very weak. High unemployment, by itself, does not appear to drive youths into universities. On the other hand, expected earnings upon completion of a degree is shown to have a strong positive impact upon enrolment demand, particularly for post-graduate students. A 10 percent increase in the expected earnings of persons with post graduate degrees relative to persons with only Bachelor's degrees is associated with more than a 20 percent increase in post-graduate enrolment. These findings are subject to qualifications regarding certain weaknesses in the data, as well as the usual problems of making inferences about expectation behaviour from ex post data.

One important policy implication of this study is that attempts to use educational spending as a countercyclical device may not be successful unless students are given extra inducement to enrol when unemployment is high. Second, the apparent responsiveness of enrolment demand to changes in earnings expectations of degree holders underscores the importance of providing good up-to-date information on earnings prospects. It should be emphasized, however, that this study dealt only with aggregate (undergraduate or postgraduate) enrolment, and further research is needed to examine the responsiveness of specific program and subject choices to variation in occupational earnings prospects. Moreover, the responsiveness of student enrolment decisions to prospective earnings is only one of several factors—though a very important one—which must be taken into account in deciding upon the role of manpower considerations in educational planning.

1-139

Hansen, W. Lee. "Needed Research on External Benefits of Higher Education". Comparative Education Review 18, February 1974, 1-5, 5 Refs.

There are two reasons for writing about this topic. First, estimating the external benefits of higher education offers a long-standing challenge to researchers in the economics of education. Second, a knowledge of the

integrity in instructional systems and permit personnel growth by the accretion of diverse expertise.

Traditional education has assumed that the essence of instruction is in its content, and most structural models in education have evolved accordingly. Though important, content can no longer be considered the most critical dimension. Concern with accountability forces attention on the process; the technology, including organizational arrangements, becomes critical. Universities must restructure themselves in order to operationalize current instructional models, avoid gross waste of resources, and become accountable in a manner acceptable to all responsible interests.

1-137

Gow, Doris T.; Yeager, John L. "The Design and Development of Individualized Curriculum Materials for Higher Education". The Journal of Higher Education, 46 (1) January/February 1975, 41-54, 23 Refs.

This paper describes a self-instructional curriculum design and development course, based on a process model for individualizing instruction, suited to the complex subject matter of higher education. The course is designed to train educational research and development personnel, teachers, administrators, and industrial training specialists in the design of instructional materials. Features of the model which make it appropriate for higher education are its emphasis on the structure of the discipline, sampling of high level intellectual skills, procedures for systematic application of research-based instructional strategies to instructional design, and incorporation of independent inquiry into a structured model.

1-138

Handa, M.L.; Skolnik, M.L. "Unemployment, Expected Returns, and the Demand for University Education in Ontario: Some Empirical Results." Higher Education, 4 (1) February 1975, 27-43, 12-Refs.

Fleming, R.W. "Reflections on Higher Education". Daedalus, 2, Winter 1975, 8-15.

Despite the differences in types of institutions which fall within the category of higher education, there will be a continuing drive for equalization of pay and benefits-naturally at the level of the highest paid. Advocates of the present system will argue that this will destroy all incentive and disregard merit. But opponents will argue that all faculties undergo much the same training, that workloads may be different in kind but should be equated in terms of total effort, and that there are perfectly acceptable systems elsewhere which utilize standard scales.

A cost formula which could be applied to all public universities, and perhaps to private universities which seek public funds, is naturally attractive to legislators. The formula approach protects legislators against having to fathom out the legitimacy of individual institutional requests, sounds equitable to constituents, and particularly appeals to institutions which benefit from it. There are nevertheless real and fundamental obstacles to the imposition of unit-cost formulas. It is impossible to end up with equal unit costs if the inputs are different, and they usually are. If the salaries of one institution are higher, or the workloads lower, or the students mix (the number of graduate versus undergraduates, the presence of professional schools, etc.) different, costs cannot possibly be the same.

Fraley, Lawrence E.; Vargas, Ernest A. "Academic Tradition and Instructional Technology". The Journal of Higher Education, 46 (1) January/ February, 1975, 1-15.

The new technologies are being forced within the old organizational structures in education, but those structures cannot accommodate the complex and sophisticated systems needed to realize present goals. Substantial changes in organization are demanded which promote a stronger

of the testing activities of SACU should be in the direction of distributive and counselling functions, thus adopting the 1970 recommendations of the Commission on Tests of the American College Entrance Examination Board.

1-133

Eraut, Michael, "Promoting Innovation in Teaching and Learning: Problems, Processes and Institutional Mechanisms". Higher Education, 4 (1) February 1975, 13-26, 12 Refs.

This paper examines constraints on innovation in teaching and learning in higher education, and institutional mechanisms for trying to promote such innovation. Innovation is considered as a process of change rather than the dissemination of novel ideas. Factors such as teaching climate, resource allocation and consultancy support are considered. The dangers of a mismatch between "innovations" and problems are discussed, and the importance of giving adequate attention to problem diagnosis is stressed. A possible model incorporating these emphases is outlined in brief.

1-134

Fife, Jonathan D. "Computerized Data Sources for Higher Education". College and University Bulletin. 27 (2) October 1974, 3-6, 32 Refs.

There is a large quantity of machine-readable data available in all areas or activities concerned with higher education. The savings to institutions and researchers in using the available data instead of developing new projects is significant. This paper has attempted to highlight some of these sources. For additional sources of data, institutions and researchers are encouraged to contact State Board of Higher Education and related offices, such as state scholarship offices. Many states are highly sophisticated in their handling of institutional and student data. A wealth of information is waiting to be used.

The advantages of such a conceptualization are considered, and lastly, two general methods of identifying operative goals are suggested.

1-131

Craven, Eugene C. "Information Decision Systems in Higher Education : A Conceptual Framework". The Journal of Higher Education, 46 (2) March/April 1975, 125-139, 22 Refs.

The challenge facing higher education is to maintain and strengthen the quality of its programs and faculty while meeting anticipated educational needs are requirement of studnets, society, and schalarship within relatively fixed resource constraints. Effective information decision systems are increasingly crucial in enabling higher educational institutions to meet this challenge successfully. The purpose of this paper is to provide a conceptual framework for describing and understanding the nature and role of information systems in higher educational decision-making.

1-132

D'Oyley, Vincent R.; Müller-Solger, Hermann. " National Testing for College and University: The Role of The Service for Admission to College and University (SACU) in Canadian Higher Education". International Review of Education, 21 (1) 1975, 91-109, 36 Refs.

Taking the present crisis of the Canadian Service of Admission to College and University as a starting point, the authors examine the history of SACU, which in 1971 was still a comparatively efficient organisation. Changes in the wider society, such as growing provincialism in Canada as well as stagnation or decline in enrolement together with a broader acceptance of the philosophy of open admission, have led to a drastic decline in the number of participants in the tests and to severe criticism of the predominantly selective function of SACU. It is felt that a reorientation

and scored higher in the college entrance examination, than children from the politically favored families of workers and peasants. Inasmuch as academic qualifications are stressed, the system tends to work in favor of children of the "enemy" classes, and against the children of the masses who are supposed to be beneficiaries of the Communist revolution.

1-129

Christopherson, Derman G. "Current Trends in the United Kindgom". Higher Education, 4 (2) May 1975, 133-147, 4 Refs.

This paper surveys developments in Higher Education in the United Kingdom since the publication of the White Paper in December 1972. It considers in particular: (1) the progress made in the reorganisation of the public sector of Higher Education, in particular of the Colleges of Education; (2) the extent to which pressure of student demand is slackening, with consequent reductions in the rates of growth envisaged in the White Paper; (3) the tendency for women to form a larger proportion of the applicants and of those admitted, both in arts-based and science-based courses; (4) the immediate financial problems faced by universities and other institutions as a consequence of inflation.

1-130

Conrad, Clifton. "University Goals: an Operative Approach". The Journal of Higher Education, 45 (7) October 1974, 504-516.

The purpose of this is to offer a new way of conceptualizing university goals. Several explanations are given as to why universities are not characterized by formal goals, and the concept of "operative goals" is advanced as a more useful concept. Operative goals are viewed as a function of the various "constraints" that affect the university, with special attention given to the environment-organization interface. Eight major constraints on university goals are identified and briefly discussed

Bromberg, Jonathan. "A Generalized Modeling Approach to Determining Environmental Costs of Education". Journal of Medical Education. 50 (4) April 1975, 346, 352, 12 Refs.

It is generally agreed that the cost of an educational program includes elements other than instruction. Using medical education as a case study, the author begins this article by outlining the historical reasons for determining the costs of the educational program leading to the M.D. degree. Attention is then focused on the modeling approach taken by the Association of American Medical Colleges for the determination of environmental costs of education. Finally, a generalized model is proposed which would make this methodology applicable to other educational environments.

Chang, Parris H. "The Cultural Revolution and Chinese Higher Education: Change and Controversy". The Journal of General Education, 26 (3) Fall 1974, 187-194.

College education has been highly prized in Chinese society, not only for its own sake, but also as an avenue to enhancing one's social and economic standing. Those who go to college are given good jobs and become members of the elite; most of those who are unable to go to college end up spending years or even their whole lives in remote rural areas, difficult frontier or mountainous regions, occupied in "the construction of socialism". Gaining admission to the colleges has been very difficult, since the facilities for higher education are limited, and competition is extremely keen. Prior to the Great Proletarian Cultural Revolution (GPCR), children from former "exploiting" families (people of the landlord and bourgeois classes) and from non-working-class families constituted a substantial percentage of the college student population. This was largely because such children, although from politically tainted families, generally possessed superior academic qualifications,

1-125

Begin, James P. "Faculty Governance and Collective Bargaining: An Early Appraisal." The Journal of Higher Education, 45 (8) November 1974, 582-593.

A common generalization concerning the impact of faculty bargaining has been that traditional modes of faculty participation, particularly the institution-wide or system-wide governing bodies, will deteriorate in competition with the collective bargaining process. This paper examines the developing interactions between bargaining agents, senates, and administrations at four-year institutions bargaining for the longest period of time, and suggests that there are a number of patterns evolving for faculty participation in decision-making under collective bargaining which do not necessarily lead to the demise of traditional procedures.

1-126

Bergquist, William H.; Phillips, Steven R. "Components of an Effective Faculty Development Program". The Journal of Higher Education, 46 (2) March/April 1975, 177-211, 52 Refs.

Since piecemeal efforts to improve college and university teaching have generally proven ineffective, we must turn to a comprehensive approach to faculty development, through which we can develop new methods of evaluation and diagnosis, find viable ways of introducing new technology and curricula, and explore new approaches to instructional improvement. Faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus become essential to faculty development. It is only through such a comprehensive approach that efforts toward improvement can have lasting impact.

1-123

Ghazalah, I.A. "The Economic Value of Vocational Education: Report of a Study in Eighteen Schools".
American Vocational Journal, 49, January 1974,
 30-31, 33.

The growth of vocational education has sharpened the national debate over the scope and effectiveness of vocational programs. An assessment of the economic value of vocational education is unavoidable if we are to arrive at an efficient allocation of the nation's educational resources as well as our national resources as a whole. But first, let's clarify what is meant by vocational education as a "social investment" Education is desired for its own sake in addition to this consumption value, education has an impact upon future occupational choice and earnings. The importance of this investment value of education to society at large was recognized as early as 1776 by no less a figure than the founder of economic science in his famous *Wealth of Nations*, Adam Smith points out the analogy between human and non-human investment Both, he observes, involve costs, benefits, and returns.

1-124

شیخاوندی، داور، تئوری راهنمایی و آموزش حرفه‌ای، تهران، مؤسسه تحقیقات
 و برنامه ریزی علمی و آموزشی، اردیبهشت ۱۳۵۳، ۴۷ ص (نشریه
 شماره ۱۴۷)

"گزارش حاضر نشانگر مراحل مختلف تحول و تکوین سازمان راهنمایی
 حرفه‌ای بطور اعمو همچنین تحول اقدامات مربوط به راهنمایی حرفه‌ای بطور
 اخص در کشور فرانسه می باشد، ضمیمه، این گزارش مقاله‌ای با عنوان "نگرش
 به سنجش هوش" روایی تست‌ها و اندازه‌گیری توانایی‌های ذهنی را مورد
 بحث قرار می‌دهد."

باید بخش عمده ای از منابع برنامه های آموزشی کشور به آموزش بزرگسالان اختصاص یابد ، اقدام عاجل در جهت تعمیم سواد و مرجحاً سواد آموزی حرفه ای در میان جوانان و بزرگسالان بعمل آید و در عین حال کلیه منابع و امکانات آموزشی سازمانهای دولتی و خصوصی ، جهت ارائه انواع آموزشهای بزرگسالان اعم از حرفه ای ، شغلی و یا فرهنگی ، سیاسی و اقتصادی ، تجهیز گردد .

نشده است که يك مركز نمونه را ارائه دهد . تنها اندیشه اصلی بر این است که هر يك از مراكز هویت خود را گسترش میدهد و به موازات گسترش گسترش فعالیتهای خود بر حسب نیازهای محلی و همچنین شرایط سیاسی ، اجتماعی و اقتصادی خود مشخصات و زمینه های سازمانی مخصوص بخود را احراز می کند . این اصول با در نظر گرفتن اجتماعات شهری نوشته شده اما می تواند متساویاً در وضع روستائی نیز بکار برده شود . به دو مرکز موجود (بمبئی در هندوستان و سیانفیوگاس در کوبا) بطور اختصار اشاره خواهد شد .

1-122

گزارش مقدماتی درباره ' پیشنهاد هدفها ' اصول ' خط مشی های اجرایی آموزش بزرگسالان در برنامه آموزشی جامع و دراز مدت کشور ' تهران ' مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی : گروه آموزشهای عمومی و حرفه ای دیماه ۱۳۵۳ ، ۶۶ ص ' کتابشناسی ۱۵۰

هدف مطالعه حاضر فراهم آوردن اطلاعات ضروری جهت تهیه برنامه آموزش بزرگسالان بعنوان جزئی اساسی و مهم از برنامه های آموزش جامع کشور است . در حال حاضر نیاز به تجهیز منابع کشور برای ارائه انواع آموزشهای بزرگسالان ، بنا بر ملاحظات عمده زیر کاملاً محسوس میباشد . نخست آنکه آموزش بزرگسالان ضرورتی است ناشی از آهنگ سریع تغییرات در جهان امروز ، که معلومات کسب شده در سنین جوانی را در دوران بزرگسالی افراد کم اثر و نارسا میگرداند . به همین جهت در ایران که جامعه ای در حال توسعه سریع است ، همانند دیگر کشورهای جهان ، عرضه آموزشهای مختلف و مداوم برای رفع نیازهای شغلی و فرهنگی افراد بزرگسال و فعال کشور یا فاقد سواد بوده و یا از تعلیمات حرفه ای و یا فرهنگی سازمان یافته بهره نبرده اند و چون پرورش کلیه افراد کشور از طریق آموزشهای رسمی - ام از آموزشهای پیش از دانشگاهی و یا بعد از آن - حداقل تا یکی دودهم آینده امکان پذیر نخواهد بود ، از این روی

to the opinion that the Open University is the proper institution to take the lead in such developments; readers may have other opinions and suggestions which we would be pleased to hear.

1-120

قاسمی، احمد، "تحول جهانی آموزش بزرگسالان"، بشریه دانشکده علوم تربیتی، ۳ (۴۳) بهار و تابستان ۱۳۵۳، ۶۸-۴۸، کتابشناسی ۰۸

در دومین کنفرانس جهانی آموزش بزرگسالان مسئله آموزش بزرگسالان بصورت اصلی و جاد خود یعنی بیکار با بیسوادی و آموزش اکثریت افراد جامعه مطرح گردید. مفهوم جدید آموزش بزرگسالان در سومین کنفرانس جهانی آموزش بزرگسالان در چهار چوب آموزش دائمی استقرار یافته و سازمانهای مربوط به آن بطور نسبی گسترش یافته اند. دستور کار سومین کنفرانس جهانی آموزش بزرگسالان رامیتوان به شرح زیر خلاصه کرد: ۱- گرایشهای نوین در مورد آموزش بزرگسالان. ۲- نقش آموزش بزرگسالان در چهار چوب آموزش دائمی. ۳- فنون مختلف آموزش بزرگسالان. ۴- آموزش بزرگسالان و همکاریهای بین المللی. ۵- استفاده از وسائل ارتباط جمعی در راه گسترش آموزش بزرگسالان. ۶- بسیج و تربیت کارکنان لازم برای توسعه آموزش بزرگسالان.

1-121

لازاروس، روث، "مراکز چند جنبه ای آموزش بزرگسالان"، ترجمه زرین بهبهانی، نمای تربیت، ۲ (۳) ۱۳۵۳، ۳۷۷-۳۸۶.

در این مقاله مفاهیم نظری و اصولی توصیف میشود که مراکز چند جنبه ای آموزش بزرگسالان بر اساس آنها قرار گرفته و بدین منظور نوشته

Thomas, J.E.; Harries-Jenkins, G. "Adult Education and Social Change". Studies in Adult Education, 7(1) April 1975, 1-15, 33 Refs.

In any analysis of the relationship between adult education and social change, a major methodological problem is the absence of a conceptual framework within which discussion can take place. One effect of this can be seen in the debate about the legitimacy of educational objectives. It is apparent that conclusions which are put forward assume a theoretical priority of some specific set of variables-economic, technological, ecological, ideological or normative. The stress which is placed on the perceived importance of one of these then produces conclusions which range from the argument that social change must be totally repudiated as an educational aim, to the assumption that social change is a legitimate and central aim of adult education. When these conclusions are considered further, however, it is clear that they form, together with the "middle point of view", part of a continuum which reflects variations in individual attitudes towards the legitimacy of postulated aims. In turn, the continuum is a major component of a conceptual framework which seeks to link attitudes with the activities which are carried on as part of the adult education curriculum.

Woods, Norman. "A Framework for Cooperative Ventures in Continuing Education". Adult Education, 48 (3) September 1975, 162-165.

The philosophy of lifelong or continuing education has been the subject now of several conferences, books and articles, and the idea of working towards this kind of provision has firmly taken root. But where to begin? These are questions not resolved. Norman Woods tries to open up some positive lines of development; he suggests the provision of a range of centrally produced learning materials which could be adapted and supplement at local level. A national scheme of accreditation and certification is also important (evidenced by the lack of such a scheme for the Dip HE), and Mr. Woods suggests a possible model. Throughout the article the author tends

by various bodies engaged in this field. So far, there is no one established pattern in developing countries for this purpose.

1-116

Mauma, Rommel Z, "Correspondence Education in Tanzania". Literacy Discussion, 6 (1) Spring 1975, 69-78, 8 Refs.

Tanzania cannot wait until everybody passes through the school pipeline. Less expensive methods of instruction are being sought which will help those who, for reasons beyond their control, have dropped out of the formal system. At the same time, there is a need to educate people without divorcing them from the productive work they render to the nation. They will learn without being divorced from the real atmosphere society has created for them. One effective alternative the nation has found is through correspondence instruction.

The history of correspondence education begins in the colonial era. Foreign based correspondence institutions, such as the British Tutorial College, Rapid Results College and others used to offer courses which were based on the Cambridge examination syllabuses, British City and Guilds or Royal Society of Arts exams which at the time were being used in Tanzania.

1-117

Styler, W.E. "The Significance of a Part-Time Degree Course for Adults". Adult Education, 48 (1) May 1975, 10-14.

The success of the Open University has shown the level of demand that exists for part-time degree study. Most of the Open University courses are, however, of a general nature and, of course, lack the traditional university campus background. The special provision therefore of part-time degree courses for adults conducted on the normal university system would seem to be a development which the departments of adult education and extramural studies should perhaps be seriously considering. The growing experience of the Hull initiative, as described by Professor Styler, provides a useful framework of reference.

Kassam, Yusuf O. "Towards Mass Adult Education in Tanzania: The Rationale for Radio Study Group Campaigns". Literacy Discussion, 6 (1) Spring 1975, 79-94, 24 Refs.

The suitability and effectiveness of the radio study group campaigns in Tanzania has been made quite evident from the above rationale which has been examined from a number of considerations. However, these campaign per year. It would certainly be desirable to have more than one campaign per year. Probably, the Institute of Adult Education alone cannot manage more than one campaign per year, for experience has shown that for a well organized and effective campaign it takes one year to make all the necessary preparations such as the writing and editing of the textbook, printing of textbook and other materials, preparation of study guide, production of radio programmes, distribution of study materials, training of organizers and study group leaders, publicity and recruitment of study group members. In fact, two years will have elapsed between the last campaign (mtu ni Afya, 1973) and the next one entitled "Chakula ni Uhai" (Food is Life) which is due to be launched in early 1975. It would, therefore, seem desirable for some other adult education agencies to prepare and carry out similar campaigns consecutively in close liaison with the Institute of Adult Education.

Kuhanga, N.A. "Organization and Administration of Adult Education in Tanzania". Literacy Discussion, 6 (1) Spring 1975, 1-26, 33 Refs.

Tanzania's adult education programmes have been guided by three main objectives: i) To make the adult learner aware of the need to develop himself and ultimately his society. ii) To equip him with the necessary skills and knowledge to cause this development to take place. iii) To create opportunities for him to continue the search for knowledge. One of the important factors in the achievement of these objectives is an effective machinery for the organization, administration, and co-ordination of adult education programmes carried out

courses is at present obviously limited, but potentially, updating and new specialism opportunities should be considerable, both through undergraduate studies and post-experience courses, which will be described later.

1-112

Harris, W.J.A. "Training Adult Education Specialists". Educational Development International, 2(1) January 1974, 9-12.

When describing the training of men or women who work in adult education teacher training seems truly less than adequate. He or she, must so often be not only teacher, but also organizer, administrator, counselor, leader of a group, and self-effacing friend and adviser. The particular emphasis will depend on his particular area and level of responsibility, but he will often hesitate at any description of his role as that of straight teacher. And is training always the word to describe his preparation?

1-113

Hothersall, G. ; Gates, A. "Adult Education and Voluntary Organizations in a Rural Area". Adult Education, 48 (2) July 1975, 95-104.

The authors describe and analyse the results of survey of adult education students and non-students in ten rural villages. Among their many interesting and original findings is the fact that students in the rural areas tend to cover a wider social spectrum than students in urban areas. Rural students continue their studies until much later in life than urban students and they are also more active socially than both rural non-students and than the average national urban adult education student.

of Professor Michael Neil, formerly of its Institute of Educational Technology. The Consultancy Service has two sectors, each of which will be in the charge of academic staff shortly to be appointed. The American sector will continue the work of the University's present American Office, situated in New York, while the overseas sector will deal with other countries.

The purpose of the Consultancy Service is one of educational benefit. Under its charter it aims: * to assist in the dissemination of education in countries overseas as a means of furthering the development of their peoples * to provide academic and related advice on the construction of course materials and their adaptation for use in other environments to advise on the use of the various systems adopted by the Open University; and on any necessary adaptation of those systems in other situations to furnish opportunities for personal experience of value to the career development of members of staff to further efficiency and the economic use of effort within the University and its systems.

1-111

Fleming, Alec. "The Open University and In-Service Training". Educational Development International, 2 (1) January 1974, 13-18, 9 Refs.

The Open University already contributes to in-service training (and not only for teachers) in both a general and specific way. As an institution for over 21's, it inevitably attracts a great many teachers; in 1973, 14,000-36% of all students. Since no formal entry qualifications and requires, the whole range of the University's subject offerings is open for them to study. Faculties so far established are: Arts (Literature, Fine Arts, History, Philosophy, Music, Religious Studies); Mathematics; Educational Studies; Natural Sciences (Physics, Chemistry, Biology, Earth Sciences); Social Sciences (Sociology, Psychology, Government, Political Science, Economics, Geography); Technology (Engineering, Electronics, Materials, Systems, Design). All the courses can be studied at Foundation (inter-disciplinary) level and many to third and fourth (i.e. Honours) level. An important feature of these courses is their up-to-date nature, and since they are all offered on a credit (i.e. one-year, single-course) basis, teachers can sometimes meet quite specific and short-term professional needs, as well as long-term personal goals. The University has been operational only since 1971, and the range of

Bown, Lalage. "Mobilizing Opinion and Exchanging Ideas: An Account of the Work of the African Adult Education Association". Educational Development International, 2 (1) January 1974, 29-33, 11 Refs.

The education of adults in modern Africa has manifold significance. Economic development can only take place if agricultural and industrial workers already active can be trained in new techniques and approaches. Social considerations require a community of persons adjusted to change; and political considerations dictate the provision of opportunities for both advancement and understanding to those who are already voting and of an age to take an interest in supporting (or withholding support from) a government. The African Adult Education Association is a product of the general desire of adult education to organize, and also of the increasing importance now being given in Africa to various forms of adult education (for the reasons just given). It was formed with several motives in mind. In the first place, there was an awareness that there were problems of teaching method, of applying resources, of institutional organization, which were common to many parts of the continent and that there would be value in sharing ideas about their solution. Dr. John Lowe has made the wry comment: one remarkable feature of adult education in developing countries is the frequent disregard of practitioners for one another's innovations.

Crooks, Sam. "The Consultancy Service of the Open University- Its Aims and Operation". Educational Development International, 2 (4) October 1974, 203-204.

Since the Open University's foundation it has often seemed that, as with the prophet, more honour was to be had abroad than at home. For British interest in it has only grown recently whereas overseas, and particularly in the United States, it has always been intense. It is in response to that interest that the University has recently begun a Consultancy Service under the direction

1-107

Anderson, Dan. "Educative Broadcasting". Adult Education, 46 (5), January 1974, 307-313.

Radio and television, with their flexibility and nationwide accessibility, would seem to be an obvious educative medium. Mr Anderson names some of the programmes already being broadcast which could be said to have an educational bias. However, the felt need of the BBC to cater for 'all of the people of the time' often leads to a superficial and miscellaneous output. The author believes that the BBC has a major responsibility to concentrate on one target audience- the educationally disadvantaged- and to present programmes which are geared, both in content and method of presentation, to this sector of the population which never participates in formal adult education. Until this responsibility is accepted and broadcasting policy adapted accordingly, talk of a fourth channel is irrelevant.

1-108

Barnes, Neil. "Adult Illiteracy under Attack in Britain". Educational Development International, 2 (4) October 1974, 180-184.

Certainly it is accepted that quite a sophisticated reading and writing ability is required in Britain to cope with the complexity of modern living-particularly for reading and completing the many forms and documents necessary to receive the benefits and rights existing within the framework of a welfare state. But because of the one hundred years' tradition of compulsory schooling most producers of written instructions-be they on a can of food, safety advice on a piece of machinery or leaflets about employment rights-assume total adult literacy and literacy of a relatively high level. For a variety of reasons educationists are now realizing, with embarrassed surprise, that in Britain this assumption should not be made since a proportionately small but numerically large section of the population are nowhere near the minimum literacy level required to be able to cope with all the complexities of modern living.

برنامه های درسی تقریباً " مشابه پیش بینی شده است . از لحاظ دروس فنی هر نفر در ابتدای تحصیلات متوسطه بر مبنای توانائی و رغبت خود یکی از دروسی را که در مدرسه ارائه می شوند انتخاب می کند و برنامه مربوطه را به موازات تحصیل دروس نظری ادامه خواهد داد . با این ترتیب در دو سال اول دوره متوسطه هر داوطلب تحصیل در مدارس جامع با دو انتخاب مواجه است : انتخاب یکی از دو گروه علوم یا ادبیات و علوم انسانی در دروس نظری . انتخاب یک درس فنی از مجموعه دروس فنی که در مدرسه ارائه می شوند . در دو سال آخر تحصیلات متوسطه برنامه های درسی مواد اختصاصی به صورت مباحثی از دروس مختلف ' (اعم از نظری یا فنی ' علوم یا ادبیات و علوم انسانی) ارائه می شوند و دانش آموزان برنامه تحصیلی خود را به صورت انتخابی تعیین می کنند .

"نظام جدید آموزش متوسطه ایران" • ماهنامه آموزش و پرورش، ۴۵ (۱) مهر ماه ۱۳۵۴، ۲۹-۵۵، کتابشناسی ۰۲

"با توجه به هدفها و اصول مشروح در طرح مقدماتی اصلاح آموزش و پرورش کشور" و با در نظر گرفتن تنگناهای اجرایی نظام جدید آموزش متوسطه در سال تحصیلی ۵۳-۵۴ از یکسو و توصیه های هفتمین کنفرانس ارزشیابی انقلاب آموزشی از سوی دیگر، طرح آموزش متوسطه مورد تجدید نظر قرار گرفت. در این طرح چهار رشته آموزش متوسطه عمومی در سال اول به دو گروه علوم تجربی و ریاضی و علوم انسانی تقسیم شده است که در واقع به ترتیب معادل نظری ۱ و نظری ۲ می باشد. بنابراین دانش آموزانی که سال گذشته رشته نظری ۱ را به پایان رسانیده اند بر اساس استعداد و علاقه خویش در سال تحصیلی ۵۴-۵۵ در یکی از رشته های ریاضی یا علوم تجربی ثبت نام خواهند کرد. به همین ترتیب دانش آموزانی که در امتحانات نظری ۲ موفقیت بدست آورده اند در یکی از رشته های فرهنگ و ادب، و یا اقتصاد اجتماعی به تحصیل اشتغال خواهند داشت."

وزارت آموزش و پرورش، دفتر تحقیقات و برنامه ریزی درسی، آموزش متوسطه جامع در نظام جدید آموزش و پرورش، تهران تیرماه ۱۳۵۳، ۸۱ ص. • (نشریه شماره ۴۷)

آموزش متوسطه جامع دو هدف اساسی اشتغال و ادامه تحصیل در دوره عالی را با تاکید یکسان مورد توجه قرار می دهد. در آموزش متوسطه جامع برنامه های درسی بر دو اصل زیر بنیاد می شوند: تحصیل توأم دروس نظری و غنی. انتخابی بودن دروس در سال های آخر این دوره. برای دو سال اول تحصیلات متوسطه جامع، در دروس نظری در دو گروه علوم و ادبیات و علوم انسانی

Njoku, Osuji. "Comprehensive Secondary Schools for Africa". Intellect, January 1974, 257-260.

"In spite of the rapid progress made in the development of African education as a whole, serious problems still exist at every level, especially in the area of secondary education. Some of these problems are lack of adequate number of properly educated teachers, an insufficient number of schools, the selective process of admitting pupils, and in an ineffective curriculum".

شریفی، هادی. "مطالعه افزایش دانش‌آموزان دبیرستانها و توزیع آنان در مناطق شهری و روستائی". نشریه دانشکده علوم تربیتی، ۳ (۳ و ۴) بهار و تابستان ۱۳۵۳، ۱-۲۲، کتابشناسی ۱۶.

در این بررسی افزایش دانش‌آموزان دبیرستانهای کشور و نحوه توزیع آنان در مناطق شهری و روستائی در طی دهه بانزده سال اخیر مورد مطالعه و تحلیل آمار قرار گرفته است. در عین حال، از نظر تاریخی به توسعه آموزش متوسطه و رشد جمعیت دبیرستانی در طول پیدایش این نوع مدارس نیز منحصر اشاره شده است. این بررسی شامل سه قسمت به شرح زیر است: الف- افزایش جمعیت دبیرستانی در کل کشور ب- افزایش جمعیت دبیرستانها در مناطق شهری و روستائی و به تفکیک جنس دختر و پسر ج- توزیع دانش‌آموزان دبیرستانها در رابطه با جمعیت کشور و گروه سنی دبیرستانی ۱۸-۱۳ سال. در این قسمت مناطق شهری و روستائی جداگانه مورد بررسی واقع میشوند.

1-101

Figueroa, Max; Prieto, Abel; Gutierrez, Raul. The Basic Secondary School in the Country: An Educational Innovation in Cuba. Paris, International Bureau of Education, 1974, 47p.

The basic secondary schools in the countryside are in educational innovation of great significance inasmuch as they represent the prototype of the schools of the future in the Cuban national education system. In these teaching centres are shaped and materialized, in optimum conditions, aspirations, intentions and objectives which by their significance and effectiveness are forcibly and decisively producing substantial changes in the pursuit of the ends and objectives of education, in the structuring of the contents of education, in the use of teaching methods and media, and in the schools' function and educational work.

1-102

Fitzgerald, William M. "The Role of Mathematics in a Comprehensive Problem Solving Curriculum in Secondary Schools". School Science and Mathematics, 75 (1) January 1975, 39-47, 18 Refs.

The problem is broader than the mathematics curriculum and can't be solved without looking beyond to the entire secondary school curriculum. Students in secondary schools are not provided with experience in grappling with real comprehensive problems affecting themselves, their lives, their communities and their environments. If students could have such experience in schools, not only would mathematics become better understood and more appreciated, but school itself might become a more significant and appreciated institution. Furthermore, if secondary teachers chose to alter their work roles so as to be advisors and informed resources in the problem-solving enterprise, their view of themselves and their work should be enhanced markedly.

ضرورت رشد و گسترش سریع اجتماعی ، اقتصادی و فرهنگی از يك سو ،
و افزایش جمعیت از سوی دیگر ، نظامهای سنتی آموزش و پرورش را زیر فشار
گرفته اند و احتیاجات رشد و گسترش مطلوب آنچنان وسیع اند که تنها دگرگونی
ژرف و گسترده ی نظام آموزش و پرورش در کلیتش ، میتواند حل مشکلات و مسایل
را میسر دارد و نظام نوین آموزش و پرورش را ، به عنوان محور رشد و پیشرفت
پویا و کارا سازد . نقش تکنولوژی در این دگرگونی اساسی ست و بدون آن پیشبرد
اصلاحات شالوده یی ناممکن است . تلویزیون ، رادیو ، سینما ، کامپیوتر ،
میکروفیلم ، نوارهای ویدئو ، کاست ، ضبط صوت ، و دیگر وسایل سمعی و بصری
و حتی ماهواره عوامل مهمی در این دگرگونی توانند بود . سیبرنتیک و انفرماتیک
افق های دوری را در برابر فکر انسان می گشایند و ماهیت و ابعاد آموزش
و پرورش را بگونه یی شگرف تغییر میدهند .

سهم منحصر بفردی دارد ؟ ۲- آیا وسیله مورد انتخاب به طرز قابل توجهی در نیل به مقاصد خاص فراگیری در زمینه مورد نظر موثر است ؟ ۳- آیا مصالح سمعی- بصری انتخاب شده يك تجربه اصیل در زمینه فراگیری برای شاگرد بوجود میآورد ؟ ۴- آیا این مصالح از نظر مشخصات فنی و ترکیب و زیبایی قادر به ایجاد يك فضای مساعد برای یادگیری هستند ؟ ۵- آیا وسائل سمعی و بصری مورد نظر با رفتار مطلوب را نزد شاگردان بر میانگیزد ؟ ۶- آیا مصالح آموزشی مورد انتخاب انگیزه های لازم برای مطالعات و فعالیتهای بعدی را در شاگرد می پروراند ؟

1-99

مورگان ' رابرت م . " روش تسلط یاب در فراگیری و تدریس برنامه ای در کشورها
رشد یابنده " . ترجمه ناصر موفقیان . چند گزارش در زمینه تکنولوژی
آموزشی ' مجموعه اول ' خرداد ۱۳۵۳ ، ۵۹-۶۶ ، کتابشناسی ۰۴
بعضی از کشورهای رشد یابنده تدریس برنامه ای " را همچون يك
تکنولوژی پایا مورد توجه قرار داده اند . آموزش با كمك ماشینهای حسابگر
الکترونیکی (کامپیوتر) ، آموزش رهبری شده با كمك ماشینهای حسابگر و همچنین آموزش
برنامه ای چند رساله ای برخی از مهمترین محصولات فرعی روش تدریس برنامه ای بشمار
میروند و همه اینها قسمتی از چیزی هستند که در حال حاضر تکنولوژی آموزشی نامیده
میشود . در تدریس برنامه ای مباحث تدریس در اطراف هدفهای مشخص شکل میگیرد .
این شکل میتواند تابع هدفهای هر مقطع درسی باشد . برای نیل به هدفهای
مشخص کننده هر مقطع میتوان از تمام منابع آموزشی موجود یا مانند کتابخانه کتابها
درسی ' دفترچه های تمرین یا ابزار و وسائل سمعی و بصری استفاده کرد " .

1-100

همایون پور ' پرویز . " تکنولوژی آموزشی در خدمت جهان سوم " . چند گزارشی
در زمینه تکنولوژی آموزشی ' مجموعه سوم ' بهمن ۱۳۵۳ ، ۲۷-۳۴ .

لیولین ، جرال د سی . " کاربرد روشهای مبادله ، نوارهای صوتی در برنامه های تربیت معلم " . ترجمه ناصر موفقیان . چند گزارش در زمینه تکنولوژی آموزشی ، مجموعه اول ، خرداد ۱۳۵۳ ، ۵۱-۵۸ کتابشناسی ۰۱

کاربرد روز افزون نوارهای ضبط صوت به صورت وسیله ، کمکی مؤثری برای تربیت معلمان علوم در آمده است . محاسن قابل مشاهده ، این امر عبارتند از افزایش آگاهی شخصی معلمان در مورد محیط کلاس درس ، افزایش کیفیت تدریس ، و افزایش کیفیت و کارایی در زمینه نظارت و سرپرستی . روش مبادله نوارهای صوتی بین دانشجویان رشته های مختلف تربیت معلم و مدیران و سرپرستان مراکز تربیت معلم ، به عنوان یک نوع جانشین روش معمولی بازدید کلاس ها مورد استقبال قرار گرفت . برنامه ، مبادله ، نوارهای صوتی ، علاوه بر این که دانشجویان دوره های تربیت معلم را با کاربردهای ابتکاری نوارهای ضبط شده آشنا می سازد و مهارت های ویژه ، آنان را تقویت می نماید ، به معلم این امکان را هم می بخشد که کوششها و تجارب خود را با کوششها و تجارب همکاران خود مبادله کند . مدیران مراکز تربیت معلم با استفاده از صرفه جویی حاصل در وقتی که برای رفت و آمد بین مدارس مختلف و بازدید کلاسهای آنها تلف می کردند ، امکان یافتند که از طریق گوش دادن به نوارهای ضبط صوت با محیط کلاسهای درس آشنائی یابند و میزان مهارت و موفقیت شاگردان خود - معلمان آینده - را ارزیابی کنند .

"مقدمه ای بر انتخاب مصالح و لوازم سمعی و بصری" . چند گزارش در زمینه تکنولوژی آموزشی ، مجموعه دوم ، آبان ۱۳۵۳ ، ۵۱-۵۸ ، کتابشناسی ۰۱

برای انتخاب صحیح و مناسب وسائل و مصالح سمعی - بصری باید شش پرسش اساسی مطرح گردد ؛ ۱- آیا رسانه یا وسیله مورد نظر در فراگیری

"سیاهه" پاره ای از تکنیکهای سمعی-بصری" • ترجمه ناصر موفقیان • چند
گزارش در زمینه تکنولوژی آموزشی، مجموعه اول، خرداد ۱۳۵۳، ۲۱
 -۳۵۰

در این مقاله کوشش شده است که پیش از هر گونه تفسیر آموزشی، سیاهه ای از فنون اساسی ارتباطی که به ویژه در زمینه آموزش کاربردهای یافته اند، با اسم و رسم و عناوین جاری آنها ارائه گردد این سیاهه البته نارساست، زیرا که تا سال ۱۹۶۳ تنها در ایالات متحده آمریکا بیش از دویست فن گوناگون در زمینه آموزش سمعی و بصری شمارش شده بود. این سیاهه در حقیقت محدود می شود به اصطلاح ها و عبارت هائی که در زمینه های عملی روزانه تقریباً در غالب کشورها مورد پذیرش قرار گرفته اند. در ضمن کوشش شده است که از بکار بردن اصطلاحهای عجیب و نامانوس که بسیار مورد علاقه تکلیسین های "تولید" یا "تهیه" پیام های سمعی و بصری است، اجتناب به عمل آید.

شیخیان، مهدی. "وسائل ارتباط جمعی و یادگیری" • دفتر روستا، ۶ (۲)
 پاییز ۱۳۵۳، ۸-۴، کتابشناسی ۰۳

تکنولوژی آموزشی به آن رشته از فعالیت های سیستماتیک اطلاق میگردد که ماشین، مواد و تکنیک را برای رسیدن به هدفهای آموزش و پرورش به یکدیگر نزدیک میکند و از آنجا که هدف اصلی آموزش و پرورش یادگیری است تکنولوژی آموزشی مهمترین نقش خود را در ارائه وسائل و مواد آموزشی چون رادیو، تلویزیون، ماشین آموزشی، کامپیوتر بازی میکند.

EQUIPMENT IS TO non-print or audiovisual educational and training materials what literacy or the ability to read is to print materials. One must be able to read in order to unlock the information stored in print materials. Likewise one must be able to have and to use appropriate or specific equipment in order to unlock the information stored in the non-print materials. Media enthusiasts commonly claim that verbal literacy is not required in order to understand the messages in non-print materials, so that they can be used effectively with illiterate or semi-literate audiences. This is a major advantage for non-print media. On the other hand, a variety of expensive, complex and non-standardised equipment is as great a hindrance to the use of non-print media as the lack of language facility is to the use of print materials. For the purpose of this discussion the non-print audio and/or visual materials used in education and training will be referred to as mediafare. The equipment necessary to unlock or expose or reproduce the messages in the mediafare will be referred to as mediaware. Mediafare as a term seems preferable to audiovisual materials or software and mediaware seems preferable to audiovisual equipment or hardware.

1-94

آرمزی، جیمز و. دال، نورمن سی. پژوهشی درباره کاربرد تکنولوژی آموزشی. ترجمه ناصر موفقیان. تهران، مرکز تکنولوژی آموزشی مؤسسه انتشارات فرانکلین، ۱۳۵۳. ۱۴۵ ص.

در این بررسی اصطلاح تکنولوژی آموزشی بطور کلی به مجموع "چیزهای فراگیری"، لوازم و دستگاههای مربوطه، و مصالح آموزشی مورداستفاده در فرایند یادگیری و آموزش در کشورهای توسعه یافته و کشورهای رشد یابنده اطلاق شده است. همچنین مقاصد متعدد تکنولوژی آموزشی از جمله: بهبود کیفی آموزش، عرضه خدمات آموزشی به تعداد بیشتری از افراد (کمیت) با کشف مطالب تازه ای در زمینه فراگیری (پژوهش)، اصلاح برنامه های درس (مواد آموزشی)، بهبود فرایند آموزشی (روش) و ساخت و ساز مجدد نظام های آموزشی (سازمان) مورد بحث قرار گرفته است.

The principal advantage of integrating a course with these methods is that it gives students confidence to take over the investigation themselves. When they give short lectures, it is with the help of visual methods which they have seen used and which make establishing a rapport with the group easier. The effect of handling essay material in the way described is to show them what they have said and where the interest and conviction are apparent, and to focus on that interest and develop it. Their seminar contributions fit initially into a known pattern; this is a basis from which they can and do go out to make more of the subject under the stimulus of discussion. The lecture serves as a starting point only of a developing flux of communication, in which the visual presentations have helped to clarify and coordinate everyone's efforts.

1-92

Whitaker, Peter. "Report on the Round Table Consultation on Educational Technology in European Higher Education". British Journal of Educational Technology, 6 (1) January 1974, 66-70.

The Consultation was organised by the International Film and Television Council (IFTC), with the support of UNESCO and in association with the French National Commission for UNESCO. The object of the Consultation was to provide for a free and full exploration of the possibilities for closer co-operation in educational technology between European Universities. Some 125 delegates attended the Consultation from 20 European countries, they included practising teachers, directors of educational media centres, producers from these centres, representatives of national and international organisations concerned with education or educational technology, and representatives of Government bodies.

1-93

Wyman, Raymond. "International Standards for Educational and Training Equipment" Educational Media International, (1) 1975, 2-10, 13 Refs.

most significant developments. A series of state-of-the-art papers was then prepared, on topics and by authors chosen on the basis of the survey. Such overlapping as occurs between the eight areas selected for these papers has the advantage of providing an opportunity to compare different points of view. The purpose of the papers was to present a comprehensive and balanced analysis of the area in question: activities under way, results obtained, major problems, future needs, etc.

The book is directed to all those persons who have an interest in or direct responsibility for improving science education at any level through the utilization of more effective methods of teaching and learning. Its purpose is to assist them in their work, by giving them access to information and ideas regarding ways in which educational technology is being used for better education in science.

1-90

Watson, Paul G. "Implementing Instructional Development in Higher Education Institutions". Educational Technology, 14 (7) July 1974, 11-16, 2 Refs.

This article attempts to evaluate and describe one older and two newer approaches that can be used to implement instructional development (ID) in higher educational institutions. While no one strategy or approach reviewed can be said to be superior to the others in all respects, each offers unique advantages and disadvantages operating as a function of the particular institution and the stage of ID implementation. While the purpose of this article is not to go into detail regarding all the steps included in the ID process, the following gross steps are generally followed for instructional design type problems. These steps are as : 1. Precision 2. Audience Characteristics 3. Criterion Test Construction 4. Design of the Instructional System 5. Development of the Instructional System 6. Implementation of the Instructional System.

1-91

Whitaker, Charles. "Snap-a- Slide, Scancept and Skilgran-Some Visual Ways of Integrating University Courses". British Journal of Educational Technology. 6 (2) May 1975, 35-47, 6 Refs.

a transfer study because: (a) it has been thoroughly tested over a three year period and provides a considerable amount of research evidence for comparative purposes (b) it is a relatively small learning system, requiring only about fifteen hours of learning activity over a 5-week period (c) it is designed to improve specific teaching skills (d) it was built following a rigorous research and development process. The basic instructional model is an adaptation and expansion of the Stanford Microteaching Model.

1-88

Pickford, Michael. "University Inputs, Outputs and Educational Technology". British Journal of Educational Technology, 6 (2) May 1975, 61-70, 14 Refs.

The purpose of this paper is to examine in general terms the characteristics of university inputs and outputs. This should bring to light some of the special features of an education "production process", and enable us to examine the role of educational technology. From the economic point of view, the university can be seen as combining inputs of resources such as academic and other staff, buildings, equipment and materials, together with the time of students, to produce educated students, research (i.e. the discovery of new knowledge), scholarship (i.e. the rediscovery and preservation of past knowledge), and the professional and public services of staff. The various ways in which the inputs may be combined to produce the outputs are governed partly by the prevailing level of knowledge about educational technology; and partly on the extent to which such knowledge is used.

1-89

Unesco. New Trends in the Utilization of Educational Technology for Science Education. Paris, 1974. 248 p.

This volume explores current trends in the utilization of educational technology to improve the teaching and learning of science at all levels. In preparation for the work, a survey was carried out of recent literature in the field, so as to determine the

The purpose of this paper is to briefly review major applications of computer technology in schools and to examine the constraints and incentives which will bear on their future role in basic education. There are, however, four major applications : (a) computer as an administrative aid; (b) computer as a scientific, arithmetic problem solver; (c) computer as an information retriever; and (d) computer as an instruction facilitator.

1-86

Norgate, Martin. "Linked Tape and Slide Audio-Visual Displays". Educational Development International, 2 (4) October 1974, 197-201, 7 Refs.

The reproduction of high quality sounds and colour pictures, particularly where they are combined into a tape-slide programme, can effectively help to create atmosphere, to explain concepts, and to display related material in a variety of educational situations. Tape is the most convenient way of recording and reproducing sounds. Slides are easy to make and show and are the cheapest way of providing high quality colour pictures. The medium is flexible and can be developed into a stimulating display technique. Compared with cine, tapeslide is much less expensive both in capital and running costs and can easily be made to be fully automatic.

1-87

Perrott, Elizabeth. "A Study of Self Instructional Microteaching Systems". Educational Development International, 2 (1) January 1974, 19-25, 13 Refs.

In the present research study a self-instructional training system based on microteaching is being adapted for use in the UK. The system which was originally developed by the Far West Laboratory for Educational Research and Development in the United States has provided reliable research evidence that the approach used brings about significant and lasting changes in the performance of in-service teachers. The self-instructional system being studied deals with effective questioning and class discussion skills. It appears well suited for

clerical toward instructional types to achieve the most favorable acceptance. The second is an admonition to those who would support individualized systems to become familiar with the history of such approaches. The third calls attention to three practical tests that might be applied to newly emerging applications to help judge their viability. If the computer is to assist with a significant fraction of the nation's instructional needs in the foreseeable future, we should be prepared to examine not only the pedagogical and technical issues, but also some of the more pragmatic factors which involve user acceptance.

1-84

Mayo, John K.; Hornik, Robert C.; Mc Anamy, Emile G. "Instructional Television in El Salvador's Educational Reform". Prospects, 5 (1) 1975, 120-126 3 Refs.

El Salvador's educational reform, and particularly its ITV system, accomplished what they were expected to do under the original five-year plan. The bottleneck in secondary education was widened and with each passing year more students poured into the seventh grade- A greater percentage of these students were from disadvantaged backgrounds and most were expected to complete the ninth grade. largely because of ITV, the great expansion in enrolment did not lead to a decline in learning. In fact, just the opposite occurred; students learned more under the reform with ITV than they did under the traditional system. Although ITV was unquestionably an expensive innovation for El Salvador, the Ministry of Education managed to offset some of its cost by increasing both classroom teachers' hours and class size. Given the projected rise in enrplments, the per student costs of instruction under the reform with ITV will eventually be less than if the reform had been intriduced with traditional class size and teacher loads.

1-85

Mitzel, Harold E. "Computer Technology: Its Future Role in Basic Education". Journal of Teacher Education, 25 (2) Summer 1974, 124-129, 15 Refs.

building up audio-visual services. The work of audio-visual services for higher education has not been studied and institutions, established for more general information purposes and serving schools only marginally, are also not considered in the reports. The main purpose is the analysis of the systems of those official services which are primarily concerned with general, vocational and technical education.

1-82

Kundu, Mahima, Ranjan. "What a Low-Cost Closed-Circuit Television System Can Do" Educational Technology, 15 (2) February 1975, 57-59.

This article emphasizes the uses of a low-cost closed-circuit television system (CCTV), the equipment and operation involved and how you can create such a system with limited funds. The discussion will also include the various possibilities or means by which the CCTV system can be employed for every facet of college life, i.e., teaching, administration and student activities.

1-83

Lippey, Gerald. "Computer Managed Instruction :Some Strategic Considerations". Educational Technology, 15 (1) January 1975, 9-13, 6 Refs.

Those who conceive and design instructional systems ordinarily take advantage of what is known and anticipated in connection with both educational theory and technology. Their systems tend to reflect the points of view of respected instructional theories and are consistent with prevailing educational philosophy. Similarly, technical decisions are ordinarily based upon adequate understanding of the hardware and software currently available and upon usually reasonable (but occasionally overly optimistic) expectations of technological progress. It would also be helpful to consider some matters of broader perspective. Three strategic considerations that should be taken into account in the development of computer based instructional systems are proposed. The first consists of a classification of applications and some arguments that development should proceed from

usage of microfilm in education is not fundamentally different from its usage in government and industry. The same pressures that have led to the adoption of microfilm techniques in the business world will, no doubt, in due course make themselves felt in the educational world too. It is therefore to the "instructional usage" of microforms that especial interest attaches in the present context. Microforms considered as instructional materials are not just books "writ small". Rather, they are learning materials with unique characteristics. Properly integrated into the teaching-learning situation they can provide opportunities for learning that would not otherwise be practicable. The key to the effective use of microforms as instructional materials would appear to lie in the achievement of this integration.

1-80

Hubalek, F. "The Production of Audiovisual Media in Schools". Educational Media International, (3) 1975, 19-26, 4 Refs.

In 1970, the International Council for Educational Media (ICEM) set up a working party under the brief: "The production of audio-visual media in schools". The author of the present article is the leader of this working party. Since its establishment, it has now completed two part projects, two other projects are in hand and a fifth is about to be started.

1-81

Jongbloed, H.J.L. "Administration of Audio-Visual Services". Educational Media International, (3) 1975, 14-16.

The International Council for Educational Media (ICEM) established in 1969 a "working group on administration". UNESCO asked the ICEM working group to produce a series of comparative studies on the administration of the audio-visual services in different regions of the world and gave substantial support for compiling, editing and printing of these studies. These documents are intended to help countries which plan to re-organise their traditional **services** in view of new developments and modern requirements, and also developing countries which are

the most important in the field of educational technology, is frequently paraphrased as the search for a media taxonomy. Classification' is used in this paper as a generic term for order on the one hand and taxonomy on the other. An order works with categories which permit the formation of discrete classes of facts. A taxonomy brings a fixed structure to such an order by putting all the facts into a sequence according to a single rule or to several interconnected rules.

1-78

Hoos, Ida R. "The Costs of Efficiency: Implications of Educational Technology". The Journal of Higher Education, 46 (2) March/April 1975, 141-159, 31 Refs.

This paper traces the impacts of technology on education and illustrates the steady progression, always rationalized by the ethos of efficiency, from teacher aids to computer-aided instruction, from data-process to facilitate record-keeping to omnivorous management information systems. The point is made that at present a management syndrome pervades education planning at all levels. This has created an environment hospitable to the family of techniques related to systems analysis, with its companions and components, cost/benefit measures, program budgeting. Quantitative concepts such as productivity, performance, and accountability have rendered the notion of academic excellence virtually obsolete. After a review of the current state-of-the art, the paper finds that industry-style efficiency may be more costly than beneficial to education.

1-79

Horder, Alan. "The Application of Microforms in Education: A Survey of the Literature. British Journal of Educational Technology, 6 (1) January 1975 38-54, 136 Refs.

While no claim is made that the present survey is exhaustive it is believed to be sufficiently comprehensive to justify comment at this point. In the first place one is left as a result of making the study with the clear impression that we have in microfilm an educational medium of great potential importance. As noted earlier in this article, the administrative and research

engaged is of great importance, but, unless it is placed in a perspective which takes account both of the ideological nature of the school system in which its work finds an echo and of the possibility of changing the media, its work will result in the construction of another specialist subject area which will only serve to modernise the school system.

1-76

Harrison, J. A. "International Cooperation in the Production of Teaching Films". Educational Media International, (3) 1975, 2-5.

This article brings the story of international co-production in ICEM up to date. Three different approaches have been made. Firstly, the production of an integrated series in which the films are produced by the members. Secondly, the production of one film in which sections are produced by different members. Thirdly, the production of a film by one producer -production costs being shared by members. Each has its advantages and disadvantages and the choice depends to a considerable extent on the subject. But whatever system is used two factors are essential to success. The first of these is planning; this includes the exploration and choice of subject, research, agreement on content, approach and budget and control during production. All this is necessary for production on a national basis but more so for an international project. Unless there is complete confidence that the subject will produce a good film it is better to drop it. The number of proposals investigated by ICEM far exceeds the number of films completed. The second is cooperation, understanding and goodwill between the participating members-this has never been lacking in ICEM.

1-77

Heidt, Erhard u. "In Search of a Media Taxonomy: Problems of Theory and Practice". British Journal of Educational Technology, 6 (1) January 1975, 4-23, 23 Refs.

This paper deals with the question of classifying media in the context of teaching and learning processes. This problem, which is often regarded as one of

1-74

Farrugia, Charles. "Intellect: The Cinderella Element in Education". British Journal of Educational Technology. 6 (1) January 1975, 23-32, 24 Refs.

The educational technologist's concern with planning derives from his conviction that "the numerous parameters to the efficiency of instruction" can become most effective when educational needs are identified and problems specified, so that all the human and material resources available to the system are planned, organized and managed within the constraints of the society that will benefit from them. The inter-relationship between the parameters is brought together by the (British) Council for Educational Technology through its definition of educational technology as "the development, application and evaluation of systems, techniques and aids to improve the process of human learning".

1-75

Grealy, Jim, "Film Teaching and the Ideology of the Educational System." Screen Education (15) Summer 1975, 12-18.

Media studies can not be taught solely as ideological demystification. There are numerous formal questions concerning the functioning and reading of images which are a necessary part of a visual literacy project. That language communications are polysemic and ambiguous, open to multiple interpretation has long been accepted; the meaning of visual images, however, has generally been accepted as immediately available, their reading not requiring any kind of training. There are important practical consequences here for school. The subject as a closed system of knowledge can be undermined by the stress laid by media studies on the continuity between what the pupils study in the classroom and what they watch and use out of school. Also, the normal hierarchical way of teaching-information conveyed from active teacher to passively receptive pupils - is very difficult to sustain in a media studies course with its emphasis on practice as well as on theoretical learning. In this, the programme of visual literacy on which Screen Education has been

تصمیم گرفته ضمن تقویت کامل دفتر فنی خود در تهران و شهرستانها حل اساسی مسائل و مشکلات ساختمانی را مورد توجه عمیق قرار داده و در طرح ریزی بناهای مختلف آموزشی کلیه ضوابط و معیارهای علمی را عموماً "رعایت نماید" در مجموعه حاضر، نیاز مدارس در سطوح مختلف مورد مطالعه و بررسیهای فراوان کارشناسان دفتر فنی وزارت آموزش و پرورش و کارشناس یونسکو در ایران قرار گرفته و برای هر یک از مقاطع تحصیلی معیارها و ضوابط خاصی از نظر ساختمانی تعیین گردیده است.

Scriven, F.B; and others. School Furniture Development: An Evaluation. Paris, Unesco, 1975, 54p, 36 Refs. (Unesco Educational Studies and Documents No. 16).

Unesco has been involved in school furniture projects in fifteen countries. Project assessments have taken place in the case of work in Algeria, India, Iran, Sri Lanka and Tunisia, and evaluations of the Sri Lanka and Tunisian projects are contained in the present study. For purposes of comparison, evaluation of a furniture project carried out by the Department of Education and Science in the United Kingdom is also included. As to the purpose of evaluation itself, it can be summed up as follows: To estimate the effectiveness of Unesco's involvement in school furniture design so far. To point out the strengths and weaknesses of this involvement, and to make suggestions on any required changes in Unesco policy. To provide a basis for the "School Furniture" study that will prove of practical use to those involved in all aspects of the provision of school furniture. To provide information for furniture design groups engaged on projects in countries where conditions may be similar to those considered in the evaluations. To form a basis for any further stages in, or development of, the evaluated projects.

وزارت آموزش و پرورش، معاونت طرحها و بررسیها (دفتر فنی) ضوابط و معیارهای
ساختمانهای آموزشی در ایران • تهران، دیماه ۱۳۵۳، ۹۹ ص.
 (نشریه شماره ۱)

یکی از مهمترین کمبودهایی که تا کنون در امر آموزش و پرورش ایران موجب بروز مسائل و مشکلات فراوانی گردیده فقدان هرگونه ضابطه و معیارهای علمی و فنی برای ساختمانهای آموزشی میباشد و از آنجائیکه قسمت اعظم مدارس کشور بدون توجه به این ضوابط بنا شده اند، لذا حداکثر استفاده از فضاها و ساختمانهای برای پیشرفت امر آموزش مقدور نیست.

با توجه به عوامل فوق و علل فنی و آموزشی دیگر وزارت آموزش و پرورش

Baskett, Charles; Chwat, Rabbi Sheldon. " Vertical Open Plan : New Way to Design a School Without Walls." American School and University, 47 (6) February 1975, 20-22.

The difficulties with noise and disorder, as well as with other problems in conventional open plan designs, seem to be largely solved with a new approach at Salanter-Akiba-Riverdale Academy in New York City. The 480-student Hebrew School uses vertical open space achieved by "Stair-stepping" down the natural contours of a sloping site. Stairstepping levels create physically defined spaces which provide opportunities for both privacy and interaction. Rather than attempting to relate to the entire 480-student school, teachers and students maintain their identities within each level. Each class independently decides whether to interact among themselves (as few as 18 students) or with other classes on that grade level or with the entire level. Also, level-to-level movement increases the involvement as the need arises. Despite the dense of privacy, the overall effect of the vertical design instills a feeling of " oneness" for the entire school. The administrative offices, teachers' work areas, teachers' lounges, and the most widely-used ancillary spaces-learning resource center, arts/science area, conference room-form the core of the academic space. This central core is located a half-level below the instructional spaces at every level of the building.

Lower Merion Township (Pa). " Combined School/Public Library Reduces Cost by \$500,000." American School and University, 47 (11) July 1975, 10-12.

Finding new ways to cut taxpayer costs, Lower Merion Township, Pa. has combined a new elementary school and public library in one building with initial savings of more than \$1/2 million! In addition to the initial building cost savings, the combined facilities have continued to save money on a day-to-day basis through shared spaces, personnel, fuel, and maintenance equipment and supplies. And as if that isn't enough, they are both functioning as successfully as each would have as a separate entity.

نخبه بود ، مانند آموزش ابتدائی به صورت تعلیم و تربیت انبوه مردم در آمد . است . از ۲۵ تا ۳۰ درصد جمعیت این جوامع ، به طور تمام وقت به مدرسه می روند . سیاست تربیتی ، به علت اثرات اقتصادی ، اجتماعی و مالی و حتی سیاسی آن به صورت یکی از مهمترین موضوعات مورد علاقه مسئولان امور درآمد است . درست در همین موقع و در همین کشورهایی که نظامهای تربیتی به طرز مذکور در حال گسترش است ، آینده ، نهاد های تربیتی به گونه ای بسیار بنیادی و شدید مورد انتقاد و بررسی قرار گرفته است .

1-69

مؤسسه تحقیقات و برنامه ریزی علمی و آموزشی : مرکز برنامه ریزی آموزشی ، گروه آموزشهای عمومی و حرفه ای . بررسی مقدماتی کیفیت اجرای دوره ، راهنمای تحصیلی در نظام جدید آموزش و پرورش . تهران ، مرداد ۱۳۵۳ ، ۹۵۰ ص (نشریه شماره ۱۵۲) .

طرح "بررسی کیفیت اجرای دوره راهنمایی تحصیلی در نظام جدید آموزش و پرورش در شهریور ماه ۱۳۵۲ در حالی که به سومین سال اولین دوره خود قدم می گذاشت بمنظور ارزشیابی و تصویر مشکلات اجرایی فعلی این دوره آغاز شد . هدفهای بررسی حاضر محدود به پژوهش در زمینه های ذیل است . هدف اول : بررسی مشکلات مربوط به تربیت معلم راهنمایی تحصیلی در دانشسراهای تربیت معلم راهنمایی . هدف دوم : بررسی مسائل مربوط به نحوه تدریس معلم راهنمایی تحصیلی در مدارس راهنمایی تحصیلی . هدف سوم : بررسی نحوه اجرای فعالیت های فوق برنامه و پرورش از نظر معلم ، مدیر و دانش آموزان دوره راهنمایی تحصیلی . هدف چهارم : ارزشیابی خدمات مشاوره در مدارس راهنمایی تحصیلی .

بودی ، اگستو سالازار . "جهات اصلاح برنامه های آموزشی در پرو" . ترجمه
ابراهیم هاشمی . نمای تربیت ، ۲ (۴) ۱۳۵۴ ، ۴۳۳-۴۴۲ .

اصلاح برنامه های آموزش و پرورش در پرو که اخیراً " به موجب يك
قانون کلی مورد تصویب قرار گرفته است ، نشان دهنده " این تعایل عیق است که
خواسته اند نظام آموزش قدیمی این کشور را از بنیان دگرگون سازند . در این
زمینه می توان گفت که چهار چوب اساسی آموزش و پرورش کشور پرو جز در برخی
از موارد از عصر استعمار تا دوره " آزادی ملت پرو هیچ تغییر نکرده است . بسیار
از خطوط اصلی جریان آموزش و پرورش به شکل سابق خود باقی مانده اند و تنها
در این عصر و دوره است که بار دیگر مورد توجه قرار گرفته و اصول تازه ای که
بر شرایط کلی پیشرفت انسان و الزامهای ناشی از استقلال و توسعه " هماهنگ ملت
پرو ناظرند جانشین اصول کهنه و قدیمی شده اند . این برنامه " اصلاحی
شامل نظریه های متنوع اساسی و اقدامات عملی مهمی می شود که اهمیت آنها
چه از نظر اجتماعی و چه از نظر تعلیم و تربیت انکار ناپذیر است . مهمترین
این عقاید و نظریه ها عبارتند از : ۱ . تعریف تازه ای از مفهوم آموزش و پرورش
و رسالت آموزش . ۲ . تعریف تازه ای از هدفها و مقاصد برنامه " آموزش و پرورش
ملی . ۳ . ایجاد يك نظام آموزشی جدید و به کار گرفتن اشکال تازه " سازمانهای
آموزشی . ۴ . اهمیت مشارکت جامعه در تعلیم و تربیت .

پونان ، ریموند . " دورنمای تکامل ساخت نظامهای تربیتی " . ترجمه مجدالدین
کیوانی . نمای تربیت ، ۲ (۴) ۱۳۵۴ ، ۴۴۳-۴۶۰ ، کتابشناسی ۴ .

تحول و توسعه " سریع نظامهای تعلیم و تربیت طی دو دهه اخیر " در
تاریخ جوامع صنعتی بیسابقه بوده است . این تسریع ناگهانی با پیشرفتهای
اقتصادی و نیز با تحولاتی که در روابط اجتماعی صورت گرفته سخت پیوسته است .
تعلیم و تربیت دبیرستانی و دانشگاهی که در گذشته در انحصار برگزیدگان

ledge of the existing forms of formal education in the less developed nations of Africa and Latin America. Such a system differs from the one in the United States in four major respects: the provision of universal education is a distant goal, the private sector is small and restricted by central government control, the system is directed by the national rather than local authorities, and the funds for education do not originate at the local level; these characteristics will affect the outcome of our analysis.

1-66

بازرگان ، فریدون . " تحولات جدید نظام آموزش و پرورش سوئیس " . نشریه
دانشکده علوم تربیتی ، ۳ (۳ ، ۴) بهار و تابستان ۱۳۵۳ ، ۲۳ - ۴۰ .
کتابشناسی ۷۰

برخی از علل گرایش به ایجاد نظام جامع تحصیلی در کشور سوئیس بقرار
زیر است : ۱ . برطرف نمودن معایب نظام کنونی آموزش و پرورش در این کشور که
کودکان را به رشته های تحصیلی محدود با تفاوت از ایالتی به ایالت دیگر —
هدایت نموده و حتی هر گروه را به ساختمانهای جدا منتقل می کنند بنابراین
علاوه بر عدم رعایت تنوع در عرضه رشته های تحصیلی مختلف و انتخاب دروس
این امر باعث پیدایش تبعیض و امتیاز اجتماعی میان کودکان میگردد . ۲ . توجه
به امتیازات و امکانات راهنمایی تحصیلی بدین صورت که دانش آموزان پس از
انتخاب یک رشته تحصیلی در موقع مناسب تری یک بار دیگر از فرصت انتخاب
مجدد و تغییر رشته بهره مند میشود . ۳ . لزوم ایجاد مدارس مرکزی و —
یک ناحیه روستائی و همچنین مدارس برای کودکان دانش آموز چند روستا —
بصورت جامع با در نظر گرفتن تسهیلات راهنمایی تحصیلی . ۴ . بررسی نتایج
جالب مدارس جامع تجربی در کشورهای مانند انگلستان ، سوئد و آلمان —
باعث گردید کشور سوئیس در این تحول منطقی در ساخت آموزشی بر مبنای فلسفه
اجتماعی معین با کشورهای هم قاره خود همگام و همراه گردد .

In the life of the thirty-year-old Polish people's Republic, the most outstanding phenomenon has been the remarkable strides made in education. During the school year 1974/75 education will be provided for some 7.5 million young people and adults, nearly 5 million of them in primary schools and about 2.7 million in vocational and secondary schools. The new concept of education has been worked out by a committee of experts which prepared a report on the present state of public education in Poland. It provides for a single type of secondary school, which is at the same time sufficiently differentiated to enable each pupil to attain a level of education and qualifications in keeping with his abilities and interests. To introduce this new concept of secondary education, the education system at present in force will have to be taken into account.

1-64

Kujal, Bogumir. "Research into New Methods in Czechoslovakia". Prospects, 5 (1) 1975, 105-110, 1 Ref.

The educational research institutes of Czechoslovakia are currently working on the complex, responsible task of devising a forwardlooking educational system to go with the above programme. One such establishment, the Jan Amos Komensky Pedagogical Institute of the Czechoslovak Academy of Sciences, is investigating some of the theoretical and methodological problems related to this system and to its gradual introduction. The preparatory studies and the various research activities which it has carried out, and which provide the basic scientific material for drawing up a general picture of the socialist school of the future, include research into new and more effective methods of instruction.

1-65

Sanchez, Nicolas; Waters, Alan Rufus. "Educational Reform for Economic Development". Comparative Education Review, 18 (1) February 1974, 96-111, 13 Refs.

This study will examine the interests of the three main parties to the formal education system of a hypothetical nation state. However, the education system which is developed will be derived from a particular know-

1-61

Deo Bhatt, Dibya; Mohsin, Mohammad. "Restructuring the Educational System in Nepal." Prospects, 5 (1) 1975, 96-100.

Nepal's new education plan-the National System of Education: 1971-76-is aimed at restructuring the entire system. National integration and the development of human resources are the two major emphases of the plan, which is nevertheless quite comprehensive and touches upon all aspects of educational reform. It claims to be action-oriented and as such strongly advocates development of skills and right attitudes in the students, as well as a close link between education and work. The plan has definite political overtones. It calls for co-ordinating various social and political interests, harmonizing multilingual traditions into a single nationhood.

1-62

Graham, Patricia Alberg. "America's Unsystematic Education System". American Education, 10 (6) July 1974, 12-19.

The American "system of education" is an organizational nightmare but a functional triumph. It nearly defies explanation as a coherent enterprise, but persons regularly emerge from their encounters with it more knowledgeable than when they entered it. If it is to be judged on the educational attainments of the entire American public, then its success is real. However, few American institutions have suffered as much criticism, particularly in the last 24 years, as have those concerned with education. The paradox of functional success but massive criticism raises perplexing questions about this enigmatic enterprise. Apparently it is successfully accomplishing one task while being expected to do another.

1-63

Kuberski, Jerzy; Wolczyk, Jerzy. "The Bases of the Reform of the Educational System in Poland". Prospects, 5 (3) 1975, 301-311.

1-59

Ayman, Iraj. Educational Innovation in Iran. Paris, International Bureau of Education and Asian Centre of Educational Innovation for Development, 1974. 35p. 37 Refs. (Experiments and Innovation in Education No. 10).

"This monography shows that, largely as a result of inadequate research and periods of rapid reform and social development, many educational innovations in Iran have been introduced through political motives. They rarely brought about basic principles of education, but rather modified its operation. The author believes, however, that these operational innovations, may, in due course, lead to such fundamental changes.

1-60

Dave, Ravindra H.; Hill, Walker H. "Educational and Social Dynamics of The Examination System in India". Comparative Education Review, 18 (1) February 1974, 24-38, 4 Refs.

The examination system of India has been analyzed as a case study illustrating the kind of system and the kinds of problems that are to be found in several Asian countries, as well as other parts of the world. In these countries the examinations have a central importance in the educational program, and their impact is felt throughout the society as well as in the schools. As developing countries seek to modernize their educational systems, traditional examination patterns act as a powerful brake on the possible rate of change. Many aspects of educational practice are influenced by the examinations. Because their social functions are widespread, and social values have been built up around the system, the improvement of examinations and concomitant improvements in education must be planned in the wider social context. Their social consequences, as well as their educational effects, must be recognized.

وزارت آموزش و پرورش، دفتر تحقیقات و برنامه ریزی درسی • بررسی تطبیقی

در برنامه ریزی درسی : ژاپن، هندوستان، سوئد • ترجمه ابراهیم

کظیمی • تهران، شهریور ۱۳۵۳، ۶۲ ص. (نشریه شماره ۴۸)

در این نشریه سه مقاله مختلف در زمینه روشهای برنامه ریزی

درسی در سه کشور جهان جمع آوری شده است که می تواند برای کارشناسان

برنامه ریزی و سایر علاقمندان مفید باشد • برنامه ریزی درسی با همه اهمیتی

که در سالهای اخیر کسب کرده است از لحاظ روش کاملاً تازه می باشد • زیرا

تعلیم و تربیت امروز برنامه ریزی کیفی را تنها به چشم پیش بینی مواد درسی و

تهیه سرفصلهای هر درس نمی نگرد و برنامه های آموزشی را در قالب مجموعه

عواملی که متضمن همه جهات یادگیری تربیتی است مورد مطالعه قرار میدهد •

در چنین شرایطی بهره مندی از تجارب دیگران و آشنائی کارشناسان مربوط

با روشهایی که در دانشگاهها و نظام های پیشرفته جهان مورد استفاده است

مختتم خواهد بود •

Wolsk, David. An Experience-Centered Curriculum: Exercises in Perception, Communication and Action. Paris, Unesco, 1975, 52p.

"This study describes a Unesco-sponsored experimental project designed to develop and apply a new approach to education for international understanding. The educational model presented here is not put forward as an international curriculum to be applied as is, but rather as an approach which can be adapted by individual schools and teachers to their own particular aims, circumstances and possibilities. The experiment is a co-operative accomplishment of the teachers who attended the initial workshop in January 1972 and a second workshop in June 1973 (held to evaluate the approach).

"برنامه ریزی درسی در ژاپن" ترجمه ابراهیم کظیمی ماهنامه آموزش و پرورش، ۴۴ (۵) بهمن ۱۳۵۳، ۳۰۶-۳۱۱.

هنگام تجدید نظر در برنامه های درسی مدارس ژاپن، نکات زیر به وسیله شورای برنامه های درسی مورد سنجش و بررسی قرار می گیرد: الف. تجاربی که مدارس تجربه برنامه های آزمایشی "ب" دست آمده است. این مدارس به وسیله وزارت آموزش و پرورش در هر منطقه تعیین می شود. ب. اظهار نظر ها و پیشنهادهای رسیده از طرف سازمانهای تربیتی مختلف، از قبیل: اتحادیه، رؤسای آموزش و پرورش مناطق، اتحادیه، مدیران مدارس (در هر یک از سطوح تحصیلی)، اتحادیه، معلمان و غیره. ج. نتایج تستهای معلوماتی که در سطوح وسیع کشوری اجرا می شود. د. کوششهای متخصصان مواد درسی که سرگرم جمع آوری و تجزیه و تحلیل موادی هستند. ه. که از طرف ادارات آموزش و پرورش مناطق و آموزشگاهها تهیه شده است.

Warmke, Roman, " Consumer Education: Goals and Realities". Educational Leadership, 31 (7) April 1974, 607-610.

The objectives of consumer education concerning the promotion of effective curriculum change (and therefore learning) and its application to the curriculum from preschool to postgraduate study flows from the following definitions. 1. To provide an understanding of the roles an individual performs as a worker, a consumer, and as a citizen-voter; 2. To provide an understanding of the money-management skills of spending, borrowing, saving, and investing; 3. To provide an understanding of the relationship that exists among the major components of the economy-namely, consumers, producers, government, and foreign trade; and 4. To provide an understanding of the interrelationship between economic analysis and the problems of the society-for example, the energy crisis, inflation, poverty, environmental concerns, crime, international trade, taxation, racism, big business, and big labor.

Weaver, David H. " Individualizing Instruction: A Return to the One-Room Schoolhouse". Business Education World, 55 (2) November-December 1974, 5-7, 2 Refs.

All students should be expected to achieve the designated level of performance, but some require more time, more effort, and more help. In most learning situations, students of higher levels of ability learn more efficiently than lower-level students; as a result, some students master the course objectives sooner than others. Thus instructors should not hold " time " as a constant and " level of performance " as a variabel; instead, the performance level should be the constant and time the variable. Under these conditions, the learning curve would look entirely different; the distribution would be in a cumulative, or ogive, pattern.

teachers, training college tutors, inspectors, educational technologists and specialists in the use of the mass media. As an aid to promoting continuous curriculum development, teachers' centres should be established whenever possible.

1-52

Rubin, Louis J. "Whither Goes the Curriculum". Journal of Teacher Education, 25 (2) Summer 1974, 113-118, 21 Refs.

The future curriculum may well come to embrace an entirely different role. In lieu of serving as the vehicle for dispensing knowledge and skills which we deem essential, it may become a kind of integrating clearinghouse that organizes, directs and orders the knowledge and skills that students obtain throughout their lives. Closely related to the constructs of Coleman, such a curriculum would not only account for the imperatives listed in this article, but others as well(21). The curriculum is in turmoil, and the time is ripe for action. We would do well to remember that it is not our proprietary possession; lawmakers, parents, students, and interested citizens have a great stake in its destiny.

1-53

Scanlon, Robert G. "A Curriculum for Personalized Education". Journal of Teacher Education, 25 (2) Summer 1974, 119-123, 5 Refs.

To support each individual, alternatives or social drawing rights will become a major consideration. Rather than adhering to compulsory prescribed programs, schools will offer a common core of learning and, at the same time, provide diversity and choice. Learning experiences in schools and other contexts provide for adaptive education modes. In short, individualized education implies personalization of the entire educational process, not simply its instructional aspects.

paper the author has attempted to describe and to compare the testing models of three of the best known and widely adopted instructional programs: IPI, Project PLAN, and Mastery Learning. In addition, on the basis of a review of the models, he has outlined several important lines of research that could contribute significantly to the quality of testing and decision-making within the context of these and other individualized instructional programs.

1-50

Lees, Ray. "Curriculum Development and the Community Approach". Secondary Education, 4(3) June 1974, 111-113, 7 Refs.

In the search to provide a curriculum that is more directly relevant to the lives of most people in an urban society, a number of educationalists have recently proposed a radical reorientation towards education. Based in and on individual communities. Only through community based education, they usually argue, can the majority, acquire the necessary knowledge, understanding and skills to comprehend or improve their environment. One difficulty with the community approach for the less committed educationalist is that the concept of community can be interpreted in a variety of ways. This ambiguity has been adequately discussed at an academic level, but little is known of its consequences in educational practice. The present paper reports a modest effort in the community approach to curriculum development in one secondary modern school. From the research point of view, it is little more than a pilot study. However, the findings are useful in suggesting some of the difficulties that may occur in introducing community education in schools.

1-51

Mayatt, John. "Curriculum Development is Teacher Development". Educational Development International, 2(1) January 1974, 2-4.

Materials alone cannot change classroom practice. A programme of in-service courses for teachers is essential for the successful introduction of new education materials and methods on a national scale. Curriculum development teams should always include classroom

Kondakov, M.I. "The New School Curriculum and Improvement of the Educational Process". Soviet Education, 17 (2) December 1974, 6-71, 21 Refs.

The new curricula and syllabuses elaborated for the secondary schools were based on proposals advanced by a joint commission of the USSR Academy of Sciences and of the USSR Academy of Pedagogical Sciences. The new model curriculum and the new content of secondary education that resulted articulated the ways and means to be employed for the practical resolution of education goals posed for the Soviet school in the Party Program: to assure "a solid knowledge of the fundamentals of science; the assimilation of the principles of a communist world-view; the adaptation of labor and polytechnical training in accordance with the rising level of development of science and technology, with due regard to the needs of society and the abilities and wishes of pupils; and the moral, aesthetic, and physical education of a healthy younger generation".

The authors of the new syllabuses and textbooks were confronted by complex problems associated with the need to bring the content and methods of instruction in the secondary school up to date with contemporary developments in science, technology, and culture; to strengthen the ties of education and upbringing with life; to elaborate the content and forms of labor and polytechnical training, with due regard to the needs of society and the wishes of the pupils themselves; to eliminate the overloading of pupils and to expand the opportunity for their independent work. In this connection, the number of compulsory subjects in the curriculum was reduced and the time for electives chosen by the schoolchildren was increased.

Hambleton, Ronald K. "Testing and Decision-Making Procedures for Selected Individualized Instructional Programs". Review of Educational Research, 44 (4) Fall 1974, 371-400, 77 Refs.

The successful implementation of an individualized instructional program depends, in part, upon the availability of appropriate testing and decision-making procedures to monitor student progress. In this

" In its second year of a five-year program, the Piedmont Project in individualizing instruction and attaining a high quality of education in progressing on or ahead of schedule. Some of the identified goals of these schools are stated as follows: 1. Help each student to know himself, his capabilities, his limitations, and his own worth. 2. Help each student to develop a value system that recognizes and appreciates the contributions of others to his life. 3. Provide him with the basic skills of communication (reading, writing, speaking, and listening), and with the basic mathematical skills needed to function in everyday living. 4. Provide him with the opportunity to learn a marketable skill or with the resources to enter a post high school educational institution. 5. Help him to understand and appreciate his freedom and its limitations; help him develop the self-discipline necessary for survival.

1-47

Hall, William C. " De-Mystifying Curriculum Development".
Universities Quarterly, 29(2) Spring 1975, 166-70.
4 Refs.

Curriculum development at all stages of education, but particularly at the post-secondary level, is in a state of crude alchemy, where the use of magic terms such as " objectives", "model" and "evaluation" are thought by teachers to give a thin gold veneer to curriculum packages. These packages often employ words like "aims" and "objectives" as though they are synonymous; they report evaluation studies which use questionnaires of doubtful reliability. To be effective, curriculum development must have a sound theoretical basis; there must be a structure which enable decisions to be taken; and there must be models which draw together the various aspects of the development. The best models allow for the answering of at least six questions. These are: 1. Why am I teaching this? 2. Why am I teaching this in this particular way? 3. How should I organize the content of my courses? 4. What technology is appropriate? 5. What do I expect students to be able to do, or to know, or to believe as a result of my course? 6. How do I know how successful I have been?

Futurism has great value for individual mind-stretching and pre-and-in-service professional preparation. It can become part of the process of elementary-secondary-college curriculum, and it can provide considerable content for all subject areas and disciplines. Futurism provides a perspective for all personal, social, and professional development. It is an indispensable part of efforts to understand and live as effectively as possible in present and future.

1-44

Durio, Helen F. "Toward Personalized Instruction". Intellect, February 1974, 297-299. 6 Refs.

"The personalized curriculum Continuum serves as a means of making the school's total resources available to a child so that his teachers can figuratively help him to create himself without reference to what his average chronological age-mates may be accomplishing.

1-45

Davies, T.I. "The Open Plan Curriculum". Secondary Education, 5(1) January 1975, 10-11.

The fond hope of the curriculum mechanic is that it will some day develop a multi-purpose framework, within which the individual school may time-table its activities in accordance with its own educational ideas-ideas that of course will always vary from school to school. Impressed as we are in these days with the benefits of an "open plan" in certain school buildings, the time is surely coming when just as much will be heard about the advantages of an "open plan" in curriculum structure: a time-tabling plan possessed of a capacity to accommodate any number of different ideas as to how the secondary school should be organized and administered.

1-46

Hall, J. Floyd; Gentry, Joe E. "The Piedmont Project in Education". Educational Leadership, 31(7) April 1974, 613-617.

Bonora, Denis. " Educational Aims and Curriculum in France: An IEA Survey". Comparative Education Review, 18(2) June 1974, 217-227, 1 Ref.

Some of the results reported here will be of interest to those concerned with educational problems since they present empirical evidence about certain aspects of science education. The balance of physics, chemistry and biology is much the same in France as in other countries. Even though chemistry is slightly less emphasized in France, practical work is emphasized more, but not as much as the teachers deem it to be. Teachers are also overestimating the amount of teaching of understanding of scientific principles and underestimating the transmission of factual knowledge. However, performance in France (as compared with other developed countries) is better on the higher than the lower mental processes.

Brown, Godfrey N. " Books and Curriculum Change in Africa". Intellect, January 1974, 261-264, 2 Refs.

" Curricular changes are taking place in developing Countries, and new books are being produced for them. All of this, of course, is good. However, in a number of cases, what is being done often is based rather too much on experiments derived from high-income Countries. It is too often assumed that if the United Kingdom and the U.S. are concerned with matters like integrated curricula, individualized instruction, open-plan classrooms, reformed alphabets, counseling, and educational technology, these things constitute some sort of " open sesame " for educational progress in developing countries; what Nuffield or P.S.S.C. does today; Nigeria should do tomorrow.

Burdin, Joel L. " Futurism as a Focus in Instructional Planning". Journal of Teacher Education, 25(2) Summer 1974, 141-148, 48 Refs.

1-39

Báthory, Zoltán; Kádár-Fülöp, Judit. "Some Conclusion for Curriculum Development Based on Hungarian IEA Data". Comparative Education Review, 18(2) June 1974, 228-236, 3 Refs.

COMPARED TO THEIR FELLOW STUDENTS in other IEA countries Hungarian students achieved good or medium-good results in science and medium or weak results in reading. This general outcome of the inquiry more or less fits our previous expectations, although the poor reading achievement of our students caused some stir in educational circles. Both the international and the national analyses, however, provided invaluable information on previously unknown factors influencing the effectiveness of our educational system. Although the findings are suggestive rather than conclusive, the value of the IEA survey for educational policy is generally acknowledged in expert Hungarian circles. On the following pages an attempt will be made to summarize those points of the national report which are found to be most important for curriculum development in Hungary.

1-40

Bean, Margaret. "How to Succeed in Curriculum Development". The Manitoba Teacher, 53(5) January 1975, 2.

Effective curriculum planning should always be a cooperative effort involving group decision-making. At various stages, curriculum planning may require intensive activity by individuals working alone. The focus of curriculum planning in Manitoba is moving to the school level. The Department of Education is transferring to local professionals many responsibilities assumed centrally in the past. Prescribed curricula have become curriculum guides and prescribed texts have become suggested textual and reference materials. Thus the individual teacher who ultimately plans a particular instructional program for a particular group of learners remains responsible to his colleagues in the planning group. He must be able to relate his own program to the other instructional programs the learners have experienced or will experience and be prepared to share responsibility with his colleagues in the total instructional program.

ارزش این قبیل مراکز از روی وسعت و یا حتی تنوع تجهیزات آنها سنجید • نمیشود
زیرا اغلب ممکن است با يك دبیرستان یا کالج مشترکا " از يك ساختمان استفاده
کند • مهمترین وظایف مرکز معلمین بدین قرار است تنظیم و توسعه برنامه
درسی ، آموزش ضمن خدمت ، فعالیت های اجتماعی ، جلسات گروه های حرفه ای
مراکز کار افزارهای آموزشی ، تشکیل مراکز کار افرای آموزش ، تزیینات
وسائل تکثیر ، تشکیل مرکز منابع آموزشی و نمایشگاه •

future of in-service education for teachers stems in part from uncertainty about future structure of provision, and in part from the uneasy relationship which theory has with practice in the actual design of in-service activities. The first matter is currently exercising the collective minds of the DES and teacher and college organisations, both as the providers and consumers of in-service education. It will presumably move towards resolution when college reorganisation has been completed and the regional committees have been established, although one can sense that a great deal of political negotiation will need to take place even then. However, as seems usually to be the case in our educational upheavals the nature of the provision, the curriculum and process of in-service education is receiving scant attention despite the fact that ultimately it is this which will determine the quality of a teacher's professional development.

1-37

خدییو زید ، محمد مهدی . " چگونه می توان رویه گزینی معلمان را ارزشیابی کرد ؟ " دفتر روستا ، ۱۶ (۱) زمستان ۱۳۵۳ ، ۳۹-۴۲ .

این نظر که رفتار معلم متناسب با شخصیت شاگردانش تغییر میکند مکرر مورد تأیید قرار گرفته است لیکن تا بحال تجربه دقیقی در این باره انجام نشده است . به نظر پیشنهاد کنندگان روش مورد بحث شخصیت هر شاگرد مجموعه عواملیست که در انتخاب های آگاهانه و یا نا آگاه معلم مؤثر است و هر انتخاب مبین رفتاری است که معلم در برابر شاگردان از خود نشان میدهد ، روش تحقیق حاضر طرحی مقدماتی است که برای شناخت رفتارهای گزینی معلم و ارتباط آن با عوامل و خصیصه های رفتاری شاگردان بکار برده میشود .

1-38

کالینگ ، جورج . " مراکز معلمان " ترجمه داریوش هوشمند . ماهنامه آموزش و پرورش ، ۴۴ (۴) دیماه ۱۳۵۳ ، ۲۰۶-۲۱۲

" مرکز معلم مؤسسه ای است که بمنظور جوابگوئی احتیاجات حرفه ای معلمان و همچنین ارزشیابی کارها و فعالیتهایشان بوجود میآید .

Unesco. International Conference on Education 35th Session, Projections of Teacher Requirements in 1985: A World and Continental Statistical Analysis. Paris, June 1975. 36P.

The purpose of this paper is to derive the requirements for primary and secondary school teachers for 1985 under various assumptions concerning the development of enrolments and of pupil/teacher ratios. The paper has been prepared as a reference document for the International Bureau of Education's 1975 International Conference on Education.

Unesco. International Conference on Education 35th Session: The Changing Role of the Teacher and Its Influence on Preparation for the Profession and on In-Service Training. Paris, 23 June 1975. 34p.

This paper is based on official documents received from Member States in response to the IBE inquiries and communications and is structured in accordance with the sequence of the debate at the Conference as proposed by the IBE Council. The paper begins with policy issues resulting from the development of education, the changing role of the teacher and the consequences for teacher preparation. The second part attempts to show the community or society at large or from the system of education itself- and the evolution of the role of the teacher. The third part examines the implications of this changing role for pre-service and in-service stages of teacher education. Finally, the paper considers the special case of teacher educators.

Watkins, Roger. "In-Service Education: Theory and Practice". Education for Teaching. (96) Spring 1975, 71-76, 8 Refs.

The vague dissatisfaction which many feel about

the training of science teachers in Sierra Leone. This is done particularly for the primary and secondary Levels and there is some reference to the training for the tertiary level. An analysis is also made of the system, and suggestions offered for the general improvement.

1-32

Schmieder, Allen A.; Yarger, Sam J. "Teacher/Teaching Centering in America". Journal of Teacher Education, 25(1) Spring 1974, 5-12, 15 Refs.

The impetus for teaching centers flows from many sources, giving the concept a relatively widespread base of support and contributing to its rapid growth. Teacher centering deals with several of the big questions that have confronted teacher educators for a number of years: 1. How can preservice and in-service educational personnel development be successfully linked? 2. How can curriculum development and staff development be effectively (and finally) integrated? 3. How can generally uncommunicative (sometimes unfriendly) educational constituencies (students, teachers, administrators, supervisors, college and university staff, interested community) best share experiences and resources? 4. And, probably most important, how can educational personnel be continually renewed in their ability and vigor?

1-33

Tillis, C. Richard; La Hart, David E. "Teachers Teaching Teachers-Inservice Training in Environmental Education". Journal of Teacher Education, 25(2) Summer 1974, 160-162, 5Refs.

Training teachers to present environmental concepts throughout the fragmented disciplines traditionally found in educational institutions is a major problem in creating a true interdisciplinary environmental education program. The faculty themselves must develop sensitive environmental attitudes before the job of changing student attitudes can begin. Providing inservice workshops is one method of developing these essential environmental attitudes.

gram which focused on the skills and competencies of teacher participants. The inservice program was focused toward elementary school teaching strategies to accomplish total implementation of "Science-A Process Approach" elementary science program. The goals of the inservice program as described by the AAAS were designed to provide all teachers using "Science-A Process Approach" with an understanding of the basic science processes, teacher strategies, and overall program design. The inservice instruction is structured so that each component of the program has a separate set of learner objectives which coincide with the processes that will ultimately be utilized in the actual K-6 elementary science program.

1-30

Orlosky, Donald E. "The Protocol Materials Program".
Journal of Teacher Education, 25(4) Winter 1974,
291-297, 6 Refs.

The protocol materials program has come on the scene at a fortuitous time. Schools have failed to capitalize on the technology and research potential that would improve teacher effectiveness, but there appears to be a receptive climate for remedying this lack. The emergence of the National Institute of Education (NIE) is one concrete illustration of recent change in promotion of research in teacher education. The adequacy and survival of NIE remains to be seen, but clearly the potential to start a comprehensive national effort in educational research is at hand. The miniaturization and refinement in recording behavior make the potential of technology in the schools plausible and effective. Protocol materials provide the means to capitalize on these research and technical developments and employ them in the development of new materials for the instruction of preservice and inservice teachers.

1-31

Raven, Ronald J. "The Training of Science Teacher in Sierra Leone". Science Education, 59(1) January -March 1975, 51-58, 11 Refs.

This paper examines the prevailing system for

and training. The argument he put forward was that the success of inservice proposals will depend upon this reconceptualisation. There is a need to develop professional centres to undertake the development of a curriculum for in-service education and the development of appropriate methods, which will be different from some of those employed in pre-service training, to communicate the knowledge and skills on offer to the teachers. As Lovegrove (1972) has said "enthusiasm for attendance is likely to be increased by course teaching methods that appeal to the maturity and expertise of the teacher".

1-28

Mohan, Madan; Hull, Ronald E. "A Model for Inservice Education of Teachers". Educational Technology, 15(2) February 1975 41-44.

This model of inservice teacher education has been developed by empirically testing a set of complementary theoretical principles in a series of inservice workshops for teachers. The model posits four stages: Planning Stage, Implementation Stage, Evaluation Stage and Follow-up Stage. Though it may appear that the stages are relatively discrete, a great deal of shuttling back and forth among the stages is required in order to insure attainment of both long range goals and short term objectives. The principles that were tested and brought to bear in the discussion that follows. For example, note that the principle of "involvement" is a crucial part of all four stages of the model. Each stage includes several major steps.

1-29

Orlich, Donald C.; Ezell, James R. "Evaluating the Efficacy of an Elementary Science Inservice Education Program." Science Education, 59(1) January-March 1975, 59-71, 11Refs.

The basic purpose of this paper was to describe selected findings and discuss effects of an inservice pro-

Providing assistance in such a way as to increase the likelihood that teachers become more self-helpful and independent rather than helpless and dependent.

1-26

Kerr, Donna H.; Soltis, Jonas F. " Locating Teacher Competency : An Action Description of Teaching." Educational Theory, 24, Winter 1974, 3-16, 14 Refs.

In this paper, the authors have tried to do three things. They have tried to develop a theoretically adequate action description of teaching. They also have tried to use that description to cast some light on the ways educators might more productively think and talk about teaching competencies. But most of all, they have tried to provide an example in philosophy of education of what they have called " applied philosophy." Most often these days philosophers seem to write and talk only to each other about problems which have been generated within the philosophical community itself and seldom do they reach outside their technical domain. But when philosophers do reach outside to address others on a current issue, concern or idea, more frequently than not they act as critics, or apologists rather than as " theoretical-construct generators" as they tried to do. But it should be recognized that in any form of practical program development or empirical educational research, there is always a need for a theoretical base of adequate sophistication to the tasks at hand. What they have tried to do in this paper is to supply a needed part of that theoretical base for the consideration of those who take the teacher-competency training movement seriously and even for those who do not.

1-27

Lee, Malcolm. " The Role of the Colleges of Education in the In-Service Education of Teachers." Education for Teaching, (96) Spring 1975, 3-11, 17 Refs.

A consideration of the objectives of in-service education leads to two immediate questions. What sort of a programme is to be provided and what sort of a system is one to develop within which the defined objectives can be achieved? Professor Taylor (1973) has called for a reconceptualisation of what we mean by in-service education

cation. In all the countries visited, except Denmark, it looks as if very many colleges will virtually disappear into the maws of larger institutions or conglomerations: becoming departments within polytechnics or centres of higher education or comprehensive universities.

1-24

Heath, Robert W. ; Nielson, Mark A. " The Research Basis for Performance-Based Teacher Education". Review of Educational Research, 44(4) Fall 1974, 463-684, 68 Refs.

In recent years research and development in teaching have been strongly influenced by the idea of "performance-based teacher education," that is, the identification of operationally-defined teacher skills that are related to increased student achievement and the corresponding development of teacher training programs and materials. Since hundreds of millions of dollars annually and substantial human resources are involved, the scientific basis for this movement is of considerable importance. An analysis of the research on the relation between specific teacher skills and students achievement fails to reveal an empirical basis for performance-based teacher education.

1-25

Katz, Lilian G.; Asper, Lois; Wolf, Robert L. " The Advisory Approach to Inservice Training." Journal of Teacher Education, 25(2) Summer 1974, 154-159, 3 Refs.

This report presents the highlights of a year's experience with the advisory approach to the inservice education of elementary school teachers. The term advisory is frequently associated with informal or open education

However, for the purposes of this project, the use of the term was not limited to open education. Rather, it refers to a set of inservice training strategies characterized by: 1- Providing inservice assistance to teachers only when such assistance has been requested by them. 2- Providing assistance in terms of the requestors' own goals, objectives and needs. 3- Providing such assistance in situ rather than in courses, institutes or seminars. 4-

Although CBTE embraces three categories of competence—understanding, teaching skills, and consequence competencies (learner outcomes)—it tends to focus on performance and learner outcomes rather than understandings. This is perhaps not surprising given the emphasis placed on teaching competence. Competent teaching does not necessarily involve competence in assessing the situation in which it goes on. It might be possible for example, for researchers to formulate generalisations relating certain classes of teacher behaviour to desired outcomes. In which case it could be argued that all the teacher has to do to produce the required outcomes is to follow the means-ends rules specified by the generalisations which apply to his situation.

1-22

Evans, L.M. " Towards Field-Centred Teacher Education : Trends in the U.S.A.". Education for Teaching 96 Spring 1975, 43-50.

The growing American interest in a competence based teacher education is one which is not lightly dismissed. The emphasis it places on outcomes and goals is in keeping with growing professionalism. This is similarly reflected in its focus on teaching skills, methodology, and curriculum theory supported by some psychology and sociology. Another valid implication is the view of teacher education as a continuous, on-going process. A more integrated approach to training, both at the level of theory and practice and of closer co-operation between teachers and teachers of teachers, can only mean a more dynamic, and consequently, more worthwhile process.

1-23

Ford, Boris. " The Emancipation of Teacher Training: Changing Relations Between Universities and Colleges of Education". Universities Quarterly, 29 (1) Winter 1974, 7-43, 28 Refs.

The major question posed by this study is whether the teachers' college is to continue in being at all as a distinct institution; and if so, in what kind of relationship to the other major institutions of higher edu-

Culling, George. " Introduction to the Teachers' Centre." Educational Development International, 2(1) January 1974, 5-8, 11Refs.

A teachers' centre may be defined as an institution that is geared to respond to and to satisfy the professional needs of teachers in the area in which it is located. They serve the cause of education as centres for the professional interchange of information, ideas and innovations. They provide practical expression of the notion of teacher education, not as a terminal process, but as a continuum of preservice and in-service training.

De Vault, M.Vere. " Teacher Centers: An International Concept." Journal of Teacher Education, 25(1) Spring 1974, 37-43.

The greatest differences in the nature of Teachers' Centers in the three countries (Japan, England, and United States) are in the buildings that house the centers. Japanese structures are massive buildings designed to provide inservice education. In England and the United States we find few buildings which have been specifically designed to serve this function. Parallel to the special building committed to teacher education in Japan is the substantial annual budget provided for maintenance and operation of the Japanese Centers. Substantial agreement exists regarding program content, although the Japanese tend to put more emphasis on research and in-service education, especially in science. All three countries recognize the need for improved continuing education for teachers and maintenance of voluntary participation of teachers. Teachers' Centers represent one more instance in which societies are creating institutions designed to serve participants on their own terms.

Elliott, John; Labbett, Beverley. " Teaching, Research, and Teacher Education: Some Comments on Competency Based Teacher Education". Education for Teaching (96) Spring 1975, 51-61, 11 Refs-

It will be necessary to assess the degree to which tasks are being carried out and the extent to which the system's educational objectives are being met. Thus, the complexities of the instructional tasks performed must be systematically differentiated and made more manageable in order to assure an individual's competence in a specified teaching role. The success of differentiated staffing will depend, in large measure, on the profession's ability to delineate intended learning objectives and the required personnel and performance levels necessary to achieve them.

1-18

Cruickshank, Donald R. "The Protocol Materials Movement: One Exemplar of Efforts to Wed Theory and Practice in Teacher Education." Journal of Teacher Education, 25(4) Winter 1974, 300-311, 19 Refs.

It is possible that the sole difference between the way educational theory is learned now, and the way it would be learned using a protocol, is that in the latter method the concepts are illustrated more elaborately. Such illustration may not be related to the teacher's ability to recall that concept when necessary in order to better analyze and interpret a classroom event. The concept must be learned in situ, and the protocol should illustrate the significant educational event rather than the concepts used to interpret it. It seems that we have gotten the cart before the horse. Once we have recorded these events, we have, perhaps for the first time, an opportunity to develop empirically a classroom situation-based curriculum for teachers. Concepts, skills, and attitudes will be found to understand and interpret those situations. They will be learned or discovered and used in relation to these events. These concepts can be illustrated as necessary. It is only from events that theory can be derived, and in relationship to events that it takes on utility. We may end up with concepts but no educationally significant events to which they can be readily applied. Are the concepts educationally significant events in themselves? Where is the real world of teaching called for in Teachers for the Real World.

service training and/or curriculum development). In other cases, the primary motivations will arise directly out of the personal needs of the people involved (i.e., teachers who want to update their teaching skills, develop an independent study program for their students, learn better ways to deal with classroom management problems, or become better able to provide an open forum for decision making). Parents might also want to become more involved in the educational program, even to the point of receiving paraprofessional training.

1-16

Conklin, Kenneth R. " Knowledge, Proof, and Ineffability in Teaching". Educational Theory, 24, Winter 1974, 61-67, 9 Refs.

Once education rises above the most mundane practical or vocational levels, a teacher's knowledge gives him insurmountable authority over the content and conduct of education in his field. Even in interdisciplinary or life-problems inquiries, the qualified teacher has knowledge at levels currently unattainable by his students, and is more skillful than they in performing inter-level integrations and differentiations (i.e., assembling information at lower levels to yield understanding at higher levels, and inventing words or actions at lower levels to express knowledge at higher levels). The theory of stratified knowledge explains why has explored one field deeply may be able to master other fields easily or at least appreciate them quickly: the skill of performing inter-level integrations and differentiations is more less invariant from one area to another, so that skill acquired in one area transfers to another as soon as the particulars of the new area are mastered.

1-17

Corrigan, Dean C. " The Future: Implications for the Preparation of Educational Personnel". Journal of Teacher Education, 25(2) Summer 1974, 100-107, 12 Refs.

To implement fully the concept of differentiated staffing teaching tasks must be appropriately analyzed and their components assigned to personnel uniquely equipped by training, experience, and motivation.

1-14

Cannon, Garland. "The Andrometer and Performance-Based Teacher Education". Educational Forum, 38, March 1974, 305-313, 15Refs.

People attempting to utilize the andrometer approach within performance-based teacher education might consider five final points about Jones' educational views and their role in the andrometer. First, public education is presumed; but there must be a constant, supplementing self-education to provide the rest of the total preparation required for each stage of public education.

Second, because language is the world container of knowledge, it is essential to the understanding of a different culture.

Third, ideally there are numbers of andrometers, perhaps one per individual in the extreme. Jones' recognition that everybody is not suited to and capable of the same intellectual and physical activities led him to perceive a necessary flexibility for accommodating individual needs.

Fourth, the andrometer provides only the grossest kind of evaluation. A person automatically knows whether he has proceeded through the right sequence of all the steps by a given age, but he has no way to measure his own degree of performance at any given step.

Fifth, the andrometer is not ultimately an ideal, unattainable sequence for man.

1-15

Collins, James F. "The Making of a Teaching Center." Journal of Teacher Education, 25(1) Spring 1974, 13-20.

A primary issue that needs to be considered when contemplating developing a center is purpose or *raison d'être*. To get at this, it is necessary to examine the needs it would be expected to meet as well as the origin of these needs. In some cases the primary motivations for beginning will arise out of institutional needs (i.e., the need a university might have to create better field laboratory settings for student teachers or the need of a school system to provide more and better opportunities for in-

۲- برنامه ریزی تعلیم و تربیت باید کلی باشد و در يك دید ' تمام نظام تعلیم و تربیت را در بر گیرد . ۳- برنامه ریزی آموزشی باید جزء برنامه های عمومی گسترش اقتصادی و اجتماعی باشد . ۴- برنامه ریزی آموزشی باید جزء جدانشدنی مدیریت آموزش و پرورش باشد . ۵- هدف برنامه ریزی آموزشی باید گسترش جنبه های کیفی آموزش و پرورش باشد نه فقط جنبه های کمی آن ' زیرا به این شرط است که برنامه ریزی می تواند تعلیم و تربیت را با جامعه منطبق و مناسب و هم آهنگ کند .

1-13

کومر فیلیپ . برنامه ریزی آموزشی چیست . ترجمه محمد برهان منش . تهران ، انتشارات دانشگاه تهران ، ۱۳۵۳ . ۵۸ ص . (نشریه شماره ۱۴۲۹)

با توجه به این امر که توسعه آموزش و پرورش فقط يك جنبه برنامه ریزی آموزشی است مولف این کتاب بخوبی نشان میدهد که چگونه توسعه آموزش و پرورش و بی توجهی به دیگر مسائل برنامه ریزی آموزشی ممکن است هیچ مساله اساسی را حل نکند و موجب اتلاف منابع انسانی و مادی گردد . از آنجا که در مورد برنامه ریزی آموزشی هنوز برای عده ای که خود دست در کار آن هستند نیز پرسش هایی پیش می آید مؤلف سعی نموده است پاسخ این قبیل سوالات را حتی برای متخصصین امر نیز ارائه دهد .

صفی نژاد . " برنامه ریزی تربیت معلم مدارس راهنمایی " . دفتر روستا
۶ (۱۳۹۱) بهار و تابستان ۱۳۵۳ ، ۳۹-۴۲ ، کتابشناسی ۲

هدف برنامه تربیت معلم مدارس راهنمایی تحصیلی این است که
با توجه به توسعه کمی آموزش راهنمایی تحصیلی در مناطق شهری و روستایی
کشور معیارهای آموزشی مورد نظر و امکانات موجود به دبیران مورد نیاز مدارس
راهنمایی را از طریق توسعه و افزایش ظرفیت دانشسراهای راهنمایی به تفکیک
رشته های مختلف تحصیلی تربیت و تامین نماید . دبیران مدارس راهنمایی مورد
نیاز مناطق مختلف آموزشی از طریق تعیین سهمیه ثبت نام هر منطقه در دانش-
سراهای راهنمایی تحصیلی تامین خواهد شد .

هدف کیفی این برنامه این است که برای کلیه دانشسراهای
راهنمایی ، تجهیزات کامل مربوط به آزمایشگاه های علوم تجربی ، آزمایشگاه روانشنا
آزمایشگاه زبان و تجهیزات کارگاههای حرفه و فن را تهیه و تامین نموده و بدین
ترتیب بیش از پیش موجبات افزایش سطح آگاهی دانشجویان دانشسراهای
راهنمایی تحصیلی را فراهم نماید .

کومز ، فیلیپ . " اصول برنامه ریزی در تعلیم و تربیت " . ترجمه امان الله ترجمان
دفتر روستا ، ۶ (۱۳۹۱) بهار و تابستان ۱۳۵۳ ، ۶۸-۷۸ .

" اقتصاد دانان و رهبران اقتصاد در امر برنامه ریزی آموزشی
در ۵ نکته به توافق رسیدند که بصورت توصیه های پنجگانه برنامه ریزی
آموزشی مورد توجه قرار گرفته است :

- ۱- در نظر گرفتن آینده ای دور در برنامه ریزی تعلیم و تربیت که عملاً " بایستی
یک دوره کوتاه مدت (یک تا دو ساله) یک دوره متوسطه (۴ تا ۵ ساله)
و یک چشم انداز دراز مدت (۱۰ تا ۱۵ ساله) وجود داشته باشد .

آموزشی) را می توان نام برد . با این روشها مخارج و نیازهای مالی آید به بهتر تخمین زده میشود زیرا در این روشها سعی شده است اطلاعات مربوط به جمعیت و اشخاص تعلیم دیده در زمینه های تحصیلی بررسی گردد بعبارت دیگر وسائل و ابزار کار برنامه ریزی مرور غنی تر میشود اما قبل از استفاده از این وسائل مدین بهتر است به سه اصل زیر توجه کامل شود : ۱- پژوهش و بررسی مسائل مشکلتر که ممکن است در برنامه ریزی تعلیم و تربیت پیش آید . ۲- تربیت اشخاص لایق که بتوانند مجری روشهای برنامه ریزی و نتایج حقیقی این پژوهش شوند . ۳- تاسیس سازمانهای اداری برای برنامه ریزی تعلیم و تربیت .

1-10

شیخاوندی ، داور ، 'پیش بینی جمعیت کارکنان و هزینه های جاری در کودکان، دبستان و دوره ' راهنمایی برنامه جامع و دراز مدت آموزشی —————
 ۷۱-۱۳۵۱ " دفتر روستا ، ۶ (۳) پائیز ۱۳۵۳ ، ۶۵-۷۶ ،
 کتابشناسی ۳ .

" با توجه به این امر که تعیین و تشخیص روند افزایش جمعیت یکی از نخستین عناصر برنامه ریزی اجتماعی ، اقتصادی و آموزشی بشمار میرود گزارش حاضر بر اساس محاسبه جمعیت کل کشور بین سالهای ۱۳۵۱-۱۳۷۱ تهیه گردیده است . برنامه ریزی آموزشی ایجاب میکند که داده های جمعیتی نه بصورت گروههای سنی ۴-۵ ساله ها یا ۹-۵ ساله ها و غیره بلکه بصورت تک سنی یعنی صفر سالگان ، یک سالگان ، شش سالگان ، هفت سالگان و غیره درست باشد . بهمین منظور جدولهای آماری موجود در این گزارش جمعیت مدرسه رواز دوره ' کودکان (۴ ساله) تا پایان دوره متوسطه (۱۷ ساله) را در برنامه ' دراز مدت آموزشی پیش بینی می نماید . علاوه بر این تعداد کارکنان شاغل ، تعداد کارکنان آموزشی ، تعداد کلاس و هزینه های جاری نیز در برنامه دراز مدت آموزشی پیش بینی شده است " .

با همه این پرسشها برنامه ریز هیچگونه کمکی برای پیش‌بینی نیروی انسانی دریافت نمی‌دارد.

1-8

پوانان، ریموند. اصول برنامه ریزی آموزشی: رابطه طرحهای آموزشی با برنامه ریزیهای اقتصادی و اجتماعی. ترجمه رحمت‌الله مهرآز، تهران، انتشارات زوار، ۱۳۵۳. ۸۰ ص.

این کتاب روش‌های تلفیق برنامه ریزیهای آموزش و پرورش را در برنامه ریزیهای کلی توسعه اقتصادی و اجتماعی يك کشور بررسی کرده و بیشتر متوجه امور مالی برنامه ریزی هاست و در عین حال عوامل غیر مالی را از نظر دور نداشته است. مؤلف برای تجسم مطالب مطرح شده در کتاب از تجارب دقیق و آگاهانه‌ای که در برنامه ریزیهای آموزشی فرانسه دارد استفاده کرده است. روشها و اصول کلی که ارائه میدهد، برای يك کشور یا حتی گروهی از کشورهای صنعتی نیست. هر کشوری باید خود تصمیم بگیرد که چگونه این اصول را با توجه بموقعیت اقتصادی و اجتماعی و سیاسی خویش بکار ببرد. مسائل و اصولی که در این کتاب مطرح شده در مرکز ثقل برنامه ریزی هر کشور مشاهده خواهد شد.

1-9

ترجمان، امان‌الله. "اصول برنامه ریزی در تعلیم و تربیت: روش در صد کارکرد". دفتر روستا، ۶ (۳) پائیز ۱۳۵۳، ۳۸-۴۶، ۵۴.

علاوه بر تئوریه‌ها و متدولوژیهای کلی در طی دهه ۱۹۶۰ فنون مختلف دیگری ابداع شده‌اند که منافع تعلیم و تربیت را بصورت‌های مختلف در بر دارند از جمله بهبود روشهای آماری در قسمتهای مختلف آموزش و پرورش (تعداد واقعی محصلین، سالهای درس مورد نیاز، تعداد معلمان، تدارکات و وسائل

بلاگ 'مارك' . " برنامه ریزی اقتصادی و آموزشی در کشورهای در حال رشد " .
ترجمه محمد حسین فرجاد . نمای تربیت ، ۲(۴) ۱۳۵۴ ، ۴۸۳ -
۴۹۳ ، کتابشناسی ۱۳۰

"جالبترین نکته ای که از مطالعات مربوط به اقتصاد آموزشی استنباط میشود این است که تقریباً " گرفتاری و مشکل بزرگ همه کشورهای کم رشد ، سرمایه گذاری کم در آموزش ابتدائی و سرمایه گذاری زیاد در آموزش عالی است .

از سالهای ۱۹۵۰ تا آغاز ۱۹۶۰ منطق اصلی برای گسترش سریع آموزش عالی پیش بینی نیروی انسانی بود ، ارقامی که از نیروی انسانی برای برنامه های دراز مدت در آفریقا ، آسیا ، و آمریکای لاتین به دست آمده است از کمبودهای مفرط نیروی انسانی در آموزش متوسطه و عالی حکایت می کنند . اما اخیراً " در مورد پیش بینی استفاده از نیروی انسانی نوعی احساس سرخوردگی در جهان پدید آمده است . علت این امر ، از يك سو نظریه خشك نامعقولی است که در مورد ظرفیت نظام اقتصادی برای جذب دانش آموزان مدارس وجود داشت و از سوی دیگر به سبب ترس روزافزونی بود که از تقاضاهای نامحدود برای گسترش تحصیلات متوسطه و عالی پیش می آمد . شاید مهمتر از همه ، اینها این واقعیت است که پیش بینی نیروی انسانی برای برنامه ریز یا طراح آموزشی در واقع حق انتخابی باقی نمی گذارد . چون روشهایی که در باره پیش بینی به کار می رود جوابگوی نیازهای کارگران دارند ، تحصیلات ابتدائی نیستند . و چون هزینه های آموزشی اثری در نتیجه قطعی ندارند ، لذا پیش بینی واقعی برای تامین نیروی انسانی قسمت عمده ، هزینه های آموزشی را به گسترش و افزایش آموزش متوسطه و عالی اختصاص می دهد . تنها پسر از استقبال از نخستین مراجعه به سرمایه های عمومی است که برنامه ریز در باره ، قسمتهایی چون توسعه کمی در برابر پیشرفت کیفی ، تحصیلات رسمی آموزشگاهی در برابر کارآموزی غیر رسمی در صنایع و سواد آموزی بزرگسالان در مقابل کودکان ، به تفکر می پردازد . اما

is a total process, not segmented efforts at educating children.

1-5

Testa, Carlo; Habibzadeh, Susan. Handbook for the Planning of Educational Facilities. Tehran, Institute for Research and Planning in Science and Education, March 1975. 128p. (No. 178).

The present work, which was originally prepared for use by educational planners in Iran, strives to explain in a simple pragmatic way, the possibilities of planning educational facilities at the local authority level, the outcome of which can be equally useful to both local and central authorities.

Having received a favourable response to the publication through Unesco, it was decided that the findings of the work could well be useful to other parties outside Iran, and the authors were requested by the Institute for Research and Planning in Science and Education to prepare a second version of the document with due alterations and orientations so as to make it more suitable for general use.

1-6

اندرسون، س.آ. " مفهوم اجتماعی برنامه ریزی تعلیم و تربیت " ترجمه امان الله ترجمان • دفتر روستا ۶ (۴) زمستان ۱۳۵۳ ۷۹-۹۶.

سعی برنامه ریزی تعلیم و تربیت باید کمتر متوجه تربیت افراد برای حرفه های مختلف باشد بلکه اکثر فعالیت این برنامه ریزی صرف ایجاد هم آهنگی موثر از یک طرف بین نظام آموزشی و برنامه های تحصیلی و از طرف دیگر بین سایر عوامل اجتماعی که در مدرسه کردن کشور با هم رقابت دارند • بشود • برای جوامع پیچیده ای که سعی دارند یک نظام آموزشی وسیع و کامل و مختلط را برپا کنند برنامه ریزی تعلیم و تربیت یک ضرورت اجتناب ناپذیر است • این برنامه ریزی را می توان خواه با یک سرویس دولتی مرکزی اجرا نمود و خواه تماماً " به مسئولین ایالتی که طبق قوانین ملی کار میکنند واگذار کرد •

planning.

1-3

Nast, Manfred. " The Planning of Higher Education in the German Democratic Republic". Higher Education, 3(2) April 1974, 201-211, 8Refs.

The points of departure, objectives and methods of higher education planning are subsumed within the total context of the social, scientific, technical and cultural development of a country and dependent upon that country's social order. In the socialist countries, all deliberations on educational planning involve the all-round development of the socialist personality. Economic goals and factors also play an important role, but they must be seen as a means to the end of a superordinate goal. In the German Democratic Republic educational planning has to guarantee the realisation of several constitutional mandates: admission to universities and colleges in accordance with the principle of achievement, with the requirements of society, and with reference to the social composition of the people and equality of the sexes; the right to work and the social security of the graduates. In terms of the number of students admitted to and graduating from higher education, the GDR has arrived at a high level. The planning of higher education takes place in accordance with the principles of democratic centralism, with broad participation of people inside and outside of universities.

1-4

Sloan, Fred A. " Open Education American Style". Peabody Journal of Education, 51, January 1974, 140-146.

The basic proposition associated with this model is hardly open to question: that children learn at different rates, in different ways, from different activities, and with different people. Probably no one today would reject that premise, however idealistic they may view it in terms of implementation. But the open classroom affords the many options needed by children in what they do and how they arrange themselves for learning, consistent with that principle. Conversely, school personnel are deployed in a great variety of ways ranging from one-to-one teacher-pupil relationships to the matching of teaching and learning styles. More specifically, the open education philosophy recognizes that the school experience

1-1

Ahmed, Manzoor; Coombs, Philip H. Education for Rural Development: Case Studies for Planners. New York, Praeger Publishers. 1975. 661p.

The seventeen case studies included in this volume provided the central core of empirical evidence for two international analytical studies of education for rural development commissioned by the World Bank and the United Nations Children's Fund (UNICEF) and carried out by the International Council for Educational Development (ICED) between 1971 and 1974.

The UNICEF-sponsored study, addressed to policy-makers, planners, and other practitioners, focused on the basic learning needs of rural children and youth, and on ways of improving the environment and upbringing of vulnerable infants and young children through the education of their elders. The study sponsored by the World Bank, using a similar conceptual and analytical framework, focused on the learning needs of a generally older rural clientele--mainly small farmers, rural artisans and craftsmen, and small entrepreneurs--and on educational means for improving their economic productivity and employment possibilities. Both studies paid particular attention to the poorest categories of rural families and rural areas.

1-2

Inbar, Dan E. "The Educational Planning System: Change and Tension". Futures 7(2) April 1975, 119-128, 30 Refs.

If educational planning is conceived as a means of making and implementing policy and not merely as an intellectual exercise, deeper consideration ought to be given to social tension and conflicts which might be implied by, and reflected in, social change processes. In this article, discrepancies are analysed as the main causes of social tension and conflict, and a discrepancy conceptual model is suggested as a means of identification of tension origins. Furthermore, since every system is characterised by its tension absorbability, assumptions are made about the critical limits of the system's "tension-input overload", which are essential to educational

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Introduction

"Education: An Abstract Bulletin" is published to inform Iranian researchers and specialists of the latest information, innovations, and achievements in the field of education. It is published on experimental basis and contains abstracts of educational periodicals, reports, and other documents available at the Iranian Documentation Centre library. Due to its experimental character, it may be revised and improved in context as well as subject areas, according to our users needs.

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