

## Ideas «Made in USA»

En los dos meses anteriores recogímos «ideas educativas» seleccionadas de las revistas inglesas (números 87-88) y francesas (números 89-90). Le toca hoy el turno a las revistas norteamericanas. Son tantas que seguramente hemos de seguir en otra ocasión esta curiosa búsqueda. En esta primera selección recogemos ideas sobre: «Curriculum de música para educación especial», «programas de lectura», «los valores importantes de la persona», «medir con los dedos», «qué enseñar, qué aprender», «censura de libros en la escuela».

## Curriculum de música para educación especial

Mary Beal, directora del coro de una escuela de Kansas, y Janet Perkins, especialista en terapia musical, han montado una experiencia de currículum para niños que necesitan una atención especial. El ritmo, el sonido, la intensidad de timbre en cada instrumento, el lograr adaptarse a un conjunto de compañeros, hacen no sólo que el niño progrese en el conocimiento de la música, sino también en su integración social y confianza en sí mismo.

El currículum abarca temas como «Melodía» (alto / bajo / fuerte / suave); «Armonías» (acompañamiento, solos, unidad); «Ritmos» (largos, cortos, picados, acentos, medida, tiempos); «Formas» (secciones, unidades, temas); «Sonidos» (reconocer sonido de instrumentos, localizarlos, acomodarse a ellos); «Expresión» (dejarse llevar por la dinámica, movimientos fuertes y suaves, control total del cuerpo y de la boca, los dedos, lograr sonidos con el cuerpo, dramatizar la música); «Cantos» (dominio de las notas, vocalización, canto simple inteligible); «Instrumentos» (usar los dedos al mismo tiempo y separados, practicar melodías en diversos instrumentos, controlar el diverso ritmo en cada uno, etc.).



La mayoría de los programas de lectura dejan fuera de juego a demasiados alumnos

Esto viene a decir el letrero / anuncio de este nuevo Programa -American Readers-. Y es que el enseñar a leer es una de las mayores preocupaciones de la escuela americana. Por eso, cada poco, aparece en las revistas el nuevo Programa que oferta nuevas IDEAS que intentan responder tanto a las necesidades del alumno como a las del buen profesor.

«Cada grupo de aprendizaje podrá tener su propio ritmo».

«Es imposible que nadie se aburra».

«Los más lentos van más lentos, pero seguros».

«Cada lección se repite dos veces, pero con nuevos ejercicios».

«Los más rápidos tienen otras actividades que les hace pensar más».

Most reading programs leave too many kids out of the picture.



«Lo más importante es preparar el tema, crear el clima antes de entrar en la lección».

Lo que si aportan tales anuncios es un conocimiento claro de cuáles son las preocupaciones de alumnos y profesores. Si luego la idea que ofrecen es válida, el anuncio casi se convierte en artículo de fondo.

## Medir con los dedos

A veces, en el país de la medida por rayos laser, te sorprende la importancia que se da al cuerpo como unidad de medida en las demás cosas. Recogemos, por ejemplo, una IDEA presentada en Arithmetic Teacher, sobre «cómo medir juguetes» colo-  
cando alternativamente los dedos -índice- a lo largo o alto de la figura. En definitiva, se dice, la primera medida de las cosas tie-  
nen relación con la idea de corto o largo que vamos adquiriendo en nuestro propio cuerpo.

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### La censura de libros en la escuela

En varias ciudades americanas de Indiana, Maine, Arkansas, California y Pensilvania, han prohibido en la escuela una serie de libros: «Death of Salesman», «365 days», «Flowers for Algernon», «The adventures of Huckleberry Finn», etc.

«Se puede hacer eso sin herir, dicen, la libertad intelectual?

El tema ha sido ampliamente debatido en varias publicaciones; entre ellas, la revista PRINCIPAL; con motivo de este acontecimiento, se repartió un cuestionario entre 7.572 directores de centros, bibliotecarios y superintendentes. Se adoptaron medidas en cada uno de los Distritos sobre la forma de establecer pautas escritas y de operar sobre acuerdos básicos.

Mientras el tema llegaba a la alta administración, la American Librarian Association recomendaba algunas IDEAS que pudieran ser útiles a los lectores en cada escuela:

● Autor, título, editor y fecha del libro que has leído.



- ¿Por qué te llamó la atención ese libro?
- ¿Lo leiste entero?
- ¿Qué apruebas de su contenido? Cita páginas o frases.
- ¿Qué objeciones le pones? Cita páginas y frases.
- Recomienda otro libro que abunde en ese tema, a favor o en contra.
- ¿Representas tu opinión sobre estos libros o la del grupo?



### ¿Qué es importante enseñar y qué es importante aprender?

Una cosa es que los alumnos tengan que aprender... y otra cosa es que corresponda a la escuela el enseñar. Son tantos los temas, las actitudes que tiene que meterse el alumno en su vida que lo más fácil es ya encargárselo a la escuela como si allí fuera todo posible... y, además, en cierto modo, gratis.

**Importante para que el Alumno lo aprenda y para que la Escuela lo enseñe:**

Leer, escribir, hablar, escuchar y saber matemáticas.

**Importante para que el Alumno lo aprenda pero no para que la Escuela lo enseñe:**

Los valores personales y éticos, las relaciones humanas, la comprensión de sí mismo.

**Importante para obtener una graduación en la escuela de los 80:**

### ¿Qué valores son importantes en la persona?

La Comisión de Educación para los Valores, de Maryland, ha ofrecido una lista de aquellos que merecen una mayor estima en el desarrollo de la persona y que integran el perfil humano de cada uno. Con ello se aporta una IDEA básica para construir objetivos en la educación que insistan más en la formación de actitudes por parte de los educadores.

1. Integridad y honestidad personal, enraizada con el respeto a la verdad, la curiosidad intelectual y el deseo por saber.
2. Un sentido del deber consigo mismo, con la familia, la escuela y la comunidad.
3. Respeto a los derechos de cada persona, independientemente de la raza, religión, sexo, edad, condición física o mental.
4. Estima de sí mismo, basada en el reconocimiento del potencial propio.
5. Reconocimiento del derecho de los demás para mantener y expresar diferentes puntos de vista, al mismo tiempo que se desarrolla la capacidad de juicio crítico para entender posturas diversas.
6. Un sentido de justicia, rectitud y buen hacer con los compromisos inherentes.
7. Estar dispuesto a un entendimiento, simpatía, interés y compasión con los demás.
8. Sentido de disciplina y orgullo en el propio trabajo; respeto por los logros ajenos.
9. Respeto por lo que uno tiene y por lo que los demás poseen, incluida la propiedad pública.
10. Coraje para expresar la opinión propia.



— Operar correctamente (suma, resta, multiplicación, división).....	95%
— Conocer las matemáticas básicas .....	95
— Lectura comprensiva del texto.....	90
— Escribir correctamente (gramática, puntuación, mayúsculas) .....	85
— Resolver problemas matemáticos en situaciones corrientes.....	80
— Hablar correctamente.....	80
— Deletrear correctamente.....	80
— Leer para aprender .....	75
— Escribir de una forma clara y ordenada.....	70
— Poder seguir órdenes orales y escritas.....	70
— Conocer la historia americana.....	65
— Conocer los principios básicos de la biología .....	60
— La prioridad, de mayor a menor importancia está expresada en %	