

AN INVITATION to experiment with two double periods to replace the typical five single periods of 40-45 minutes each has been issued to the schools of Pennsylvania. This invitation has been given by Richard Gibboney, director of the Bureau of Curriculum Development, Pennsylvania Department of Public Instruction. Increasingly, secondary schools are looking to some such approach to provide greater flexibility in scheduling.

Alexander Frazier, director of the Center for School Experimentation, Ohio State University, in the April 1959 issue of *The Clearing House*, raises some questions which should prove helpful to schools examining their programs along lines suggested by Gibboney's invitation to experiment. He asks whether it might be better to think of a weekly instead of a daily schedule. He also inquires whether the length of the high school period is necessarily fixed, or whether for at least some subjects a shorter period might not be equally effective. He also raises a question about the merit of extended sequences over a period of several years in an effort to release some time for the overcrowded day and week. Finally, he believes the place for independent study should be examined.

THE APPOINTMENT of Florence E. Beardsley, director of elementary education, Oregon State Department of Edu-

cation, as a representative of ASCD on the U.S. National Commission for UNESCO has been announced. This appointment seems to emphasize a growing relationship between the work of UNESCO and the professional interests of individuals and organizations in the field of curriculum and supervision.

Again this autumn, Harold Spears, superintendent of schools, San Francisco, California, participated in a Paris, France, meeting of the UNESCO International Advisory Committee on the School Curriculum, a committee which he served last year as chairman. A typical project of this committee has been the publication of *Curriculum Revision and Research* which makes available in all countries a brief description of procedures of curriculum revision and research in different parts of the world.

In Delhi, India, December 28 through January 6, will be held the tenth world conference sponsored by the New Education Fellowship. This conference is planned as a contribution to UNESCO's major project on mutual appreciation of Eastern and Western cultural values. The conference theme: the teacher and his work in the modern world.

OF SPECIAL interest to curriculum workers is the Research Memo 1959-7 "Communities with Ungraded Primary Programs" published by the NEA Research Division. This 10-page publica-

tion reports communities by name and briefly describes the programs. Single copies of the Research Memo are available free from the NEA Research Division. Also available from the same source is a six-page bibliography, "References on the Supervision of Instruction."

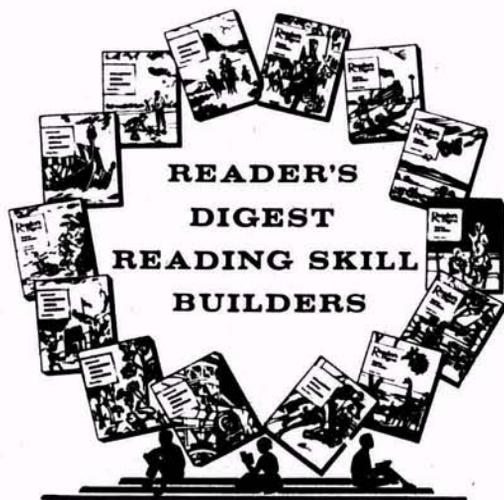
A recent NEA research monograph, *The Secondary-School Teacher and Library Services* (1958-M1) reports a study of library services as they are viewed by secondary school teachers. This monograph raises a number of questions which groups concerned with the improvement of curriculum may wish to review.

A REPORT from Milford Franks, president of the Northwest ASCD, states that nine of the Oregon colleges will participate in a study of the curriculum in Portland High Schools.

FOR distribution in the fall of 1960

will be a new secondary school physics text which is one outgrowth of the project headed by Jerrold R. Zacharias of MIT, a project which involved more than 200 university physicists, high school teachers, and technical experts as members of the Physical Science Study Committee. This group developed a complete high school physics program including not only the textbook but also educational films, simplified laboratory apparatus, manuals, tests, a series of books for outside reading, and suggestions for training teachers. Approximately 10,000 copies of preliminary versions of the text are now in the hands of physicists and high school teachers, and again for the third consecutive year, it is being used experimentally in more than 300 schools.

Also ready for distribution in the latter part of 1960, is to be a series of 120 biology units prepared by 200 biolo-



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gists in secondary schools and colleges, working in committees set up by the American Institute of Biological Sciences. These units are being developed to include films, student study guides, and other related materials, reports Dr. Oswald Tipppo of Yale, chairman of the project's steering committee.

CAPCI News

CAPCI developments in several states continue to stress efforts in the area of individualization of instruction, the theme of this issue of EDUCATIONAL LEADERSHIP.

In Ohio, for example, under the leadership of a special CAPCI committee, a bulletin is to be published soon which will present many case studies of how schools throughout the state are providing for individual differences at various grade levels. Chairmen of the subcom-

mittees in the Ohio CAPCI program: Althea Beery, supervisor of elementary education, Cincinnati; Margaret Felsing, College of Education, Ohio University; Geraldine Craig, College of Education, Kent State University. Also projected for publication is a series of leaflets to describe specific procedures for individualizing instruction.

The Missouri ASCD planned its two-day workshop in October on the topic, "Honoring Differences Among Children." Its efforts for the year, according to J. E. Morris, state president, will focus on the same theme.

A report of the New York State ASCD local action groups formed in seven areas of that state seems to reflect what individuals working on cooperative action programs in other places are finding. A final section of the report titled, "A Look Forward," states: "There has been much 'stirring about' in curriculum im-



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provement. There is recognition that there have been curriculum improvement efforts and instructional improvement programs being carried forward by the State Education Department, professional organization efforts, college and university influences, and local school system planning and work. As we see it, the cooperative action program described in this brief report is a needed and a natural extension of these programs and efforts which have been taking place. The NYSASCD action program is aimed at ways of helping these

established and still developing curriculum improvement efforts to bring about a greater impact on instructional improvement within local school systems."

Members who served as chairmen for the local action committee are: Stanley Applegate, Manhasset; Perry Brown, Niagara Falls; Paul Halverson, Syracuse; Edna Hedger, Mt. Kisco; Bernard Kinsella, Rochester; Joseph Leese, Albany; and O. Ward Satterlee, Potsdam.

—PAUL R. KLOHR, *assistant dean, College of Education, The Ohio State University, Columbus.*

Junior High School

(Continued from page 83)

suggested are a recognition of the unique nature and worth of each student, the fulfilling of the heritage of the American Dream for each child. Whether or not individualization can be achieved in a classroom situation may depend in part

upon whether or not the teacher attempts to provide for all the individuals represented, or whether he is willing to recognize the importance of developing an environment of method, materials and motivation in which each child can find identity, purpose and achievement.

School Library

(Continued from page 95)

pings, used reference indexes for special problems and the periodical index for recent information. The classroom teacher and the librarians also helped the students, answering questions and helping them locate materials that were needed for their special assignments.

During this past school year, the library was open on five Saturday mornings. Students had an opportunity to utilize library materials from 9 a.m. to 12 noon. Seventy-two students took advantage of this opportunity and ex-

pressed appreciation to the library staff for this new service.

At the end of the school year the library staff was pleased to discover, when tabulating statistics for the yearly report to the administration, that 1084 class groups had been brought to the library by teachers. The school library becomes a vital agency of the educational program when administrators, teachers and librarians work together creating plans for individualized instruction. They provide opportunities for real library experience and meaningful library instruction at the time when students are ready for the experience.

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