

THE "priority concerns" about youth and education revealed in answers to a questionnaire distributed to each state committee preparing a report for the forthcoming White House Conference on Children and Youth, March 27-April 2, give one picture of current public and professional perceptions of curriculum problems. In the list of 40 problem areas to be discussed at the Conference, 23 states reported "improving the school curriculum" as a major concern. Several of the other major concerns identified in this nation-wide survey have implications for curriculum: the problem of school drop-outs, guidance services, establishing values and ideals in children, provisions for gifted and retarded children.

THOSE of us—teachers, supervisors, administrators—who must continuously help to interpret curriculum trends would do well to keep in mind Lyman Bryson's word of caution: "Some writers, especially in education, use the word 'trend' with a moral implication, as if what could be discerned as a trend ought immediately to be followed. This is ironically Marxian in flavor. The faithful are supposed to believe that an emerging trend is inevitable and that they ought to hurry it along. I do not attribute any such moral authority to the word 'trend.' A trend may be either good or bad and any real trend is always under attack by those who hate and fear it . . . ."

THE effect on curriculum of increasing automation in teaching is a matter for careful, long-range study. Published information about teaching machines lags far behind research with them. Available soon will be a publication *Automation in Teaching* prepared by NEA's Division of Audio-Visual Instruction. Among other topics, it will report on: attempts at the partial automation of teaching; types of learning tests on subject matter trainers designed to test, score, and teach; a general appraisal of teaching machines. Also available on this subject is the 1959 John Wiley publication *Automatic Teaching: The State of the Art*, edited by Eugene Galanter. Among other things, this report presents several of the papers read at the first conference on the Art and Science of the Automatic Teaching of Verbal and Symbolic Skills.

G. ROBERT KOOPMAN describes a new broad-scale project of the Michigan Curriculum Program as "the most ambitious attempt to make the Program more effective." Called the Impact Project, it is undertaking: (a) to create a directory of instructional specialists, of resources of institutions of higher education, of curriculum committee membership throughout the state; (b) to establish new channels of communication with curriculum workers at the local level; (c) to have wide representation on state curriculum committees; and

(d) to provide systematic regional services and in-service education for instructional specialists.

SOME 800 elementary schools this year are making use of a new resource, the Traveling Elementary School Science Library. The library, sponsored by the American Association for the Advancement of Science in a program which parallels the Traveling High School Science Library started in 1955, consists of collections of books selected to stimulate an interest in mathematics and science reading.

HUGH B. WOOD, director of the United States Operations Mission in Nepal, has prepared, with the help of others, a report on *Six Years of Educational Progress in Nepal*. This report outlines the massive program development undertaken in the period 1953-59 through the cooperative efforts of the Education Ministry of Nepal and the University of Oregon. Inspiring achievements have been made, and bold next steps are projected for education in that country. At the elementary level, for example, a new curriculum for primary schools has been adopted and made universal throughout Nepal, and 20 new primary school textbooks are in the process of publication. At the secondary level, a multi-purpose curriculum has been designed and adopted, and 12 secondary teachers have been graduated from a new college of education. Currently 178 more are in training.

SCHOOLS interested in promoting better understanding between rural and urban people will find help in the leaflet, *Joint Activities for Farm and City Youth*, prepared by a committee of representatives from NEA's Department of Rural Education and other agencies.

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PAUL DeHART HURD is now on leave from Stanford University as a consultant with the Biological Sciences Curriculum Study. He reports that in the early part of 1960 the first results of his survey of literature in biological education will be available to the various committees of BSCS which are concerned with developing a new structure for the high school curriculum in biological sciences. The main emphasis in this reorganization of biology teaching is to be on concepts and principles with a reduction of technical terminology. Participating high school teachers are to be used as consultants and experimenters.

DURING 1959, many institutions in this country and abroad commemorated John Dewey on the centennial of his birth. For some individuals interested in curriculum development these events served as occasions for a re-reading of

some of Dewey's writings. Available in a paperback Phoenix Book, from the University of Chicago Press, is *The Child and the Curriculum* which Dewey published in 1902. This 31-page essay is a penetrating analysis of several of the large issues which are current in curriculum. Leonard Carmichael, in a brief introduction, makes an important point: "It is always best to learn about a great innovator by reading what he actually said in the context of the time when it was written. This is better than reading what others say at second hand about the new ideas of a creative thinker."

AVAILABLE soon is *Ten Ways to Meet Individual Needs in the Regular Classroom* to be published by Ohio ASCD as a part of its CAPCI effort. Alexander Frazier, chairman of the Ohio CAPCI Commission, is editor of the publication. A preview of the content reveals

the descriptions of 10 approaches used by good teachers to provide for the range of individual needs in the regular classroom: providing a rich environment of materials and opportunities for learning, planning with children to make use of and room for individual interests and needs, planning with individuals for self-improvement, arranging time for individuals to work "on their own," planning for activities of small groups with similar needs and interests, providing for varied activities in terms of level of difficulty, providing room for pursuing varied interests related to common needs, providing opportunities for individuals to grow in self-direction, guiding individuals in personal development, and making a place for everybody in group experiences.

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



**DID HE SAY, "NEXT MONTH FOR THE WINSTON COMMUNICATION PROGRAM?"**

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