

College Curricula Changes Result in Revisions in High School

By EARL H. ADAMS
Mail Tribune City Editor
(Third in a series)

Changes in university and college curricula during the past few years have resulted in changes in the secondary school level.

The relationship is obvious. If college-level courses are revised and reorganized to meet demands of a changing society, so must secondary school level programming be changed to meet, not only the college-bound student's requirements, but also the needs of students not planning to continue in college.

This is harder to do on the high school level, since perhaps half or more of the students may not continue their education in a college, university or technical school.

It is important to find out early in the student's high school career what his ambitions are, what his capabilities are, and what his aptitudes are, so he can be guided in a direction most suited to his desires at the time, even though these may change before he is graduated.

Counseling Services

Counseling services in some of Jackson county high school and even in the junior highs, has been developed and expanded to meet this need. In most junior highs and high schools, counseling is now considered one of the most important programs offered.

But without large curricula to which students may be referred, the counseling program may not be effective. The two are necessarily tied together.

Curricula in many of the schools of Jackson county have changed considerably since 1958, not just in the direction of mathematics and science, but also in foreign languages, social studies, and other programs, such as industrial and physical education.

There is increasing emphasis in providing for all types of youngsters who have varying degrees of abilities, interests and needs. This is a national trend, which is noted in high schools in this area.

For example, in Ashland during the past few years, the shop program has been expanded, science offerings have been increased, the physical education program has been intensified, and the English program has been expanded.

At Phoenix High school between 1955 and 1959, art, speech, trigonometry, vocational agriculture, senior arithmetic review, and a reading improvement program were added to the curriculum. Counseling also was added during this time.

Since 1959, courses added at Phoenix High school include German, Latin, advanced mathematics, a second speech class, journalism, office practice, and a second art class. Chemistry and physics are now offered every year instead of every other year.

Counseling service has constantly been improved and enlarged.

In relatively recent years, elementary curricula at Phoenix have been increased to include a remedial reading program and additional library facilities, and the program for the able and interested students has been enriched.

On the junior high school level, handicrafts, home economics, remedial reading, modern math and a counseling program have been added in the past couple of years.

Since 1958, several changes in the program have been made at Medford High school.

There has been an increased tendency toward mathematics, science and foreign languages, and a move in the direction of adding advanced college placement courses plus second year courses in chemistry, biology and other subject areas.

Other programs have been added, or expanded, to serve the needs of all types of youngsters.

Such programs include the recently created distributive education program, which gives work experience and compensation for on-the-job work for students who are not generally college bound; an expanded homemaking program to serve many types of girls, including a home-making seminar for senior girls wishing to continue their education at a college; and practical homemaking, a three-year sequence for girls who may not have the ability to handle the regular program.

During the present school year, Medford offers high school students advanced placement courses in math, foreign languages, chemistry, American and European history.

One emphasis of a comprehensive English program is upon increased composition, a course which Medford High graduates have found valuable in their college years. College students who have been graduated from Medford report that this course gives them better preparation for college classes that students from schools without this program do not have.

More comprehensive English programs are offered in many high schools in Jackson county. They are programs designed to meet the needs of different types of students.

Other courses have been reorganized to meet changing demands. At Phoenix, for example, the science and math programs have been altered to emphasize the "why," a newer approach to these subjects.

These changes, alterations, and reorganizations indicate the "upgrading" which is taking place among high schools, an "upgrading" which has extended into the elementary school level.

Dr. Leonard B. Mayfield, superintendent of Medford, noted that students are learning more now than ever before. He noted that although the physical dimensions of the classroom have changed little, "that which goes on in the classroom has expanded to the point where it is world-wide in its implications."

Rickover's Enthusiasm for British System Not Shared in England

By PETER KNOX
United Press International
London — U.S. Vice Admiral Hyman Rickover's enthusiasm for British education is not fully shared this side of the Atlantic.

Rickover's report earlier this month to the House Appropriations committee claiming "English schools are far in advance of ours" pleased some Britons but left others unmoved.

His praise coincided with a series of scathing attacks, mainly by British leftwingers, that even the free schools here are riddled with snobbery and favor the privileged few.

Room for Improvement

It is not only radicals, however, who have shown themselves dissatisfied with the way things are shaping up here on the education front. Education Minister Sir Edward Boyle admitted in a newspaper interview two days after Rickover's flattering remarks that there was room for improvement. Sir Edward said:

"We rightly ask of our educational system that it should give equal opportunities to climb a ladder irrespective of income or social class, but we tend to forget how easy it is for many children to lose their foothold on the ladder in many of our secondary (high) schools, even when they have made a good start at the primary stage."

The minister's remarks hit at the heart of the British problem — how to help a poor man's son get the same schooling opportunities as a rich man's son.

The situation is complicated from the start because the average middle and upper class family tries to send its sons to one of the elite fee-paying private schools, paradoxically called "public schools."

At these schools of the Eton type, costing parents 300-500 pounds a year (between \$1,000 and \$1,500) boys usually can get a first class training. Public school men are apt to win most university honors and they hold a high percentage of top posts in the country, both in government and in business.

Prime Minister Harold Macmillan and opposition leader Hugh Gaitskell are public school trained. Throughout history men of similar background have dominated British governments.

Apart from the recognized 100 or so "public schools" there are a number of other private schools, including some maintained by religious orders. These often are relatively inexpensive.

The great mass of British children, however, get their education free. The figures show close to 500,000 fee payers against more than 7 million who pay nothing except through taxes.

Local councils run the free schools with grants from the government. To give a child being schooled by the state a chance to win a truly first class education the British have evolved a special system whereby the best pupils are singled out for special treatment.

This is where the snobbery charges begin. The privileged position of the fee-paying "public schools" and their graduates has long been a target for criticism. Now it is being said that a new privileged class is growing up inside the national school system.

At many grammar schools pupils wear uniforms and in other respects are the public schools in methods of teaching and handling students. For these and educational reasons there is, in local communities, a certain social status in having a child at a grammar school.

Academically many of the grammar schools rival public schools in public examination results. Rickover claimed the work of 18-year-old grammar school boys compares favorably with that of U.S. college majors.

It is the other 75 per cent of children, the ones who do not get to grammar schools and cannot afford the fees at private schools, who worry British educators.

These children go on with their education in technical schools or in other secondary schools — known as "secondary moderns" — which do not have the staffs or equipment to train children to the same level as the grammar schools.

When Admiral Rickover launched his attack on the American system and compared it unfavorably with the British, cartoonists here had a field day.

One showed an angry schoolmaster telling an obviously rebellious schoolboy "If you don't mind, we will leave Vice Admiral Hyman Rickover out of this."

At the same time, the Rickover analysis also merited some serious comment. One British reporter in the United States, Henry Brandon, reported to the Sunday Times:

"British education standards are undoubtedly higher, yet most Americans would not want to exchange our system for theirs. I have not found it easy in debates with American students to defend the fact that only four per cent reach university in England while in the United States 30 per cent are given this opportunity."

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Dollars Saved in School Change

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By PETER J. HAYES
United Press International
Cupertino, Calif. — UPI — A new do-it-yourself method of school administration has resulted in a dramatic saving of taxpayer dollars in a San Francisco peninsula school district.

The idea was adopted last July 1 and school officials figure they have already gained the equivalent of 12 classrooms, or space for 350 pupils.

Scene of the reorganization is the Cupertino Union School District operating 30 elementary schools in six cities in the west Santa Clara Valley. Total attendance: 17,000.

Positions Eliminated

To make way for the change, four assistant school superintendent positions were eliminated last July. A district deputy superintendent's position was created to replace them.

In addition, numerous educational consultants and clerical workers were removed from the central administration offices. Their total salaries were estimated at more than \$100,000 annually.

Under the new system, principals at the 30 Cupertino schools are members of "complexes" or "clusters" of five schools each. One principal from each complex sits on an overall district advisory committee and works directly with the central administration.

Sits in 'Complex'

Teachers also play a role. Representative from each school sits in on "complex" meetings, which also select a teacher member to attend advisory committee sessions.

Innovation is nothing new in the Cupertino district. It has won attention for its adjustment-remedial classes; currently 45 children with brain damage are being aided using family welfare services and other community resources. It also has special classes for gifted children.

Cupertino has the President's physical fitness program in full swing. The district is doing research on paper-bound textbooks.

Orders Cutback

Before Supt. Frank O. Fenley ordered the administrative cutback, a study group who recommended construction of a new administration office addition costing about \$250,000. State funds that normally go for classrooms would be needed to finance the addition.

"Although our new administrative realignment became effective last July 1," Fenley said, "we can now say that the need for a new administrative building has been erased."

Actually the economy aspect of the new reorganization is a welcome side-effect, the official said. Its main purpose was to eliminate red tape, place greater responsibility at the local level and remove central office department from policy making roles.

"We're really excited about this," he said. "We're going to give it a good try."

Charlotte Sokoloski, who was elected president of the National Honor Society last spring, presided over the election of the other officers during a meeting held last week.

Officers elected were Mike Latendresse, vice president; Jerry Vakoe, secretary; and Kathy Hout, treasurer. The NHS plans to conduct a program modeled on the "College Bowl" in November. A similar assembly was successfully staged last year.

Another post-game dance followed the Sacred Heart-St. Mary's game Saturday, Oct. 6. Honored guests were members of the Sacred Heart student body. The junior class sponsored the dance, with Mike Latendresse, Ron Becker, Mike Soran, Dixie Duggan and Millicent O'Connor in charge of arrangements.

ATTENDING COLLEGE

Monmouth — Jerry Koopman, 1962 graduate of Crater High school, is attending Oregon College of Education this fall as the recipient of a scholarship from the Central Point Carpenter Foundation. Koopman is a freshman enrolled in secondary education at OCE. He is the son of Mr. and Mrs. J. W. Koopman, route 1, box 114, Gold Hill.

New Approach To Freeway To Open

Grants Pass — Traffic between Interstate 5 freeway and downtown Grants Pass is scheduled to start moving over the new E and F st. couple approach to the city starting at 11 a.m. Monday, state highway engineers have announced.

At that time newly installed traffic signal lights will go into operation on four downtown intersections, and E and F sts. will become one-way from Fourth st. east to their junction with the new freeway approach.

The new approach system, replacing the temporary D st. route which has been in use since the freeway opened last spring, is expected to facilitate easier access between downtown Grants Pass and the freeway.

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