

# Results of Research in Education Will Be Seen in Medford District

The results of more than a year's research in the field of education will start being seen in the Medford district this year.

The second phase of the Oregon Program will start when variations of practices observed and studied during the first phase of the project are put into operation here.

During the past year, school board members, supervisors, teachers, administrators, and representatives of Southern Oregon college and the state department of education visited 78 schools in 25 districts in seven states.

They went to observe programs, to talk with teachers, students, administrators, parents, to gather information about new ideas in the field

of education, and to see first hand many of the ideas about which they had heard and read.

**Have Basic Interest**  
Programs in which the Medford district, in cooperation with Southern Oregon college, had a basic interest under the Oregon Program included team teaching, flexible scheduling, methods of varying from the Carnegie unit requirement, and intern teaching. These are among the programs which will be adopted in one form or another in the Medford district this year.

More than just these programs were observed however. Personnel on the observation trips also gathered material on all facets of education, resulting in a vast

amount of knowledge about non-graded schools, teaching machines, teacher aides, materials centers, guidance, administrative procedures, buildings, educational television and other curriculum features.

Among programs which will be started in the Medford district this year are an intern teaching program, teacher aides, team teaching, and flexible scheduling.

**Two-Year Arrangement**  
The intern teaching program, which will be initiated in cooperation with Southern Oregon college, will be a two-year arrangement.

Twenty-one selected college seniors will join the Medford school staff as associate teachers on a half-day basis, and will be assigned for a full school year to work with regular teachers in the district.

At the close of the first year, the associate teacher will join the Medford staff as an intern teacher, who will have had at least as much training, and more experience, than the present beginning teacher.

The intern will be assigned a class or subject, and will be treated as a regular beginning teacher except that more extensive supervision will be provided through the school administration and college personnel.

**Regular Certification**  
College students who successfully complete the two-year intern program will receive regular certification from the state department of education. The intern will have completed five years of college training, and could have earned a master's degree.

A limited number of teacher aides will be employed for use on both elementary and secondary levels. The teacher aide will assist the teacher in clerical work, such as typing tests, mounting exhibits on bulletin boards, preparing routine reports and other such duties.

Releasing the teacher from such clerical tasks gives the teacher more time to devote to teaching. The use of teacher aides has become common practice in many of the districts visited by area educators.

Two academic teams of teachers will operate at Medford High school and the two

junior high schools this year. **Team Composition**  
One team, the American Problems team, will be composed of three teachers, an associate teacher, and a teacher aide. The other team, teaching sophomore English, also will have three teachers, an associate teacher and a teacher aide.

Students assigned to the teams will meet once each day as a regular schedule. Their time will be divided into large group instruction of about 100 students, medium group instruction of about 30 students, and seminar groups of 15 to 20 students in size.

The same type team organization will be in effect for some courses at Hedrick and McLoughlin Junior High school next year, although sizes of the teams may vary.

**Partial Departmentalization**  
Partial departmentalization, which has been in effect in fifth and sixth grades in most elementary schools in the district for a couple of years, is a valid form of team teaching, according to information received on the inservice observations. This approach will be refined during the new school year, particularly at Hoover and Wilson schools.

At addition at Wilson school, now under construction, will make possible a greater flexibility in the scheduling and grouping of students. A central work area for teacher teams will provide for more efficient use of planning time.

School officials noted that with the assistance of the teacher aides and associate teachers, the teams will be

able to handle a larger number of students without a proportionate increase in per pupil cost.

**Flexible Scheduling**  
A flexible scheduling arrangement will be placed in operation in physics and chemistry classes at Medford High school.

Students taking second year chemistry and advanced physics will be scheduled into chemistry the second period and physics the third period.

Monday, Thursday and Friday, chemistry students will meet the second period, and physics students the third period. On Tuesday, chemistry students will meet during the second and third period, and on Wednesday, physics students will have a two-hour lab period.

Under this arrangement, students still will spend five hours a week in each of the subjects just as they did under a regular schedule; the time of the subjects has just been redistributed, school officials pointed out.

**Three Other Changes**  
Three other changes will be initiated in the high school this year, although they are not connected directly with projects in the Oregon Program. The changes stem to some extent from programs observed during visits to other school districts in the country.

One change will be in the high school going to an eight-period day in order to achieve maximum building utilization. The eight-period day also will provide an opportunity for approved students to take additional work, and at the

same time handle the large increase in enrollment.

In order to take an additional subject, however, the student will have to qualify in mathematics and science, and must have the approval of his parents and school advisor.

School officials believe that with an extended school day, a student may take an additional class which would not require an undue amount of out-of-school preparation.

**Normal Student Schedule**  
Previously, the normal schedule for a student included five subjects and one study hall period, regularly scheduled study hall periods, however, have been virtually eliminated from the schedule for this year. The normal student schedule will be five credit carrying subjects and one period for lunch and group guidance.

Students, however, who wish to be scheduled into a study hall period may request that they have additions made to their normal schedule in the morning or after early dismissal in the afternoon.

With a three-way sliding schedule, one group of students will be in class from 8 a.m. to 2 p.m., another from 9 a.m. to 3 p.m., and the third from 10 a.m. to 4 p.m.

**Another Addition**  
Another addition to the high school program this year will be group guidance classes.

The student body will be divided into four sections with each section attending a 30-minute group guidance class immediately before and after lunch each day.

The guidance program will be conducted on a large group instruction basis. Two instructors and a teacher aide will be in charge of a group of 200 students in the auditorium. The same will be true for a group of 200 in the academic lecture center. One teacher and a teacher aide will be in charge of a group of 100 students in the choir room.

**Program Developed**

Counselors have developed a program for group guidance instruction, which includes subjects in educational guidance, vocational films, speakers from business and industry, indoctrination, scholarship, college and testing information.

An honors pass system also will be initiated at Medford High school this year.

Under this system, a limited number of students, upon application to the faculty and approval by the student council committee, will receive an honors pass.

This pass, school officials noted, will permit the student to leave any subject during any period, so long as the class is in supervised study.

**Move Independently**  
The student may then move independently to an honors study hall equipped with study carrels, the library, or to the room of another instructor if an appointment has been made to study any subject he wishes, or to carry out research or laboratory experiments.

School officials expected that participants in the honors pass system will be sharply limited in the beginning of the school year and that the group involved will remain relatively small during the year.

No provision has been made for teaching via television, school officials noted, and administrators said there are no immediate plans for educational television in the district for several years.

## Grant Would Finance Study Of Feasibility of Restoration

Jacksonville — A milestone in efforts toward preservation and restoration of the central district of Jacksonville is expected to be reached toward the end of this week.

About that time, an application for a \$41,086 grant will be made to the federal government to finance a year-long study of the feasibility and cost of the proposed Jacksonville Historic Preservation and Restoration project.

The application was approved by the Jacksonville city council last week. On Tuesday it is scheduled to be presented to City Attorney Ervin B. Hogan for a final check.

Then, Jack Sutton, coordinator for the project, plans to forward the application to the San Francisco office of the Housing and Home Finance agency, which is part of the Urban Renewal administration of the federal government.

If the grant is authorized, an intensive survey of the central area of Jacksonville will take place.

The area involved extends from First st. to Fourth st. and from Main st. to C st., including the central business area on California st. The buildings within these boundaries are almost entirely commercial, although there are a few residences in structures which, according to Sutton, were originally intended for business use.

Each building would be appraised, he explained, with an eye toward determining what it would cost to bring it up to code specifications. The survey would also strive to determine what new businesses would be desirable in the community.

A motel constructed in the

same motif as the old buildings in town and a fine restoration would help to keep tourists in Jacksonville for days at a time, Sutton noted.

The survey grant application points out that Jacksonville could become the fifth nationally recognized attraction in southern Oregon, listing the other four as Crater Lake, the Oregon Caves, the Rogue River and the Oregon Shakespeare Festival at Ashland.

A preserved and restored Jacksonville could also be a year-around rather than seasonal attraction and boost to the local economy, the application points out.

Other items to be studied would include replacement of the original balconies and canopies on the buildings to provide shelter for visitors during winter and shade in summer, and establishment of rear parking areas so as to keep curb parking to a minimum and keep the fronts of buildings clear for picture taking.

A considerable number of original gas lights are now stored with the Southern Oregon Historical society, Sutton noted, and another aim of the study would be to determine if they could be assembled along Highway 238 through the city.

At the same time Sutton has been working on compiling the data needed for the application, he also coordinated the assembling of a second document, entitled "Program For Community Development."

Now in the hands of federal authorities, this report lays the groundwork, Sutton indicated, and strives to "prove that the restoration project is worth considering."

## Bus Schedule Maps To Be Mailed for Students in Medford

Schedule maps showing school bus service to school, and indicating return schedules, will be mailed before the opening of school to about 3,000 pupils in the Medford district eligible to ride school buses, the school administration has announced.

Daily schedules of five of the elementary schools in the district, Howard, Lone Pine, Oak Grove, West Side and Wilson, have been advanced to permit scheduling of buses in such a manner that all transported pupils arrive at school approximately the same time.

In the past, it has been necessary to make more than one trip with each bus for several of the elementary schools. As a result, pupils picked up on the first trip could not begin school until the second trip was completed, officials noted.

At Medford High school, service will be provided for the 10 a.m. beginning time on the new eight-period day class schedule put into effect for this year from all school areas except Ruch.

In the Ruch area, population density is such that all pupils, elementary, junior high and senior high, are picked up at the same time and high school pupils in this area will begin classes at 9 a.m. and return home at 3 p.m.

In the lower Applegate valley area, north of Cameron bridge, there also will be a bus from Medford High at 4 p.m. for pupils enrolled for six periods or involved in activities during the eighth period.

High school pupils in other areas who have six class periods or who are in activities during the eighth period will be provided bus service to school before 9 a.m., but there will be no return bus from the high school until 4 p.m.

There will be no bus service to the high school for pupils enrolled in 8 a.m. classes, officials noted.

For junior high schools, service will be provided for 8 a.m. classes from all school areas served by Hedrick Junior High. At McLoughlin, pupils living in the Oak Grove area will be transported for 8 a.m. classes, and those from Jefferson, Griffin Creek, Jacksonville and Ruch school areas will be brought to school for 9 a.m. classes.

Service for pupils attending St. Mary's school will be provided in connection with 9 a.m. service to Medford High school, officials said. Pupils will be delivered to St. Mary's en route to the high school or immediately after school if high school pupils are left at the school. For St. Mary's High school, a transfer bus, Schedule 7, will operate from Hedrick Junior High and will let pupils off at the corner of Black Oak dr. and Barnett rd. St. Mary's pupils will be picked up at the elementary school between 3:40 and 3:55 p.m. for return home on schedules from Medford High school.

Buses will be operated on Friday, Sept. 6, for sophomore students at Medford High school, and for seventh graders at Hedrick Junior High.

Routes planned for 9 a.m. arrival at the high school will be operated, but the schedule will be approximately 30 minutes earlier than the regular 9 a.m. schedule.

For the Hedrick seventh graders, routes planned for 8 a.m. arrival at the school will be operated on a schedule approximately one hour later than the regular schedule.

Pupils who have moved since the close of school in the spring, or who have not received a schedule by Sept. 3 should contact Ralph Matthews, transportation supervisor, at 773-6377 between 8 a.m. and 5 p.m.

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