

## Concerning This Issue:

Perhaps during no prior period have the programs of the American schools been in such a state of dynamic change as they are today. Schools have been caught up in the general turbulence of the society and seem to be striving to analyze and respond appropriately, as an agency of society, to the true pulse of America.

To this end, experimentation and innovation in our schools have been the order of the day. Curricular decisions are being tested as to relevancy, accountability and flexibility. Increased stress upon academic excellence must harmonize with greater recognition of the basic right of the individual pupil to be different and to have his program prescription fit these differences. While the outcome of these forces even by the end of the 70s cannot be predicted with any confidence, certain directions seem discernible.

A prime mandate to the schools is to individualize curriculum and instruction and one of America's eminent observers of the school curriculum speaks on this point. William Alexander shares in summary a broad-gauged study with 13 guidelines to improve organization for instruction.

Comparisons and contrasts between comprehensive secondary schools as we know them in the United States and the newly-emergent comprehensive schools in Britain are discussed by this writer. Educational ideas and practices are not confined easily to national boundaries, nor should they be. We can learn from one another.

Illustrative of Alexander's guidelines is one operational approach to individualizing instruction—the 3 on 2 program

in the public schools of Hawaii. Frederick Braun personalizes this in the experiences of six year-old John.

An opinion survey conducted by the Evaluation Section of the Department of Education of the State of Hawaii sought answers to the best structure and function of what Alexander calls the 'middle years of the school ladder.' (See Idea #7). The summary findings in this first general release are expected to influence future development of the Intermediate Schools of Hawaii.

James Morris treats one aspect of the troubled relationship between vocational education and general education—namely that of Business Education. The article clarifies the direction and goals of Business Education and indicates the growing responsibility the educator and public face in discharging these.

Among the most significant outputs of the Hawaii Curriculum Center, which is the joint focal point of the Department of Education of Hawaii and the College of Education, University of Hawaii, has been its English Project. The article by Gerald Dykstra and Shiho S. Nunes describes the Language Skills component of this major program.

This issue of Educational Perspectives attempts to bring together some of the curriculum movement observed at local, national and international levels. It can be seen that the treatment of curriculum is a broad one, with a recognition of the relationship between the administrative organization and the curricular program of the schools.