ration programs are undertaken by higher education institutions.

- Discuss the problems confronted by practicing supervisors (especially in informal settings, which supervisors typically favor for such discussions). That really means moving to their turf!
- “Stop being so damned pompous and superior in contacts with practicing supervisors,” an impression often projected unintentionally.

Perhaps professors try too hard to impress each other in formal university communication. Several weeks ago, for example, in a meeting discussing possible changing of program core requirements, a professor listed this as a common experience item for a specific study area: “Secure an eminent advocate of educational reform and conduct a seminar session telephone interview of this individual.” If the professor were to have said, instead, “Conduct a telephone interview with an eminent educational reform advocate,” others would have understood the message and felt an interest to communicate—not impress.

Professors of supervision ought never allow anyone to doubt that they are competent. It is up to them to ensure that the preservice and inservice programs they conduct, the images they project, the skills they foster in their students, and the ways they communicate are the best they can offer.

These associations were: American Association of Colleges of Teacher Education, American Association of School Administrators, American Federation of Teachers, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, presidents of Council of Professors of Instructional Supervision, and Professors of Curriculum.

Curriculum Abstracts

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Student Participation in Archaeological Digs Uncovers Success

Nothing seems to succeed better with students than practical, hands-on activities. For instance, students and teachers in the Morris, New York, schools have undertaken an archaeological dig as part of the curriculum. What began three years ago as a simulated dig for artifacts buried by teachers has now expanded into realistic settings.

The present dig is an ongoing project offered as a 20-week elective. A local citizen donated the rural site after consulting with an archaeologist. Students participate one afternoon each week and for single periods when feasible. Aside from specific dig skills, students can apply ideas from science, mathematics, history, art, and industrial arts. The speech and drama class has videotaped activities, and the art department is developing a pictorial record of the project. Cost to the district has been negligible, and the greatest problem has been maintaining a balance between students’ desire to spend time at the site and their commitments to other academic responsibilities.

This project is an example of continuing efforts by educators to inject life into the curriculum. One can easily imagine the enthusiasm and pride students experience as they unearth artifacts from their dig site. Urban schools might develop similar projects using city sites or nearby parks. Even a simulated dig offers possibilities for the kind of learnings reported here. Whichever the case, interdisciplinary, practical programs such as this would be worthwhile additions to any school’s curriculum.


Word Processing Facilitates Writing for 1st Graders

Twenty-one 1st graders in Mississauga, Ontario, recently participated in a six-week, word processing-based program designed to help develop their writing skills. While the novelty of the computer was motivational, its capacity to help children develop easily readable text greatly encouraged their efforts. The Story Writer program proved very user friendly with the 1st graders. Several students even asked to use the librarian’s typewriter when they did not have access to the computer.

Case studies of individual children revealed earlier increases in story composition and transcribing skills. Students also grew markedly in their ability to develop and sequence ideas as they became comfortable in allowing their ideas to flow directly into print. Some students, however, continued to sound out the words of their
stories while working with the computer.

The computer also effectively facilitated small-group writing activities. Students shared ideas and were increasingly supportive of group members. The ability to print out their work reinforced their willingness to revise and change it. Some children who tended to be advanced in mathematics and logical tasks but less interested or less able in creative writing activities were not greatly motivated to write with the computer. They were more interested in using the computer in their areas of strength. Group activities were helpful with these children. Others liked to use the computer to re-tell favorite stories (E.T. or Star Wars).

Children with poor motor control had difficulty with the light touch of the word processor keyboard and sometimes inadvertently produced multiple letters. Programming adjustments could help with this problem; however, some of these children were quite willing to use a typewriter keyboard instead.

The computer's capabilities helped children to better understand the writing process. Daily printouts of their work provided students with permanent records of their progress, and they could more readily compare new or revised work with earlier efforts. The project's strongest accomplishment was the increased self-confidence of these children in their writing compared with 1st graders taught with traditional methods.


**New Success in High School Subject-Matter Correlation**

In an era when many advocate a strong move to subject-centered content programs, the Westwood, Massachusetts, High School has successfully correlated language arts and social studies by using literature as a window into the teaching of U.S. history.

While retaining separate subject-matter organization, the program for top-level 11th graders interrelates both areas through themes and chronologically unifying issues. The literature and composition component enriches the study of students in either honors U.S. history or the advanced placement U.S. history program. Students examine great achievements in American literature, music, and the arts in sequences that parallel their study of history. This facilitates the correlation of novels, plays, stories, poetry, speeches, essays, and topics for composition in perspective with their period in history. Writing requirements are analytic and designed to facilitate growth in abilities to communicate clearly historical, philosophical, and aesthetic concepts with careful documentation. Both content areas use readings, note-taking, lectures, discussions, and other standard procedures.

The program's approach is self-discovery through the study of one's past discovery approach. The excitement of this technique has overcome student concerns about hard work or departure from the more traditional high school program organization. Student enthusiasm has continued throughout the course and has been the stimulus for its success. The provision of time for teachers to plan and assess the program on an ongoing basis has allowed its two instructors to design curriculum plans that have successfully achieved the program's goals.

This program exemplifies how broad fields and core curriculum approaches can develop excellent learning experiences. Schools seeking practical examples of how curriculum approaches other than subject-matter organization can develop programs of academic excellence should examine this Westwood High School program.


**Helping Parents Increase Self-Control in Young Children**

Children are coming to pre-school and early childhood programs with increasingly less consistent patterns for establishing self-discipline and self-control. The need for early childhood educators to interact with parents to help them stabilize a child's environment is critical to facilitating the child's continued positive growth in the school setting. Educators need to help parents consider and determine what they must anticipate in developing consistent support for young children to build self-control and define discipline expectations. This program provides parents with means to:

- Identify behaviors that they consider to be appropriate and inappropriate.
- Define realistic expectations for noise and confusion.
- Deal with problems or conflict identification and resolution.
- Deal with children's anger and frustration.
- Make and share decisions in problem situations.

Attention is given to defining areas that need to be set limits and to helping children understand and support such decisions. Consideration of how arrangement of materials or furniture may affect behavior and limit access to particular areas is very helpful. A secure environment encourages the child's self-growth in dealing with such matters. Scheduling the child's day with a proper balance of child- and adult-selected activities and understanding the young child's attention-span is also considered.

Parents are given assistance in developing realistic expectations, setting
clear limits, and providing appropriate roles for children in deciding rules. This can help the children to begin making decisions in appropriate situations. The importance of protecting the child's rights from other children and adults is also stressed. Ways for adults to positively direct children to logical consequences without being punitive are investigated through problem-solving techniques. Parents learn to redirect children from inappropriate activities and consider appropriate means to restrain them when they are unduly upset, tired, and the like. Methods to restore calm and security are offered to help children grow in their capacity to deal with such situations. Interaction of educators with parents in these efforts can help prevent growing self-control/direction problems noticeable among children in today's elementary schools.


Hands-on Activities Succeed in Early Childhood Science
The principal and teachers of the Newfane, New York, Elementary School have developed a uniquely effective and cost-efficient science program for their K-3 students. They designed and implemented the program during two years of curriculum study. Initial concern came out of grade-level meetings over the need to develop an early childhood science program that went beyond a textbook approach.

Program planning was supported by expertise gained by teachers who attended State Science Education Conferences and Equipment Assessment Workshops. The goal was to provide hands-on science learnings that would help youngsters understand and use basic scientific principles. Resource units were developed that allowed teachers to integrate science with the total instructional program in their own classrooms. Teachers identified the Science Resource Unit areas and particular kits that would be necessary to provide hands-on learnings. Inservice activities provided teachers with skills needed to understand and implement the new program. A vacant classroom was converted into a resource center to organize kits and other unit materials. The principal worked with teachers and coordinated usage schedules so that kits and materials were available when teachers were ready to use them with their classes.

Resource units and kits have been developed in areas of air, astronomy, chemistry, electrical energy, foods, health, magnets, nutrition, simple machines, and weather. Program developers purchased sufficient materials to develop two kits for each unit area in each grade level for an average of 22 students per teacher. The kits allow development of hands-on learnings in the units through both individual and group activities. Replacement costs have been low. Future goals include expanding the energy unit; adding additional units in areas such as meteorology and space, and extending the program into the intermediate grades.

Teacher and parent enthusiasm for the program continues to grow. Children are more interested in and confident about science, and their learning and achievement in science have continued to improve. This program provides an excellent model of how schools can plan learning experiences that effectively respond to local program needs.

Source: Albert N. Vertucci, Principal, Newfane Elementary School, Newfane, NY 14108.