

er from neophytes wishing to succeed or experienced teachers wishing to maintain/enhance teaching skills—is variable. Throughout the instructional improvement program, the supervisor's responsibility is to keep the tension productive—a sometimes awesome responsibility.

Every supervisor preparation program should address both the concept and the process of instructional supervision, as should supervisor inservice

programs. Too often meager program attempts either confuse or promote false confidence with minimum process skills. Were the why's to be better incorporated into the preparation program, *supervisors* would be better equipped to design and implement instructional improvement programs. Similarly, were the why's to be better incorporated into instructional improvement programs, *teachers* would be better prepared to accept and help

implement their professional growth and to effect greater student learning.

References

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Curriculum Abstracts

JAMES A. BEANE, SAMUEL J. ALESSI, JR., AND CONRAD F. TOEPPER, JR.

Going Directly to the Source

Teachers are constantly faced with the challenge of bringing the curriculum to life. Prompted by Eliot Wiggenton's "Foxfire" project, local oral history has become a popular means of doing this in many schools. The social studies curriculum at Northside High School in Roanoke County, Virginia, uses philography to expand from a local to national perspective. Philography, or collection of autographs, has a long history as a hobby, but properly planned it can also provide valuable insights into the lives and times of famous persons.

In one case, students studying World War II contacted a number of persons who had been high-ranking or well-known military figures at that time. Each was asked to relate information, such as recollecting key decisions that were made. Some of the responses included insights not available to historians or the media. In another project students contacted show business people about their insights into various roles they played in films or television series studied in class.

The use of philography in the classroom encourages students to write and to use research in framing questions. The technique also serves as a motivational device since it prompts students to create their own subject matter for study.

From Fred R. Eichelman, "Teaching With Philography," *Social Education* 48 (1984): 458-460.

Learning Through Telephone Technology

While current attention to educational technology is mostly focused on computers, other devices are finding a useful place in the curriculum. One of the more interesting is the teleconference, a relatively simple means for putting groups of learners in direct contact with well-known authorities in various fields of study.

Gulf Junior High School in New Port Richey, Florida, has, for three years, conducted a lecture series program by means of teleconferencing. It serves as a stimulating supplement to various courses. While the teleconference involves merely a telephone hookup with an amplifier, which allows the guest speaker to be heard by a group, careful planning is necessary to ensure that the teleconference is integrated into the curriculum. For example, if the guest speaker is an author, students read a particular work, study the author's background, and prepare questions to ask.

Students at Gulf Junior High have held teleconferences with Julia Child on cooking, the Aerobic Institute on physical fitness, Nobel Laureate Glenn Seaborg on the periodic chart, and other individuals and agencies. Those involved feel that the teleconference is a stimulating learning activity, which has the added benefit of enhancing listening and questioning skills.

From Bob Hatcher, "Teleconferencing: Going to the Source," *NASSP Bulletin* 68 (1984): 110-112.

Acting Out History

Teachers at the M.J. Fletcher School in Jamestown, New York, have devised an innovative program for bringing history to life. In an effort to personalize a unit involving biographies of historical figures, children are encouraged to recreate the people they study. The unit begins with selection of historical celebrities followed by preparation of written and oral biographical sketches. The students then collect props and don clothing typical of the period being studied and pose as the historical figures. In ten-minute sessions other students, teachers, administrators, and parents are invited to walk through the "museum" to view the frozen figures. The event has become a success, annually attracting over 900 visitors. More important, students are given a chance to engage in concrete activity aimed at personalizing history.

From J. Paul Lombardo, "Bring History Alive With A Wax Museum," *Early Years* 15 (1984): 40-41.

James A. Beane is Professor, St. Bonaventure University, St. Bonaventure, New York. Samuel J. Alessi, Jr., is Acting Assistant Superintendent for Curriculum, Buffalo City Schools, Buffalo, New York; and Conrad F. Toepper, Jr., is Associate Professor, State University of New York, Buffalo.

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