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The use of paraprofessionals is also noteworthy. Administering and evaluating tests and recording data regarding student progress was handled effectively by the teacher aides I observed. The aides worked with the students in a professional manner and in the process, teachers were freed for the more appropriate role of interacting with students.

Although your program is exemplary in a number of ways, in reflecting upon my visits, I do feel the following questions should be raised:

1. Are there enough paraprofessionals working with the teacher teams?

2. Is the locally developed enrichment phase relevant enough to the needs of students and to the local environment?

3. Is the enrichment phase being taught in a manner which is too rigid and too highly structured?

4. Is the level of student/teacher interaction sufficient in all lab-classrooms?

5. Do grading policies properly encourage students to select the appropriate remedial and/or enrichment excursions?

6. How can the program be improved to further meet the needs of individual students?

7. Are there adequate resources for poor readers?

8. Do faculty members in different schools have adequate opportunity to discuss common problems?

SOME REASONS FOR NOT WORKING TOWARD A HUMANISTIC SYSTEM

Wyoming Science and Mathematics Newsletter
Fall, 1972

We tried that before. Our system won't allow it. We are too small for that. It costs too much. They won't let us. We're too big for that. You can't do that with kids like ours. It may work in your place, but not here. Let's sleep on it. Write it up and we'll put a committee on it. It may work in industry but it'll never work in education. We should wait awhile. It may work later. We have too many people to try it. We don't have enough equipment. We don't have enough room. The kids are not ready for that sort of thing. The kids need more structure. The administration requires us to give grades. It's a required course. The kids will goof off. You can't trust the kids. The other members of our faculty aren't up to it. Parents will be on our backs. You have to start that in the first grade, not here. Let's put it on a trial basis. I haven't got the time. It might work in art, but it'll never work in science. But the kids have to be taught the fundamentals first. The kids might miss something really important. Suppose the students get so specialized that they study only one thing. The students will just dabble and never get into anything in depth. You can't get away with that kind of thing. I've got to act my age. It's not good to get too close to the kids; they won't respect you anymore.

<u>There is only one acceptable excuse for not changing</u>: If you really are comfortable with what you are doing and if your students tell you they are really comfortable, <u>then don't change</u>. Ask your students and see how they feel. If you say you'd like to change but can't for any of the reasons above, <u>you're copping out</u>!

<u>All it takes to offer alternatives is your own real desire to offer them</u>.

You can change if you want to. You must take personal responsibility for whether or not you do.

<u>All it takes for a major change in your program and your life is you</u>!

A grant of $2,825 to the University of Wisconsin-Superior for support of a 1973 summer session Physics Project in Digital Electronics has been announced by Jack W. Sheriff, President of Duluth Scientific, Incorporated, 620 Hughitt Avenue, Superior.

The DSI grant, under the direction of Dr. Gordon O. C. Besch, chairman of the University of Wisconsin-Superior physics department, will be used to implement a "Short Course in

Digital Electronics" and other digital electronics mini-courses this summer.

Under the leadership of Dr. Allen Anway, former faculty member in the UWS physics department, DSI has designed curriculum materials and electronics instrumentation for a new approach to teaching digital electronics courses in the secondary schools, junior colleges and vocational-technical schools.

Designed to train college and high school teachers in electronics, the short course will be offered June 11-July 6, 1973. The university will grant four credits to each of the 15-30 tuition-free participants (undergraduate and graduate) who successfully complete the course.

In addition to the initial four-week short course, Dr. Anway will teach other mini-courses in electronics. Participants may take up to eight credits, tuition-free, this summer.

The electronics courses will introduce students to electronic operation of the digital computer by showing the logic circuits that make up the computer. The student will become familiar with the mathematics of the computer and the binary number system. Experiments will be conducted with the basic discrete components which make up the computer, such as AND gates and the flip flops.

The systems which make up these components will be studied, built and analyzed. These systems, which are building blocks of a digital computer, will include flip-flop, adders, counters, shift registers and memory devices. The circuits will be constructed from commercially available integrated circuits.

Eligible to apply for tuition-free courses are college teachers, secondary teachers and undergraduate students in the sciences.

Requests for applications and further information may be directed to Dr. Besch at the University of Wisconsin-Superior, 54880 (phone: 392-8101, Ext. 253).

1973 IOWA TEACHERS CONSERVATION CAMP

Nature trail planning, outdoor laboratory use, field trips, and study of man's management of his resources and environment will be part of the program for this year's Iowa Teachers Conservation Camp.

The 3-week course will be offered June 11-29 at Cedar Falls and again July 9-27 at Burlington. In the past, the course has been held at Springbrook State Park.

"By taking the program closer to the home environment of the participants, we hope to be of more direct help to schools and teachers in developing conservation education programs," says Camp Director Bernard Clausen of Cedar Falls.

The course, open to both elementary and secondary teachers, offers three hours of university credit. It is jointly sponsored by the University of Northern Iowa, Iowa Department of Public Instruction, Iowa Conservation Commission, and Iowa Department of Soil Conservation. Specific information regarding the Iowa Teachers Conservation camp is as follows:

What: The 24 year old Iowa Teachers Conservation Camp will be offered at regional centers during the summer of 1973, instead of at Springbrook State Park. By taking the program closer to the home environment of participants, we hope to be of more direct assistance in the development of conservation education programs for individual schools and teachers. The program is jointly sponsored by the University of Northern Iowa, Iowa Department of Public Instruction, Iowa Conservation Commission, Iowa Department of Soil Conservation with the cooperation of many agencies and organizations.

Participants will gain familiarity with local resources and how to use them in their teaching. Numerous field trips will be taken. Practice in nature trail planning and outdoor laboratory use will be provided. Man's use of his resources and environment, the problems created, and the management solutions will be covered. Development of a practical conservation education program or project will be developed by each participant based on their own teaching environment.

Who: All sessions of Iowa Teachers Conservation Camp courses are open to both elementary and secondary teachers from anywhere. Non-teachers may enroll if there is space. The