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ABSTRACT

The offerings in this publication reflect a new movement toward conceptualizing the student activities program as a valid source of learning that transpires informally within the total school situation. The experiences reported herein provide evidence that the learnings to be acquired through student activities should no longer be considered supplemental to the formal program of studies, but should rather be viewed as complementary and essential to the full implementation of the goals of the school. Sixteen activity-oriented programs launched by enterprising teachers, students, and/or administrators are described that demonstrate a new commitment to the importance of involving teachers and students in the decisionmaking process. (Author/EA)

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New Directions New Dimensions

Learning through Student Activities

**Office of Curriculum Development
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Foreword
Lyman V. Ginger
**Superintendent of
Public Instruction**

With this publication, devoted to *Learning through Student Activities*, we offer Kentucky educators and many outside our borders the seventh issue in the popular *New Directions: New Dimensions* series.

Through this medium, we present the ideas and programs of schools across the State, described by the imaginative people who had the ideas and took the responsibility for implementing them through program changes.

It is our sincere hope that each reader finds here a concept or a plan that is to him interesting and challenging, and that from his reading he gains new respect for his colleagues at work in Kentucky schools.

Preface
Don C. Bale
Assistant Superintendent
for Instruction

For many years, we spoke of the *extra-curricular* program in the schools. Within the past decade, the same program has frequently been called the *co-curricular* program, indicating that the learnings to be acquired through student activities should not be thought of as supplementary, as something beyond and outside of the formal program of studies, but instead should be viewed as complementary, as essential to the full implementation of the goals of the school.

We move now toward a third concept of the activities program, and in this framework, we fully acknowledge the validity of the learning that occurs informally within the school situation.

If we can make one generalization about the programs described in this publication, it would be that all are activity-oriented rather than content-oriented, and that in each situation the activities very clearly reflect a new commitment to the importance of involvement in decision-making.

We are especially grateful to those of you who are willing to share your experiences with other educators through this issue of *New Directions: New Dimensions*.

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**School Fairs
At Watson Lane
Elementary School**

Randall Pelfrey and Staff

At a faculty meeting in October of 1968, the principal and teachers of Watson Lane School decided they could provide a richer environment in art if they would have a School Art Fair. After several meetings, they decided to set up this fair for American Education Week and to invite all parents and outside guests. Since 1968, the school has also had School Fairs on Science, Language Arts and Mathematics.

To make a school fair a genuine learning experience demands much work on all members of a school faculty. There are many details to be taken care of. For example, in 1969 the principal and staff decided that science equipment was not being used fully because some teachers felt they did not have time to set up experiments; others were apprehensive about the use of this equipment.

The principal appointed a chairman, who in turn asked each teacher to list the project her class would be doing. In this way, we could be certain that each class would be working on a different project. All levels were involved, and some children brought projects from home.

The Science Fair was organized around six categories: weather, machines, plants, animals, electricity, and the human body. Projects were worked on in classrooms from four to six weeks. At the end of this period, completed projects were turned in to grade chairmen, then categorized and displayed by the chairman and committees on tables in the main hall. Posters were displayed on bulletin boards and walls.

Mr. Pelfrey is principal of Watson Lane Elementary School in Jefferson County.

Students from each room were selected to demonstrate the projects to the parents and special visitors.

The Science Fair, presented during American Education Week, can serve as an example for a fair in any curriculum area. Projects included ranged from simple to very sophisticated ones.

The Pulley (fixed and movable) was constructed from punch-outs from a science kit. It also demonstrated how gears and spring scales work.

Weather Station (made from an apple box)

Wind Vane—gives wind direction

Nephoscope—gives wind direction from clouds

Anemometer—measures wind speed

Barometer—measures air pressure

Hygrometer—measures humidity

All instruments worked (to some degree) and could be left outside. Instruments were made from these materials:

milk cartons, human hair, paper cups, broom straw, balloons, paper matches, sewing needles, paper clips, mirrors, coat hangers and eye droppers.

Chemical Garden, constructed according to the following directions: Place two lumps of coal in a shallow dish with a little water. Glue tiny twigs on top of the coal for trees. Be sure to let the glue dry before completing garden.

Combine the following ingredients in a bowl and mix well:

6 Tbs. of common salt

6 Tbs. of bluing

6 Tbs. of water

1 Tbs. of ammonia

Pour the mixture very slowly over the coal. To give the garden color, drop some food coloring or colored ink over mixture. In a short time, little crystals will begin to form. Within a few hours, the chemical garden will have odd and interesting shapes.

Beans were planted several weeks before the fair to show several different stages of the beans.

Inclined Plane (from science equipment) was attached to a table and explained.

Magnets (filings, nails, etc.) were used to show how magnets attract. Copper, tin and lead were used to show that magnets would not attract.

Battery and Bell—demonstration of electrical series of open and closed circuits.

Test for Carbohydrate—drops of iodine on a potato. (The potato turns black.)

Physical Changes (Poster)—A grain of popcorn and change which occurs in popping. A nail, exposed to the weather, became rusty.

Bacteria—To grow bacteria in the room, nutrient agar was put in petri dishes. Then dirt from finger nails and yellow substance from teeth were put in the nutrient agar and allowed to grow, showing children that germs are under nails and on teeth. Fruit was placed in the room to rot—showing germs are in the air we breathe. The fruit was displayed on a table with charts showing drawings of different type of bacteria and explaining the experiment.

Animals—The children chose different animals and did reports on them. They compiled a large booklet and each child made a paper mache animal.

Trees—A tree was made by tearing paper. Green paper was used for summer, pink for spring, assorted colors for fall and snow on bare branches for winter. A short poem was written for each:

In summer sun
The tree gave shade
Where quiet children
Sat and played.

When autumn days
Grew crisp and cold
The tree gave leaves
Of red and gold.

In winter snow
Touched the branches down
And tiny icicles
Hung down.

But, in the spring
Oh, that was best!
The tree held out
A robin's nest.

Telegraph was made by a fifth grade class; it actually worked.
Tuning Forks (science equipment) were demonstrated, giving different tones.

Thermometers were made and demonstrated.

Electrical Switches (science equipment) were explained and the use of open and closed circuits.

Planetarium (science equipment) was explained; parents seemed very interested in this.

Model of the Ear (science equipment) was explained and parts of the ear removed to show it more clearly.

Human Body — Ten posters on the Human Body were displayed illustrating the different body parts, organs and systems. Included were the human body parts, the glands, the skeletal system, the nervous system, the muscular system, the circulatory system, the digestive system, the respiratory system, the five senses, and parts of the brain and their functions.

Microscopes, prisms, lodestones, flasks, weights, transformers, models of the steam engine and many other pieces of science equipment were also on display.

The parents did not realize the children had this much equipment and worked with it in their classrooms. They were very pleased to come to school to share these projects made by the children.

As an added attraction to the Fair, one of the parents was kind enough to make an 8mm film which the school now retains and can show to other schools or school systems.

Evidence of success of the program is that it has helped to make the parents more aware of the school and its programs. It has also helped the teachers in planning curriculum to create more interest in science as a whole. Teachers have certainly become more confident with the science equipment and they use it more.

Student Council —Elementary

Carol S. Gard

Student council at the elementary level! Is this just another responsibility or extracurricular activity to besiege the new teachers at the school who have nothing better to do? I wasn't really sure of the answers to these questions, but neither was I in much of a position to question the authority of the principal.

In the months that followed, I grew to love the work with the student council and to develop a strong sensitivity to the needs of this particular age group. In particular, I grew to appreciate their neverending desire to be of service to their school and community and to recognize that they are often overlooked because they are thought to be too young and immature to accept responsibility.

The expressed purposes of the Warren Elementary Student Council are to (1) maintain the principles of citizenship and leadership; (2) coordinate student teacher relationships; (3) promote harmonious relations throughout the school; (4) stimulate school spirit; (5) provide a form for student expression; and (6) promote the general welfare of the school. This is a tall order for a group of school children between the ages of ten and thirteen, but they have demonstrated that they are capable of filling the order.

In October, we begin the election process with a week of solid campaigning. We have campaign speeches from each nominee and by each campaign manager. This year we had twenty-seven candidates and a

Mrs. Gard is teacher and student council sponsor at Warren Elementary School, Bowling Green, Kentucky.

total of fifty-four speeches. The treasurer is chosen from the fifth grade, the secretary from the sixth grade, the vice-president from the seventh grade, and the president from the eighth grade.

On election day, an official voting machine is brought to the school, and election officials are appointed to check the validity of the names of the voters. This is a big day for all of the students in grade five through eight. They are awed by the fact that they are using the same kind of machine that is used to vote for the President of the United States and the Governor of Kentucky.

In this phase of council work each child is given a chance to understand the basic principle of democracy by choice. Once main officers have been elected, then the runner up of each grade is appointed a grade representative. The president then has the choice of finishing his cabinet; a parliamentarian to see that all meetings are conducted in order, and a historian to keep the scrapbook of all official school functions as well as any interesting anecdote that happens to present itself throughout the school year. This year the Warren Elementary Student Council consists of ten members and ten alternates. This is quite a bit of potential gathered together in one organizational unit, but they are ready to tackle any job that you put in front of them. Sometimes they are ready to conquer more than you, as sponsor, are capable of squeezing out of a 24-hour day.

Once elected, there are certain standards that must be maintained by the members of the council. They must maintain a C average for each nine week period during their term of office. They must represent their grade at all meetings and act on the wishes of the members of their assigned grade. Any student or teacher of Warren Elementary School may file charges against any officer. At a special session of the council, the student shall present his case, at which time the officer may defend himself. The council, after hearing both sides, shall vote on whether or not to recall an officer. These students are expected to be on their best behavior at all times, thus representing to the best of their potential, not only their immediate peer group, but the whole school as well. If an officer is removed from office, the student council is empowered to fill the necessary vacancy temporarily by appointment until nominees for that office are selected and an election is held to determine who is the new officer.

All of the powers of the student council are delegated to it by the school administration. Therefore, the principal has the right to veto any act of the council or to revoke any of the council's powers. The powers of the council are:

- To be in charge of all general and special elections
- To provide a forum for student expression
- To authorize, sponsor, and supervise drives and campaigns
- To establish and maintain all committees as deemed necessary by the council.

Meetings are held every two weeks. Each meeting is conducted in accordance with *Robert's Rules of Order*, Revised. Emergency meetings may be called by the president, subject to the approval of the principal. A quorum must be present before business can be transacted. Two-thirds of the total number of voting members constitutes a quorum.

Last year was our second year of existence. Throughout the year we had committees responsible for the sale of cokes and candy at all ball games. We sold pennants throughout the year and sponsored the selection of the outstanding male and female student for our Mr. and Miss Warrior Pageant in March. We also sponsored the faculty student ball game in March. We collected food from the students to provide food baskets to seven needy families within the confines of our school at Christmas. The whole school gave us their support, and thanks to the work of all members of the council, the staff of the school, and the cooperation of all the students of our school, the 1970-1971 Warren Elementary Student Council was an astounding success. We were able, at the end of the school year, to buy a money counter for the school, and with the cooperation of another school organization, the Newspaper Staff, we jointly purchased a Polaroid Land Camera and equipment for the use of the school.

Another year has begun, and I know that a lot of hours will be spent by the council to help make this another successful year. Just to see the eagerness of these young people and to know their willingness to give 100% plus if just given the opportunity is reward enough for anyone who has the pleasure of working with the young.

I can't say for sure that this is the way to bridge the generation gap, but I can see a possibility of involvement, at all levels, that will help these young people see that they have a part in the formation of today's world. If this is what they are searching for, couldn't this involvement from the early formative years of the elementary school help to create a world of better understanding between the world of today and the world of tomorrow?

**Developmental Music
Focussed On
Performance**

Margaret Elder

The elementary music program at East Side School provides for children in grades one through six. Each class has music with the music teacher forty minutes per week. In addition, many of the classroom teachers provide further musical experiences for their children.

Students gain skills and form music concepts through participation in a variety of musical activities, such as playing instruments, moving to music, creating, singing, listening to and reading music. Dr. Howard Doolin's "New Introduction to Music" series (with melody bells) is used to supplement the basic music program. Level one is concerned with "Pitch and Duration of Tone," and level two is focussed on "Pitch and Duration of Tone Using Notation."

Music classes are held in a mobile trailer. This arrangement is most satisfactory, because all equipment needed is easily accessible in one place. Valuable time is saved by keeping rhythm band instruments and melody bells in the students' desks.

Teachers often request assistance with music for a particular unit they may be studying. The music teacher then selects songs, recordings, and folk dances appropriate for these studies. Music is correlated with physical education in folk dancing, jumping rope to music, dancing the tinkling with bamboo poles, skipping to music, and moving to music with colorful scarves.

Mrs. Elder is music teacher at East Side Elementary School in Princeton.

Four musical programs are presented for the PTA during the year: a variety show in October; a Christmas program in December; a first grade program in April; and a joint concert given by the fifth and sixth grade band and the sixth grade chorus in May. Each program lasts approximately 45 minutes.

We feel the time and effort spent on these special programs is justified because:

- Many students experience a certain success in performing, preparing and creating a program that may not be accomplished in an academic situation.
- Participation in special music programs for an audience develops a child's ability to function and perform in group activities, and helps to eliminate a certain amount of shyness.
- Such programs create an awareness of our great musical heritage.
- Musical programs also provide the musically talented and those taking private lessons an opportunity to participate in specialty numbers.
- Our school programs are utilized as public relations opportunity as well as educational experiences.
- Programs with children serve the need of drawing families to educational meetings, bringing the school and parent closer together.

Organization for a PTA program begins four weeks before the performance and consists of one week of planning and three weeks of rehearsal. Interruptions of the classroom teacher's routine are avoided by scheduling rehearsals at the regular music period when possible.

The variety show involves grades one through six. There are usually three to six acts with specialty numbers between acts. Many times the acts grow naturally out of a musical activity the children are having in class. For example, the show may include a rhythm band (these children wear crepe paper capes and construction paper hats), a musical playlet of *The Three Little Pigs* (with proper costuming and props), or a grand finale with 50 fifth and sixth graders forming a map of the United States, each wearing the outline of a state made of construction paper and all singing "Fifty Nifty United States" and "This Land is Your Land."

Specialty numbers consist of vocal solos, tap dancing, ballet, baton

solos, acrobatics and skits which the students create themselves. The acts are arranged so that as scenery is being moved behind the curtain, another act is being presented in front of the curtain, thus keeping the audience from getting restless and involving more children in the show.

In December, grades one through six present the annual Christmas program for the PTA. The entire staff takes pride in the presentation of this program. Each classroom teacher chooses the committee on which she will serve. Choices include planning and music, character, scenery and decorations, costumes, capes, and the programs. Students assist with the stage decorations. A sketch of the theme of the program is stenciled and then colored by the children to be used as a cover for the programs.

After a theme for the program has been selected, the music teacher selects children from each classroom to sing in the choir, and the character committee chooses the characters. If there are three acts, there will be three separate choirs—grades one and two wearing green crepe paper capes with white bows, grades three and four wearing red crepe paper capes with white bows, and grades five and six wearing blue crepe paper capes with white bows.

Some years the choirs enter in pairs from the back of the auditorium singing "Adeste Fideles." They sit in chairs placed on either side of the piano in front of the stage. At other times, the choirs stand on risers on stage and the processional is omitted. This arrangement gives the parents a better view of the children and also provides more room on the floor for audience seating. Each Christmas program concludes with the nativity scene and the traditional carols.

All first graders participate in the April PTA program. This meeting is also the annual "Open House" when parents are invited to visit each classroom. First grade teachers and the music teacher decide on a theme for the program. Last year, the theme was a mock television program with children singing and acting out the commercials, announcing the program, and giving the weather report. The children were eager to help decide which commercials would be used. This year the first grades will present "The Tom Thumb Wedding."

The climax of six years of elementary music occurs in May when the chorus comprised of all sixth graders in the school and our fifth and sixth grade band present a final concert for the parents. Vocal selections are varied and include songs sung in two and three part harmony. Some of the music is sung a cappella, and some is accompanied by piano and rhythm instruments.

Music — for recreation, for emotional expression, or for communication — is as important in the life of modern man as it was in the life of the savage. Only to the degree that we as teachers make children aware of the pleasure in musical performance and help them gain the needed skills, knowledge, and insight into elements of music and their musical heritage can a music program be considered truly successful.

**We Are Children
of the World
Promoting International
Understanding at the
Elementary Grade Level**

Dove Anna McNabb

Born Free?
Presumably
We are all born
Without
Rank or rancor.
The doctor pats your
Backside and you come
Bawling onto the scene
With neither wooden
Nor silver spoon
To your name.
At what age
Did you learn
To accept the taste
And reject the Man?
There is no such
Thing
As a born bigot.

For the past five years, a major project of Andrew Jackson PTA and School has been observance of United Nations Day. The primary aim of the project is to give students a first hand experience with people of other

Mrs. McNabb is principal of Andrew Jackson Elementary School, Paducah Schools, Paducah, Kentucky.

countries — to help them understand that the globe is populated with other people who are more like than different from themselves. That students would learn to identify with people of various cultures and be open-minded toward the opinions and behavior of others was another aim.

Paducah, with a population of less than fifty thousand and located nearly two hundred miles from a major city, offers less opportunity for cultural exchange than larger cities located in a coastal area.

After an exchange of ideas, we decided to invite exchange students from our community college, armed forces brides, and others from different countries who now reside in our area, to spend United Nations Day at Jackson School, where we would arrange an international exhibit. We asked guests to bring articles from their homelands to display and explain to the students. Students were invited to bring from home imports and souvenirs to share with everyone through the exhibit.

PTA room mothers collected and catalogued each article, listing the country from which it came and the owner's name and home room to ease redistribution.

Displayed above the tables were travel posters, maps, and pictures of familiar foreign scenes such as the Taj Mahal and Eiffel Tower. Folding screens with native costumes attached, provided a background for the stage. The speaker's table was draped with red, white, and blue bunting, and in the center of the table a stand held flags of every country in the United Nations.

A program was scheduled during the day for students and in the evening for parents. Each special guest prepared a three-minute talk. The school chorus introduced each speaker by singing a folk song from his or her native country. Some students realized for the first time that other people have the same emotional attachment to their homeland as we do.

The school cafeteria injects a special international flavor into lunches during United Nations week by serving a dish from a different country each day. On U. N. Day, they prepare an international buffet for our guests, served in an appropriately decorated dining room on an international collection of china and imported linens loaned by a PTA member.

There are other ways of emphasizing this special day: students are invited to wear costumes from another country; lists of countries to be represented are sent home to parents urging them to review them with their child; and pen pal clubs are started.

In the five years since the program was initiated, we have had special guests from Mexico, India, Iran, Denmark, Korea, Australia, Ireland, Puerto Rico, Holland, Brazil, the Philippines, Japan, Czechoslovakia, Argentina, China, Canada, France, Cuba, Taiwan, Germany, England, Scotland, Latvia, Sweden, Finland, and Biafra.

Our local ETV director tapes interviews with these new friends as they discuss their homelands. Dressed in costume, on a set displaying native arts and crafts, the guest will answer questions and narrate spliced-in scenes of his land. During the school year, as different classes study a given country, they are able to view the related film and renew acquaintances with their international friends through the taped interview.

In the words of the late Dag Hammarskjold: "We know that the question of peace and the question of human rights are closely related. Without recognition of human rights we shall never have peace, and it is only within the framework of peace that human rights can be fully developed. The Universal Declaration of Human Rights is both a symbol of the magnitude of the problem of human rights in our century and a measure of the concern with the problem which is shared by the governments and peoples represented in the United Nations."

Through this program the students understand why the United Nations is important in keeping peace and in encouraging respect for human rights.

Let us work
For a world
Where the
Child can walk
The earth
Unafraid and
Unashamed of
What he is. A
World where
The tenderness,
The hunger for
Beauty, truth
And decency is a
Reality of life.

Museum Grows Out of Work of Young Historians

Evelyn Howard

The Young Historians Club of Brazelton Junior High in Paducah was organized in 1964 with the most active members being students of the eighth grade history class. It was a very enthusiastic, inquisitive class, and the idea of becoming more actively involved in state and local history greatly appealed to this group.

Young Historians Association, a branch of the Kentucky Historical Society, was formed to encourage and to challenge youth to discover how much enrichment the study of history can bring to their lives. There are many clubs located over the state. The highlight of the year is the state convention under the direction of YHA state officers and Mr. Lewis C. Woods, Jr., field representative for the Kentucky Historical Society. Young Historian Clubs (1) are school sponsored and organized in the social studies department, with membership open to all interested students; (2) serve at three levels – elementary, junior high and senior high; and (3) have adult sponsors who are approved by the Kentucky Historical Society and local school administrators. Headquarters for the organization is the Old State House in Frankfort.

Each year the membership of the Brazelton Young Historians has grown; we currently average 125 members per year. The three social studies teachers now serving as sponsors are Mrs. Sandra Ford, Mrs. Gladys

Mrs. Howard has, for eight years, sponsored the Young Historians Club at Brazelton Junior High, Paducah Independent Schools, Paducah. She teaches American History, 8th grade.

Sullivan, and the writer. The club has charge of concessions at ball games in order to make money for their projects.

Officers of the club are elected in May of each year to serve the following school year. One office is left open and filled in the fall by a 7th grade member. The officers and sponsors of the club make up the Executive Committee which plans activities and programs for the group. Final decisions are made by the membership in regular meetings, which are held twice monthly unless a field trip or some other activity is substituted for one of the meetings. Programs are varied to hold the interest of the membership and seldom last more than 30 or 40 minutes. Some of our best programs are brought to us by local persons in the form of discussions, films and slides of historical interest. We have taken several field trips to historical places. Upon request a school bus is furnished for these trips.

Using their slogan "Preserving Our Heritage" as a call to action, Young Historians, their sponsors, and some interested citizens began making plans for starting a Young Historians Museum. Another club was organized at Tilghman High School. The clubs continued to hold regular meetings, but the desire to start a museum became their main goal. The Augustus Fowler home became a temporary museum until the owners needed the property for expansion. Young Historians again began the search for a museum site. Under the leadership of Mrs. Courtland M. Neel, the group had amassed a large collection of museum items which had to be stored. Finally, the perfect home came on the market — a pre-Civil War home in excellent condition. The Young Historians Corporation, an adult group, had already been organized to do for YHA membership those things they could not legally transact. This adult group made the decision to buy the building, known as the Yeiser home, and it became a joint project of the Corporation and the Young Historians.

Mrs. Courtland Neel and Mrs. Chapman Jennings led the drive for funds. The Young Historians had several projects going to raise money, the most lucrative being a flea market. With community help, enough money was raised to make a down payment on the desired property and the moving began. The Young Historians were excited and enthusiastic about the prospect of having a permanent home for the Alben W. Barkley Young Historians Museum.

From July to October of 1970, the adult group and the young people spent many hours unpacking, cleaning, raking the yard, polishing and shining the lovely old home for an Open House on October 4. Several

hundred people attended the opening, at which Young Historians, dressed in period costumes, acted as museum guides. Mrs. Neel, museum director, works with YHA sponsors in order that the Young Historians may help with the maintenance of the museum and learn more about the duties of a guide. A project similar to this needs cooperation of school administrators, interested adults and YHA members.

Although a club may not attempt to start a museum, there are still several projects that sponsors and a club may undertake for the benefit of a community and the young people. We sponsors think that the YHA members benefit greatly from conducting meetings, planning programs, learning more about local history, and making plans for the state convention. State membership cards entitle them to visit many homes, parks, and museums free. Awards offered at the state convention for such things as best essay, photography, newsletter, drawing, and outstanding club offer a challenge to any club. The state magazine, *Kentucky Heritage*, contains the essays written by the membership. Most Young Historians who attend the state convention express a desire to attend again the following year. It is an inspiration to adults to see how well the state officers handle the business of the convention, which has an average attendance of more than a thousand.

Student Activities At Trinity

Joe Hoerter

At Trinity High School in Louisville, student activities are recognized as valid components of the total educational program. Consequently, guidelines for activities are explicit and complete.

The entire activity program, including the Student Organization, is under the direction of Mr. Joseph Hoerter, who also serves as liaison between the principal and the various organizations.

The following excerpts from the *Trinity Student Manual* explain the well-defined, on-going program of student activities.

student activities

Student activities are a vital part of the school's program because they creatively direct a student's energies, broaden his interest, promote his physical and intellectual growth and help make his classroom theory practical. A student who participates in student activities learns the importance of the will to excel — to succeed in face of stress and opposition toward a worthwhile goal.

He is taught skills in communication, techniques in organizing, participation in groups, teamwork in democratic decision-making, confidence in his leadership ability, the need for critical self-evaluation, and the importance of personal responsibility and follow-thru. A participant also

Mr. Hoerter is director of student activities at Trinity High School, Louisville, Kentucky.

develops a sense of fellowship with other students, a sense of closeness to his school and its faculty, and a sense of participation with the Principal and Staff in the administration of the school and the success of its programs.

student organizations

In order for any activity, organization or club to maintain or acquire recognition as a Trinity High School Student Activity, Organization Club, and in order for it to be granted use of school time or facilities, it must meet the standards and guidelines detailed on the appendix of this manual.

The student organizations now recognized as official student activities are:

- Art Club
- Bowling
- Chess
- Drama
- Debate
- Echo (newspaper)
- French Club
- Spanish Club
- German Club
- Honor Society
- Open Road (Folk Group)
- Pep Band
- Pep Club
- Photo Club
- Radio Club
- Science Club
- Shamrock (Yearbook)
- Speech Club
- Student Council Steering Committee
- Student Council Secretary Committee
- Student Council Communications Committee
- Student Council Grievance Committee
- Student Council Social Activities Committee
- Student Council Student Life Committee
- Senior Class

**guidelines for student
organization and activities**

- I. *Guidelines* – In order for any activity, organization, or club to maintain or acquire recognition as a Trinity High School Student Activity, Organization or Club, and in order for it to be granted use of school time or facilities it must meet the following standards:
 - A. *Membership* – It must make its membership truly available to *all* students who are not failing three or more subjects, except when the purpose of the club required certain qualifications, such as a German Club and then its membership is to be made available to all qualified students.
 - B. *Faculty Advisor* – It must have a Faculty Advisor approved by the Principal and Director of Student Activities (DSA).
 1. The students of a particular activity are to submit to the DSA and the Principal at the end of each scholastic year their preference for a Faculty Advisor.
 2. The principal will consult with all faculty members at the end of the scholastic year to find out which student activities they would prefer to advise.
 3. Before making the final appointment the Principal and DSA will consult with both faculty members and the respective Student Activity to make sure the appointment of Faculty Advisor is acceptable to both parties.
 4. Each of the four classes has a Faculty Advisor. Any class activities conducted as a class or by members of the class do not fall under any other student activity are to be worked out with this Faculty Advisor.
 - C. *Guidelines and Calendar* – It must have an up-to-date constitution or set of guidelines and a tentative calendar of activities for the entire scholastic year, approved by the DSA and Principal by the end of September of the school year.
 - D. *Communications* – The Student Activity must keep the DSA and the Principal informed of its on-going plans and projects and the revision of its calendar thru copies of its minutes or thru other suitable means.
 - E. *Specific Activities* – An Organization's activities that fall within its constitution or guidelines are to be presumed approved unless they are explicitly vetoed by the DSA and Principal within one

week after they have been informed of the specific activity. An Organization's activities that fall outside its constitution or guidelines are *not* approved until explicit permission is obtained from the DSA and the Principal.

- F. *Responsibility* – Clearly improper purposes and activities will be cause for withdrawing official approval of a Student Activity, Organization or Club, or the putting of the Activity or Organization on probation, or the suspension of the Activity's or Organization's operations, or the expulsion of its membership, or even the dissolution of its organization when deemed necessary, by the Principal. The Director of Students has the right to take whatever disciplinary action against an individual member is appropriate.
- G. *Probation and Suspension* – An Activity on probation must receive permission from the DSA and Principal for each specific activity. Suspension means an Activity, or Organization, may not function for a period of a month unless given explicit permission from the DSA and the Principal. At the end of a suspension period a Student Activity, or Organization, is either reinstated because it has rectified its status with the administration of the school, or it will be put on probation, or certain club members will be expelled, or the Activity, or Organization, will be dissolved.
- H. *Outside School Activities* – School activities, organizations, clubs or groups either continuing or *ad hoc*, are not permitted to use the school name in participating in public demonstrations or other activities outside the school unless prior explicit permission has been granted by the DSA and the Principal.
- I. *Officers*– In organizations, officers are to be selected by the active juniors, sophomore and freshmen members during the month of May of each scholastic year, according to its constitution and guidelines. Even though seniors may not vote, they are to be given the right to campaign and speak for the various candidates. No student may be an officer of more than one class A organization.
- J. *Finances* – Each Activity or Organization is to handle all of its finances thru the school's business office and there may be no overdraft unless explicit permission is received from both the DSA and the Principal.

- K. Recognition – Each organization's active members will receive recognition at the Spring awards assembly. A certificate will be awarded for the first year of active membership with a gold seal for each additional year. A *block T (green on white)* will be given for two years active membership with a bar for each additional year. A *Pep Club Spirit Award* will be given for "outstanding" active membership each year as determined by the Faculty Advisor. A *Faculty Advisor's Award* will be presented by the Organization's faculty advisor to the one or two members who contributed truly outstanding service to the organization.
- L. *Directives for Student Activities* – All Trinity activities, organizations and clubs are to follow the directives issued by the DSA and the Principal.

II. The Student Organizations now Recognized as Official Student Activities: (A – Indicates "class A" activity.)

Art Club
 Bowling
 Chess
 Drama
 Debate
 Echo (Newspaper) A
 French Club
 Spanish Club
 German Club
 Honor Society (includes Literary Magazine)
 Open Road (Folk Group)
 Pep Band
 Pep Club A
 Photo Club
 Radio Club A
 Science Club
 Shamrock (Yearbook) A
 Student Council Steering Committee A
 Student Council Secretary's Committee

Student Council Communications Committee A
Student Council Grievance Committee
Student Council Social Activities Committee A
Student Council Student Life Committee A
Senior Class

**From Nowhere
To State Champs:
Soccer At Oldham County**

Bob Young

In the last week of March, 1970, I invited any interested ninth grade boys at Oldham County Junior High, where I teach English, to practice soccer after school. Fifteen boys came out, only two of whom had participated in any other sport. None of them had ever played soccer before except in physical education classes. I myself had never actually played soccer, although in my two years of wandering in Europe I had kicked the ball around with kids in various countries and had seen thirty games played. My coaching experience had been limited to one season as assistant junior high baseball coach. From this unpromising start, we grew together in soccer skills and dedication to become state champions 19 months later.

The account of how we started from nothing and became State High School Soccer Champions is mainly a story of the virtues of soccer as a sport and of the tremendous love and dedication it generates in those who play it. It is a story that may inspire administrators, teachers, and students to expand participation in sports and to offer a greater variety of sports, thus giving more students an opportunity for meaningful participation.

After two weeks practice that first spring, my freshmen lost 16-0 and 13-0 to two Louisville high school age reserve teams. Undaunted, we kept practicing. I gradually learned ways to teach the basic skills as

Mr. Young is English teacher and soccer coach at Oldham County High School, LaGrange, Kentucky.

I began to learn them myself. A group of sophomores from the high school, having enjoyed soccer in gym class, challenged us to a series. After beating the sophs four of six games, we felt ready to play one of the reserve teams from Louisville again, this time losing by 7-1.

The players' enthusiasm was so great that I decided to enter a team in the Kentucky High School Soccer League, and in the fall of 1970 I made up a team from the boys, now sophomores, on the team of the previous spring, and the boys, now juniors, who had challenged us. We became the ninth member of the league, and although we were not an officially sponsored sport at Oldham County High, we were allowed to use the school name. The team and I provided the entire expenses for that first season; I coached without pay, of course. I bought the uniform shirts (\$46) and the game ball (\$10), while the boys paid the referee fees (\$100) and drove their own cars to the away games. We also laid the field out and built the goals.

That first season we finished seventh among the nine teams and came on strong to finish fourth in the post-season tournament. We placed a halfback on the All-State first team, and three players on the third team. Our record for the season was five wins, nine losses.

The soccer season was over in mid-November, but the players insisted on continuing with practice. I agreed to preside over two scrimmages a week throughout the winter. We played in rain, snow, wind, in mud and on frozen ground, and on days when the temperature was as low as 15 degrees. We continued until the snow got too deep in February.

After the first season, the school board awarded us a sufficient amount to cover expenses for the following year and made me a salaried coach. Thus, we were able to buy nets, balls, and new uniforms. We still paid for referees and transportation ourselves during our unofficial spring season.

The dedication and enthusiasm of the team was awarded when spring came, as we had improved markedly over the winter. We also added several new players, one of whom had returned to Oldham County during the winter after having played two years varsity soccer for a high school in New York. We won ten of twelve games, including an 8-0 win over an Indianapolis team which played five British boys against us. And we finally managed to win over powerful independent Tyler Park one year and a week after losing to their reserves 13-0. In the twelve spring games we scored 57 goals, allowing only 16.

The team, in its struggle for support and recognition, had become a close-knit unit, learning the game together, constantly striving to become better soccer players. But most important, we were all having a tremendous amount of fun.

Thus, by the fall of 1971, we were ready to make a serious bid for the championship in our second year in the league. We began our season by going to Dayton, Ohio, to play an exhibition match during the Dayton Edelweiss Labor Day Weekend Tournament, which draws adult teams from Chicago, Detroit, Cleveland, Milwaukee, and Washington, D. C. We won over the Dayton Edelweiss Juniors by 6-2. It was one of our proudest moments.

As the season progressed and we kept winning, more and more students and people in the community gathered to support us. We won the league championship with a 9-1 record, then became the first team in the three years of the KHSSL to win both the league championship and the tournament. Our overall record was 16 wins, 1 loss, and 2 ties; both ties were 1-1 games with Tyler Park. One of the hardest matches of the season was a non-league match against a very good Evansville Day School team, which we beat 2-1 in overtime. We scored 65 goals in 19 games, and allowed only 13. One of our forwards led the league in scoring and another tied for second. We placed four players on the All-State first team. Our state championship trophy was the first ever won by our high school in any sport.

The success of soccer at Oldham County points up two factors that have implications for any school which may desire to start a soccer program. First, soccer has several very prominent advantages that have made it the national sport of nearly every country in the world and that account for its rapid present growth in this country. Second, the athletic program in our high schools is failing to fulfill the need of the average student for healthful exercise and team participation, and soccer can help fulfill this need.

Soccer is simple, easy to learn, inexpensive, and most of all, fun. To kick a ball is a very natural impulse. The very simplicity of the game belies the tremendous amount of skill that can be employed, but the game is fun at any level of competence. Any sport that fifteen and more boys will practice of their own choice in freezing weather all winter long must be vastly enjoyable. Overcoaching and overemphasis have tended to make football more like work than play, but soccer practice is enthusiastically looked forward to by the players and coach alike. One of the most im-

portant reasons for the rise of Oldham County's team from absolute novices to skilled ball handlers was that they learned easily because they were having fun learning. Soccer skills can be readily acquired by a boy of average size and ability. Only three of twenty players on the state champions played any other sport in high school.

It costs \$100 or more to suit up a football player. By contrast, it costs \$2.47 to suit up one soccer player, excepting shoes, which our boys bought themselves. Soccer uniforms are by tradition simple rather than flashy. A pair of knee socks, gym shorts, and a T-shirt are sufficient. The only other equipment absolutely necessary is a ball, although it is nice to have nets for the goals, and a number of balls for practice.

The two major sports in American high schools, basketball and football, cater to the atypical athlete. By and large, by the time a boy leaves junior high school, his height or his weight determines his chances to excel in these sports. The most famous athlete in the entire world is 5'9" and weighs 160 pounds. He is Pele, Brazil's international hero, who grosses over a million dollars a year, is insured by Brazil for \$650,000, and who has turned down offers of 35 million dollars from several European clubs. George Best, perhaps one of the four or five best players in the world at the present time, is 5'6" and weighs 145 pounds. The determining factor in the success of a soccer player is not size but skill. It is a game in which the average person may feel at home and play on equal terms regardless of the height or weight of his opponents.

Because it involves little equipment or expense, and because it is fun for a person of average size and ability, soccer is an ideal sport for intramural athletics, an area in which our schools are terribly deficient. Our schools place a great deal of emphasis and spend a large amount of money on training a small handful of athletes to perform on varsity teams, neglecting to give the mass of students an opportunity to belong to teams and to play competitive sports. In an age of decreasing physical activity in our daily lives and increasing leisure time, there is a need for more healthful sports activity for everyone. Soccer is a body-building, stamina-producing sport par excellence, because there are no time-outs and the action is continuous. Contagiously exciting, soccer is a natural for intramurals.

Our soccer program at Oldham County succeeded because the boys love the game and worked together to become a good team. Soccer has given them an opportunity to play and excel in a team sport, an opportunity they would not have had otherwise because they either weren't

big enough, tall enough, or good enough for football and basketball or because they disagreed with the mental attitude engendered by some other sports. Enthusiasm for soccer is spreading in Kentucky as more schools form teams. Next year at Oldham County two or three times as many boys as played this year are expected to play. They too will know the joy of kicking the round leather ball.

Villa Madonna Goes for Community Involvement

Carole Lonneman

In the past two years, Villa Madonna Academy has initiated new programs which allow the girls to participate in activities to gain practical experience. The faculty and administration felt that wherever possible, they should try to supplement school knowledge by going outside of school to use what students have learned and to add to their learning. Many seniors have extra time for electives; programs described in this article have been added with this point in mind.

Villa Madonna is located in an area which is very convenient for student experience in a variety of fields. Villa Madonna elementary school, located in an adjoining building, is non-graded. With this program of individualization, extra help is needed. Extra volunteer help is also needed at Madonna Manor, a nursing home operated on the property, by the Benedictine Sisters. Our own high school has also initiated individualized instruction in some areas and this also requires extra teacher aides. In addition, within a short distance from school, there are two schools for special students and some parochial grade schools as well as an industrial park. We felt that all these resources could open up some new areas of exploration and study for our students.

The necessary ingredients were all present to bring about some change in the curriculum: a far-sighted administration, a willing and flexible faculty, desire on the students' part to get involved, and availability of resources both within and outside the school.

Miss Lonneman is counselor at Villa Madonna Academy, between Covington and Florence, operated by the Benedictine Sisters for 300 girls, 25 of whom are boarders.

A program to involve students as teacher aides in some of the individualized programs in the high school has been implemented for about three years. All freshmen take algebra and work in small groups at their own rate. Various activities are going on during class time, such as lectures, quizzes, and small group work. These require extra help, and seniors who are taking fourth year math have been asked to help. Seniors request to do this. We have also had seniors helping in other subjects as well. The teacher aide program in the high school is opened to seniors who have shown excellence in any particular subject.

Many seniors have extra time during the school day; consequently, an agreement was made with Villa's non-graded school for the girls to come and help with the classes. Some help in small groups; others teach a topic in which they have special knowledge. The principal of the elementary school had made special note of their contribution. Girls who wish to participate in this program make a request at registration for their courses. We have found that girls who request this program are truly interested in working with elementary grade students. They have worked out very satisfactorily.

This year, our girls also volunteered to work during their study hall time at Villa Manor, a nursing home on the property. Students can be at the Manor in five minutes to visit patients, take them for walks, assist in bedside care, or work in their small store. The administrator at the Manor has recently recognized the work these girls are doing by awarding them badges for their service. One of the Sisters at the Manor coordinates the program and arranges the work schedule. She held a meeting for those interested when the program began, explaining what was expected of them.

We felt that we could branch out to agencies and offices outside the school and provide for still more students. To this end we expanded our Community Involvement Program to other schools within a close distance and began our Business Training Program.

Last year it seemed best to find one of our juniors some practical experience outside of school during the school day. We felt that it was important to have her "do" something rather than just learn through the classroom situation. Her talents were better suited for this type of learning. She had access to a car and therefore could travel to Redwood School, a school for the victims of cerebral palsy and other physical and emotional problems that interfere with learning. We made inquiries of the director as to her willingness and interest in having a student aide.

She assured us that she was both willing and interested. After meeting the teachers and touring the school, Sandy began.

For about two hours each day, the student worked at the school. Her primary responsibility was assisting one of the teachers. She worked with small groups and did whatever else the teacher directed her to do. Sandy gained much from her experience and the school was pleased with her work; the experience was mutually beneficial.

This year we have three seniors working at Redwood. Their work is closely related to their interest in majoring in special education in college. The girls are given a choice of working with physical therapy, speech therapy or any other aspects of the school. Redwood makes the assignment after we send over the students' schedules.

After our success at Redwood, we investigated the possibility of expanding the program to Riverside-Good Counsel School, a school for students with learning disabilities due to intellectual or emotional problems. This school is also within ten to fifteen minutes of Villa. At present three seniors are spending about an hour and a half each day assisting in a class for autistic children. Their experiences have added much to their knowledge of special education, and has given them added interest in their classes at Villa.

The Community Involvement Program was not written into the schedule as such; instead we had to work things out on an individual basis, noting which classes fell back to back so that students could drop these two subjects. It is hoped that we will have Community Involvement built into the schedule for next year and can make arrangements with the various outside agencies and the students before school begins. As yet we have not had to limit the number of students in the program but this may become necessary in the future. If so, some criteria will have to be established for community work. We may also have to name a coordinator for all of the programs. Coordination is currently being done by the counselor. We may also have to seek additional schools. We are checking into the possibility of granting credit for this work. Notation is made on the permanent record of all the students involved. Further guidelines on the program will have to be developed as it progresses.

The Business Training Program has provided another opportunity for our students to get practical experience in the community. This program was established last year for selected senior business majors. Villa has been predominantly a college preparatory school, but in the past few years

the number of students seeking employment immediately after high school has increased. We wanted to add some prestige to our recently enlarged business department. We felt that this new program would answer that need and, in addition, would provide students with invaluable experience in an office.

With the help of one of the parents, who is manager of a company in Industrial Park, we obtained a list of offices that would participate in the program by taking one of the senior business majors one afternoon a week for the second semester. The State Department of Labor was contacted; it approved our program. Parents of the students were required to sign two permission forms—one for the company and one for the school. Interested students were screened by the business department chairman and the counselor. We visited each of the companies and tried to match the skills of the student with the opportunities available in the companies. We assigned only one student to each of the companies, but all were close enough to each other to facilitate driving together. They worked in the company without pay from noon to 4:30 each Tuesday during the second semester. Seminars were held in the office practice class each week to discuss their experiences. The business teacher also had students record the work they did each week. Their supervisor on the job was contacted at the quarter to determine progress; supervisors also filled out a written evaluation on each girl at the end of the experience. The program was received favorably by both the students and the companies. Most of the offices said they would participate again this year. The few exceptions were due either to the small size of the office or the lack of work to be done.

We have extended this program to one full day of experience in an office each week during the second semester. Time will afford us the best opportunity to properly evaluate this program, but past graduates who have heard of it have expressed regret that it came too late for them. Another sign of the interest in it is the fact that a few companies have contacted us in order to participate.

We feel that many good things have been accomplished through all of the programs which we have termed "Community Involvement." Students seem to have added interest in school since we extended the walls to include more of the real world.

Our community is particularly ideal for this kind of program. Since this seems to be the age of volunteerism, there should be many opportunities in every community for something similar to this. In some areas there may be some hospitals or day-care centers that would welcome added help during the school day. The possibilities are endless.

**Business Communication
Theater Guild:
An Experiment
in Breaking Barriers**

Roberta Ann Knox

There are multitudes of schools which have programs in vocational education. A large portion of those programs are in the area of Business and Office. A good many are written and funded for work with the "disadvantaged" student. Writing a program, getting funds approved, and scheduling the classes for a program is really the least important part of the job. A vocational program on paper, even one in operation, doesn't really penetrate the invisible barriers around those very special students with the unfortunate tag: "disadvantaged."

Admittedly, there are many different categories into which a student can fall and still be classified disadvantaged. However, one serious mistake made over and over by people who are supposed to be educators is to interchange the words "disadvantaged" and "dull." This is possible -- but, it is usually *not* the case. Once there is a breakthrough, caused by any number of things, an explosion of learning occurs which throws the students toward real knowledge at an amazing pace. All teachers go through periods of trial and error to discover what they can do to cause the glimmer of understanding on the face of *just one student*.

Business Communication is a vocational course in practical English. It could be very dull and unappealing to disadvantaged students. Here at Dayton, one unit has been developed which seems to be accomplishing the goal of integrating English into business situations and still allowing the students to have a good time while they learn. It is the Business Communication Theater Guild.

Mrs. Knox is chairman of the Vocational Business Education Department and Co-op Coordinator for Dayton High School, Dayton, Kentucky.

After the class has progressed through some basic instruction, a Theater Guild is formed from members of the class. The class divides itself into small "companies" of performers (three to five students). Each company is responsible for writing, directing, and performing an original mini-play based on a situation which would take place in business. Most of the mini-plays are humorous. Each production is from 10 to 15 minutes in length. Some of the plays which have been produced include such titles as: "The Stenographic Pool," "The Complaint Department," and "Lizzy Gets a Job."

The students present their plays to an audience made up of other members of the Guild (classmates) and also visiting classes and guests. The plays are becoming very popular; more and more students want to see them. Students do everything they can to make their productions as "professional" as possible—right down to preparing, duplicating, and handing out a program to the audience.

The mini-plays have been very successful. This is one way to get students to integrate skills they have begun to acquire into something they can see, hear, and know they created.

Benefits of the Theater Guild are numerous: (1) writing the script allows for creativity and expression of thoughts on paper; (2) performing gives an opportunity to develop confidence and poise before a group; (3) forming the "companies" and working closely together helps to develop the art of working cooperatively; (4) preparing the script gives practice in typing for duplication; (5) designing and making the program gives those students who do not do well in the other areas of the production an opportunity to do some creative art work; and (6) gathering the props and costumes helps develop responsibility for keeping things together and returning things promptly.

Following all of the performances, the Business Communication Theater Guild swings into action. Secret ballots are made up for nominations for best actor, best actress, best costume, best play, etc. Once the nominations have been determined (three students or plays which received the largest numbers of votes), another secret ballot is prepared and presented to the Guild members to vote for the Business Communications Theater Guild Awards. A date is set for the presentations; and we have the Guild Awards—complete with sealed envelopes and something tangible to be given to the winners. Anything will do for an award—a piece of blue ribbon, a ball point pen, a certificate of merit, etc.

The disadvantaged students in our Business and Office Vocational Program have really taken to this project. They are learning fundamental skills for use in the business world and are having a good time doing so.

The Guild is expanding this year to include short productions along with major productions. The short version will be presenting a commercial. It will be an original commercial for either an existing product or an imaginary one. Through this part of the work, students will hopefully discover the value of weighing a word before it is used. Also, a study into the wording of advertising is interesting to students because they usually do not realize how easily they can be swayed into purchasing an item they do not want or need.

We are looking forward to continued use of the Business Communications Theater Guild and believe it will be a valuable tool for years to come.

Art Clubs at Model Laboratory School

Judith A. Isaacs

The effectiveness of the art club at Model Laboratory School can be seen and felt in various ways. Personal student growth, stronger school spirit and the betterment of the community are three areas of effectiveness we strive for in the two present art clubs in junior and senior high school. Other goals might include using the club as a hobby center or as a forum for developing appreciation of fine arts. If the club consists only of art majors, it could also be used to explore career information.

The school itself plays a large part in how effectively the club's goals may be carried out. The enrollment size, for example, may be small enough to allow any student to join or so large that the art majors alone would be sufficient to sustain a good program. Another factor is cooperation of the school administration in scheduling club activities. All too often the students who most need to join in club activities are eliminated because they have to catch a bus or work after school when meetings are held. Some time set aside during the school day on a weekly or biweekly basis is helpful in achieving the purposes of a club.

Here at Eastern University's Model Laboratory School we are extremely fortunate to have an enrollment manageable enough to allow anyone to join the art clubs. Currently, we have 88 high school art club members and 45 junior high art club members. Communication is not a problem, since the secondary school enrollment is only 377 students.

Judith A. Isaacs is art teacher and art clubs sponsor at Eastern University's Model Laboratory School, Richmond, Kentucky.

Crowded meetings sometimes impose a limitation on the kinds of activities, but they also allow us to do bigger things.

Some of the club's activities this year have been: designing and building two floats (one float per club) for the campus homecoming parade; a picnic-barbecue at Fort Boonesborough State Park; donating club funds to various organizations at Madison County; serving as guides to Model's open house; decorating the school for the holidays; painting store windows downtown for Homecoming and Halloween; poster making for the Bloodmobile; bowling and roller-skating parties; and field trips. In process at the time of this writing is our newspaper recycling campaign. In planning stages are a trip to the Teen-Age Exhibit at Transylvania University, work on the annual county school art show, more social indoor sports activities such as skating, and — if the teacher can get in shape — a bike-hike and picnic this spring to a nearby lake.

The above activities offer something for virtually everyone. We promote art, develop social and physical skills, help others in the community, develop environmental awareness, and create a better school spirit.

Model has a unique schedule in that the third period is extended 15 minutes four days a week to all for a club or assembly period at that hour each Friday. In this way, all classes meet five hours a week, regular classes are not disrupted, and all students are encouraged to participate in one or more of numerous clubs.

Frequently, club activities are coordinated with course work. Last year our anti-litter campaign coincided with the Problems class unit on environment. We gladly welcomed the extra hands to clean up litter around the county; students involved were able to contribute more to class discussions because of their participation.

No club can remain effective and continue to grow if the members do not feel that what they are doing is worthwhile. Interested and democratic student leadership is necessary. The officers of the high school club are usually advanced art students with whom we have daily contact. We try to stay out of their decision-making and impose very few but logical rules. One rule we urge is to charge dues, however nominal, as a commitment to member participation. Other rules pertain mainly to behavior, especially on trips.

Students should have control of their program. The art club is a peer group activity and serves as an important leadership training ground. A sponsor must be sensitive to students' needs and guide students through

experiences that will fulfill these needs. A club can fulfill the secondary school students' need to be accepted by peer group members, to be appreciated for his talents, to learn about what interests him, and to enable him to have new and more mature experiences. However, unless a sponsor is alert, a clique can take over a club and eliminate students who are not liked. In addition, the activities can become too limiting to give everyone a chance to participate, or too many rules can be clamped on activities restricting new, exciting and meaningful experiences.

A teacher must realize that a club is a lot more work added to an already full schedule, but she will also find the clubs provide learning experiences that are not available in the classroom. Here the students feel they can control what happens without worrying about grades. Part of the value of such a club can be seen in students' faces as they work or play together in club activities. There are also considerable rewards in watching a shy student "come out" or an immature student grow up as he takes on and deals with responsibility. A task as small as nailing chicken wire to a float, buying picnic supplies, or collecting newspapers can prove to be a fulfilling accomplishment, especially if recognized by one's peers.

A successful club is well worth the evenings and Saturday mornings given to activities. It is even worth having to turn your classroom into a newspaper storage area.

DRAMA IN APPALACHIA

Connie Keene

Four years ago Johns Creek High School offered a one-semester, combined course in speech and dramatics. Speech training was limited to public speaking and the drama was ignored. The class was overcrowded, with 34 to 38 students each semester. Class participation was poor, and the majority of students had no exposure to dramatics either in school or in the community.

Johns Creek is a rural county school in the very heart of the Appalachian coal fields, cut off from the outside world by mountain ranges, poor roads, and lack of technological advancement. The area's one industry is mining. Nearly everyone lives "up a hollow." The school's main attraction for young people is the opportunity it affords to meet other people and to socialize.

Due to the location, many of our students are socio-economically deprived and often have a tendency to be shy and withdrawn. Many are highly intelligent children who have no outlets for their creativity. Mountain children seem to have a special inheritance from our ancestors for musical talent and a warm appreciation for folklore.

Our hope was that these talents could be channeled into a classroom and used as a means of bringing these children out of themselves and into an awareness of the world. We also hoped to point out the need for a solid foundation in English in order to communicate our thoughts and

Miss Keene is speech and drama instructor at Johns Creek High School in Pike County.

feelings to others. Drama would provide an outlet for some of the pent-up emotions in these children and at the same time expose them to vicariously social interaction among people that they would meet nowhere else.

We began by expanding the scope of the class to a full-year course encompassing dramatics. We limited class enrollment and encouraged students to study English as a pre-requisite. The course was open to anyone in grades 9-12. A similar class was opened for grades 7-8. We initiated a "first" at Johns Creek; we produced a play.

Like many similar schools, we have no auditorium or stage. Our only excuse for a stage is a square cave cut into the block wall at one end of our gymnasium floor. It has no wings, dressing rooms, light, or sound system. Because of this, our first play -- a mock trial -- was produced "in the round" on the gymnasium floor. It wouldn't have won any awards on Broadway, but it was a huge success at Johns Creek. Nearly all the students saw it produced during school, and we gave a night performance for the parents.

As an extra added touch we obtained permission to use the county courtroom and did two night performances in a real courtroom ten miles away in the county seat. Partly as a result of self-confidence gained in that one play, a boy who "hated" school is now in college studying to be a dentist. Another boy, who had a physical defect from polio, is now in pre-law studies. An intelligent girl, who had always been an outsider because of her extreme shyness, became the toast of the community because of her role as defense attorney. Another young lady will be attending college next year on an acting scholarship because she had a small part in that play and has continued to grow and develop her talent.

Since that humble beginning four years ago we have expanded to a full-year course in speech, a separate full-year course in drama, and a combined speech and drama class for junior high. We do a minimum of two plays a year. To compensate for lack of equipment, we have produced plays in our classroom, in the library, in the round, and on bleachers. We have students attending college on debate, drama, and academic scholarships which they might never have won had they not had drama.

Our students have had many social experiences as an indirect result of this class. We travel frequently to regional, state, and invitational competitions. Our students are meeting and making friends with students outside the mountains. Spending a night away from home in a motel, or eating in a nice restaurant with a hostess may not be a treat for you, but these are experiences our students never had at home.

Four years ago, no Johns Creek student had ever seen a play. Now everyone at Johns Creek and most of their parents have seen a school play. There are still very few who have seen plays outside the school. At the first of this year, in all of my classes, only three students had seen a stage play outside school. Pikeville College has a very good amateur players' group, and the city of Pikeville now has a Community Theater group. Although it means a lengthy drive over poor roads, I encourage students to see plays produced by these groups and report on them in class for extra points. Students are also encouraged to attend productions at Jenny Wiley State Park's amphitheater.

Once a year we plan an outing to a real stage play. On two occasions we drove to Louisville to see such plays as "Fiddler On The Roof" and "Mame" at the Brown Theater. We are now planning an all-day excursion to the Barter Theater in Abingdon, Virginia, to see Tennessee William's "The Glass Menagerie" this spring. We now have eight students who have seen professional stage productions, and, hopefully, the number will be 30 by the end of the year.

The only funds we have to purchase equipment with and pay our expenses are the proceeds from admission fees to our plays. The librarian, under Title II requirements, has been very cooperative about purchasing film-strips and records for our class. The school pays our entry fees in festivals and purchases our debate materials. We buy our own make-up and scripts and pay our own motel, gasoline, and food bills when traveling. In a pinch, parents have donated gasoline, and students have pitched in with their own money for expenses. Last year the County Board of Education purchased a tape recorder/cassette player for us.

The drama course includes a study of Greek mythology, reading plays from each theatrical period, learning to develop body movement and gestures, pantomiming, stage blocking, and, of course, character analysis of roles. We use a textbook, an anthology of plays, a workbook on acting techniques, and a lot of imagination.

The change in the school and the community that this awareness of drama has created is readily apparent. The enrollment for all speech and drama classes is full. Students beg to produce plays. School clubs and classes now give short plays in assemblies to raise funds for their various causes. Students often enroll in drama in the 7th grade and stay in all classes and productions through their senior year. It's like having a small, close-knit family at school. Their sense of competitiveness and their skill have increased simultaneously. Students come into class

chatting about a play or movie version of a play they saw on TV last night, a thing unheard of a few years ago. They come back from summer vacations eager to tell me of a play they saw in an amphitheater while visiting in other states. They discuss the possibility of "maybe going on to college after all." In short, students have awakened to the realization that there is a world filled with beautiful things they never dreamed of before, and they don't have to settle for a life of "crawling on their bellies in a mine." Their intellects are hungry little monsters sniffing the first smell of food. Discipline problems are nonexistent in class, during productions, or while traveling. They're too busy talking and working to cause trouble.

The community has become interested in our efforts and proud of our achievements. This year the junior high is producing a play to present at one of our PTA meetings. Our Christmas program used to be all musical; now it consists of a play followed by music. Four churches in our community had Christmas plays this year, something new here. Parents volunteer to drive us and help chaperone our trips. They follow closely our newspaper and radio announcements and encourage their children to be in plays. For three consecutive years, we have won the Regional Drama Festival. Many of our students win acting awards. In 1969, two of our boys wrote a play, had it copyrighted, produced it at Regional Drama Festival, won the Best Play Award, and went all the way to State Drama Festival with it. The whole community was behind them, encouraging them, and proud of them.

This program would not be unusual in many other sections of the country. In fact, it would probably be considered inadequate or obsolete, due to lack of equipment, funds, and trained personnel. But in Appalachia, we *are* unique. In terms of personal reward, there is no substitute for the beauty of a worth-while human being opening up his mind and budding with creativeness. We *have* achieved our goals.

**Commencement 1971—
A Student Production at
Atherton**

**Keith Eiken and
Atherton Seniors**

Tradition usually prevails as the school year winds its way toward commencement time. Hastily formed committees make desperate efforts to secure the "best" possible graduation speaker for the big event and elaborate plans are made for the annual rite of passage. Parents and students dutifully listen as the speaker urges the assembled to view education as a life-long experience and/or the beginning of a dream fulfilled. With the familiar strains of "You'll Never Walk Alone" ringing in our ears, we frequently depart with a sense of confusion about the entire affair.

Last year Atherton seniors decided to eliminate the routine aspects of graduation and present their own commencement address. Intense discussions followed in an effort to determine what kind of statement should be made which would reflect the aspirations and concerns of the graduating seniors. One student observed, "We need to tell how we feel about mankind and our thoughts for the future."

The main theme for last year's presentation was based upon Charles Reich's *The Greening of America*. Appropriate quotations from Walt Whitman, W. H. Auden and Martin Luther King were also included in the program. The darkened auditorium featured only a single spotlight upon individual students as they rose to make statements relative to the theme. A narrator concluded the program by asking the entire class to speak an affirmation which was developed around the writings of Adlai Stevenson.

Mr. Eiken is principal at Atherton High School, Louisville Public Schools. He has contributed the brief background for the student production.

The time-worn recessional music was altered to include taped renditions of popular music. As Crosby, Stills and Nash's version of "Teach Them Well" filled the crowded hall, most parents departed with a sense of intellectual excitement and heightened respect for their children.

**GRADUATION 1971
J. M. ATHERTON HIGH SCHOOL**

Steve: In the past a speaker used this time to acquaint the graduating class with the world awaiting them. However, the Class of "71" feels that today's youth are more aware of the world among them. As a result, we are changing the format for this graduating ceremony. In the next few minutes we hope to present a statement which expresses our view of the world around us. This statement reflects our impressions of society today, based upon our shared learning experiences as students over the past twelve years.

It can be said that June 1971 is different from any previous year. Today we face unique problems as a society and as individuals within society. Our failure to meet these problems can lead to chaos and possibly to extinction. The problems we face fall into several categories. They are: The Corporate State, The Educational Establishment, Government, The Military Industrial Complex, Human Relations, Ecology, and Over-population.

One of the biggest influences affecting man today is the Corporate State. Let us examine the Corporate State which exists in our society. From Charles A. Reich's *The Greening of America*

Karl: "The essence of the Corporate State is that it is relentlessly single-minded; it has only one value, the value of technology-organization-efficiency-growth-progress. The State is perfectly rational and logical. It is based upon principle. But life cannot be supported on the basis of any single principle. Yet no other value is allowed to interfere with this one, not amenity, not beauty, not community, not even the supreme value of life itself. Thus the State is essentially mindless; it has only one idea and it rolls along, never stopping to think, consider, balance, or judge. Only such single-valued mindlessness would cut the last redwoods, pollute the most beautiful beaches, invent machines to injure and destroy plant and human life. To have only one value is, in human terms, to be mad. It is to be a machine."

Steve: The purposes of the Corporate State are frequently in direct opposition to the development of individual identity. From W. H. Auden's "To JS/07/M/378. This Marble Monument Is Erected by the State. The Unknown Citizen"

Vicki: He was found by the Bureau of Statistics to be
 One against whom there was no official complaint,
 And all the reports on his conduct agree
 That, in the modern sense of an old-fashioned word,
 he was a saint.
 For in everything he did he served the Greater Community.
 He had everything necessary to the Modern Man,
 A gramophone, a radio, a car and a frigidaire.
 Our researchers into Public Opinion are content
 That he held the proper opinions for the time of the year;
 When there was peace, he was for peace; when there was war, he went.
 He was married and added five children to the population,
 Which our Eugenist says was the right number for a
 parent of his generation,
 And our teachers report that he never interfered with their education.
 Was he free? Was he happy?
 The question is absurd;
 Had anything been wrong, we should certainly have heard.

Steve: The Corporate State, through education, has conditioned us to desensitize our emotions. Often we find that, facts rather than feelings are stressed.
 From A. S. Neill's *Summerhill*

Ron: "Students know a lot; they shine in dialectics; they can quote the classics – but in their outlook on life many of them are infants. For they have been taught *to know*, but have not been allowed *to feel*. These students are friendly, pleasant, eager, but something is lacking – the emotional factor, the power to subordinate thinking to feeling. I talk to these of a world they have missed and go on missing. Their textbooks do not deal with human character, or with love, or with freedom, or with self-determination. And so the system goes on, aiming only at standards of book learning – goes on separating the head from the heart."

Steve: We need to recognize that government is also a major part of the Corporate State. Our government is no longer under direct majority control, and therefore it often does not meet the needs of the individual.
From William O. Douglas' *Points of Rebellion*

Marty: "An American G. I. in Vietnam wrote me in early 1969, stating this bold truth. 'Somewhere in our history — though not intentionally — we slowly moved from a government of the people to a government of a chosen few . . . who, either by birth, family tradition or social standing — a minority possessing all the wealth and power — now . . . control the destiny of mankind.'"

Steve: Like the Corporate State and Government, the Military-Industrial Complex contributes to the dehumanization of man. As a result, war becomes an inevitable alternative.
From the pamphlet "*Together*," published by the General Learning Corporation

Louis: "Nobody really wins a war. Everybody is a victim in one way or another. The scars are deep and troublesome.
"One scar that war inflicts on the participants is a blindness that blocks out the persons on the other side and shows only objects to be dealt with. Special names, like 'Gook' or 'Jap' or 'Yank' or 'Gink' are given the enemy to help one forget the fact that the enemy, too, is a human being."

Steve: We are well aware of the fact that war is not merely a matter of conflict between nations but can also be conflict between people in a society.
From a speech by Dr. Martin Luther King

Dee Dee: "When we allow freedom to ring — when we let it ring from every village and every hamlet — from every state and every city, we will be able to speed up that day when all of God's children — Black men and white men — Jews and Gentiles — Protestants and Catholics — will be able to join hands and sing in the words of the old Negro spiritual: 'Free at last. Free at last. Thank God a-mighty, we are free at last!'"

Steve: While the Corporate State, the Educational Establishment, Government, and the Military-Industrial complex exert dehumanizing pressures upon man, the growing ecological imbalance increasingly threatens mankind.

From Gerald Leinwand's *Air and Water Pollution*

Jay: "All are inspired by the longing of the human spirit to free and enoble itself so that man may live in harmony with the very forces of creation with which he is seemingly at war. We are in danger, on the one hand, of creating an incredible disharmony in nature which will ultimately degrade and enslave us. Or we can create an environment which can enrich our lives, our society, and our individual well-being."

Steve: Man's spiritual and physical survival is further threatened by the growing pressures of over-population.

From Ralph A. MacMullan in *Michigan Natural Resources Journal*

Dick: "Man must alter his basic approach to survival and bring population growth to a virtual standstill. He must do this now, in this century, if he intends to survive as a species on this planet. The next ten years will tell us whether man in fact intends to adopt this course, or whether nature will be allowed to provide the answer through starvation, pestilence, or — perhaps because of the horrors of crowding — through nuclear holocaust."

Steve: It would be naive to stop at this point and say, "These are our problems," without realizing that the fundamental dilemma — as well as the ultimate solution — lies elsewhere — *in Man Himself*.

Man has always feared that which he cannot understand, and *change* is probably one of the most difficult facts of life for people to understand and accept.

Listen to the lyrics of Bob Dylan's song, "The Times Are A'Changin'."

Vince: "... admit that the waters around you have grown.
And accept it that soon you'll be drenched to the bone,
If your time to you is worth saving.
And you'd better start swimming or you'll sink like a stone,
For the times they are a'changin'.
Come mothers and fathers throughout the land,
And don't criticize what you can't understand.

Your sons and your daughters are beyond your command,
Your old road is rapidly aging
Please get out of the new one if you can't lend your hand,
For the times they are a'changin'."

- Steve:** Yet we find that man, in facing a difficult situation often refuses to accept responsibility for the problem. Instead, he can violently react, and attempt to place the blame elsewhere — on minority groups or ideologies.
- Larry:** "The streets of our country are in turmoil. The universities are filled with students rebelling and rioting.
Communists are seeking to destroy our country. Russia is threatening us with her might and the republic is in danger. Yes, danger from within and without.
We need Law and Order!"
- Steve:** Adolph Hitler — 1932
Another escape man frequently employs in times of trouble is ignoring the problem altogether.
- Lori:** "The tyranny of a Prince in an oligarchy is not as dangerous to the public welfare as the apathy of a citizen in a democracy."
Charles Montesquieu
- Steve:** Since man so often displays this kind of irrational behavior, is it surprising that communication breaks down between persons of different ages and beliefs?
From Francis Bacon's essay, "*Of Youth and Age*"
- Lori:** "Young men, in the conduct and management of actions, embrace more than they can hold, stir more than they can quiet; fly to the end without consideration of the means and degrees; pursue absurdly some few principles which they have chanced upon; care not how they innovate, which draws unknown inconveniences . . . Men of age object too much, consult too long, adventure too little, repent too soon, and seldom drive business home to the full period, but content themselves with a mediocrity of success. Certainly it is good to combine employments of both, . . . because the virtues of either may correct the defects of both."
- Steve:** Perhaps what is lacking most of all is true wisdom and self awareness.
As Walt Whitman tells us in *Leaves of Grass*:

Anne: "Here is the test of wisdom,
 Wisdom is not finally tested in schools,
 Wisdom cannot be pass'd from one having it to another not having it,
 Wisdom is of the soul, is not susceptible of proof, is its own proof,
 Applies to all stages and objects and qualities and is content,
 Is the certainty of reality and immortality of things,
 and the excellence of things;
 Something there is in the float of the sight of things
 that provokes it out of the soul."

Bill: Donald Hornig, president of Brown University, clearly states the challenges that we must meet in our time. His message is clear and uncompromising.

"As a society, we can respond in various ways to the awesome and enormous problems that lie ahead. We can continue the scapegoating and buck passing which more deeply divides an already polarized nation. We can drop out or cop out as some are doing — not only the young who seek to escape in drugs or a return to the simple life of nature, but the older disenchanting citizens who withdraw their support and their efforts from an institution because they do not like what is going on there. Or we can do as we have done so often in the past — adapt and meet the challenges with a common will and the immense abilities and skills of our people.

The challenges are as great as we have ever faced, and we cannot afford the wasteful luxuries of self pity or withdrawal; we cannot afford to spend an ounce of energy in an aimless and nihilistic revolution; we cannot tolerate a single hour's diversion into political haggling or rhetorical demagogery. We will need all the will and all the talent and all the energy this society can muster to build meaningful and creative lives which do not depend on the accumulation of material wealth, which are enriched by the attainments of the human spirit in the arts, in literature and in thought. We will need to learn how to reuse and recycle the resources of this planet, to find or develop new materials to replace those which are in short supply, to invent chemicals which can be assimilated and disposed of harmlessly. We need to find ways to enable urban populations to live in safety and harmony."

Thus, we have reached a crossroads. We can either meet these new problems with the old answers or we can reach within ourselves for the understanding and humanity that is needed.

Jay: In summary, Charles A. Reich outlines our needs today in his book *Greening of America*. According to Reich we need:

“Respect for each individual, for his uniqueness, and for his privacy. Abstention from killing or war. Respect for the natural environment. Respect for beauty in all its forms. Honesty in all personal relations. Equality of status between all individuals, so that no one is ‘superior’ or ‘inferior.’ Genuine democracy in the making of decisions, freedom of expression, and conscience. If this not a community of law, what is? This is law in the true sense, not in the perverted sense of mere coercion that we know today.”

Steve: This evening we have outlined the problems our generation faces, and likewise we have offered several tentative solutions. We hope our theme is clear: we can, we must learn more about ourselves and our fellow man, and at the same time respect each man’s ideas and individualism. It seems appropriate to end this presentation with a question rather than an answer. Is there enough faith, enough courage, enough honesty, enough love in each of us to create an America of authentic liberty and justice for all? Is there?

On this shrunken globe,
men can no longer live as strangers . . .
Our prayer is that men everywhere
will learn, finally, to live as brothers,
to respect each other’s differences,
to heal each other’s wounds,
to promote each other’s progress,
and to benefit
from each other’s knowledge.

—Adlai Stevenson

**Activity Program At Loretto
Is An Everchanging
Kaleidoscope**

Sister Regina Drey

Directions for making a kaleidoscope: Take loose fragments of glass, position them carefully on two mirrors, and an endless variety of colors and patterns evolve. Similarly, take the loose fragments of a high school — curiosity, initiative, boredom, the untapped resources of students and teachers; organize a committee to shape the fragments; enlist some help from the community; and watch an array of field trips, mini-courses, and other learning experiences emerge into an enrichment program as colorful and diverse as any kaleidoscope.

Kaleidoscope is this type of enrichment program at Loretto High School, an all-girl, independent school in Louisville's western section. The faculty suggested the program in spring, 1970, and it began the following October as an attempt to involve students in the kinds of learning experiences a small school of 180 students cannot include in its curriculum and to afford ample time for field trips. Tuesday mornings and Thursday afternoons of alternate weeks are set aside for Kaleidoscope; the school suspends regular classes during this time and students participate in activities they choose. In the first year Kaleidoscope sessions occurred every Tuesday morning and Thursday afternoon, but the demands of planning stimulating programs that often were too difficult.

The responsibility for planning each Kaleidoscope day rotates among volunteers from the student body and the faculty who assume the job

Sister Regina is Coordinator of the Kaleidoscope Program at Loretta High School in Louisville.

of contacting places for field trips, scheduling activities at school, arranging publicity, and sometimes supplying transportation. Besides the work done by these volunteer committees, students feel free to suggest things to do and several women in the community have been invaluable in making contacts for volunteer work.

After planning the session, the committee posts the schedule and students commit themselves either to new activities or to continuing mini-courses. If a student commits herself to an eight-week session in art, for example, she continues in that activity and should not plan to participate in field trips that conflict with the original activity. This idea of commitment, however, is sometimes difficult to promote among those students who neither value continuity as essential to learning certain types of skills nor see the importance of carrying through all the consequences of a decision to join activities of some duration. If none of the activities interests a student, she may choose not to participate and in that case spend the time in an area designated for small group study.

Kaleidoscope offers a wide variety of experiences. Field trips include tours of municipal organizations, business establishments, service institutions, and other local attractions. Sometimes an entire class visits a place of special interest; for example, an Advanced Physical Education Class frequently competes with teams at other high schools. Previous sessions welcomed spokeswomen from Women's Liberation; a police officer demonstrating legal self-defense; a make-up artist from a theatrical group; and a black activist teaching a mini-course in African Liberation. Hidden talents among the faculty came to the fore this year in courses like knitting, voice, cooking, home decorating, art, and candlemaking.

An apprenticeship program during Kaleidoscope gives interested students practical experiences of work or study in fields holding potential vocational interest. Students are working with Legal Aid, with florists, with veterinarians, with a social worker, with a pharmacist, and with a class in special education. Practical experiences of a different nature are available to students who volunteer at a nearby day care center, tutor at several elementary schools, and assist at a treatment center for cerebral palsy victims.

From evaluations of the program, the favorable aspects of Kaleidoscope are opportunities for all-school programs and assemblies; time for students to study or work on special projects; the willingness of many teachers to plan sessions and direct mini-courses; interesting field trips; and the fact that many students learn things they would not have learned.

The most frequent difficulties are some students' lack of motivation to broaden their range of interests and participate in new experiences; some students' inability to remain committed to activities; and inadequate transportation to locations inaccessible by bus.

Small schools with limited curriculum offerings could benefit from the diverse activities a program like Kaleidoscope can offer. Depending on the specific nature of a school's enrichment program, the frequency of sessions could range from weekly or bi-weekly to a full day for long field trips or several consecutive days for highly concentrated programs.

Like a child's kaleidoscope, the possibilities of Lorretto's program are endless, but the problems manage to be endless also. Despite the difficulties, we hope that Kaleidoscope challenges both students and teachers to discover educational possibilities beyond the classroom, both in themselves and in the resources of the community. A sample of Kaleidoscope activities from 1970-1971 and present school terms follows.

Field Trips

- Post Office
- City Hall
- Police Department
- Farmington (historical home and museum)
- Locust Grove (historical home and museum)
- Art museums
- American Red Cross
- Hospitals
- Bakery
- Doughnut company
- Kentucky Humane Society
- Radio and television studios
- Speech and hearing clinic
- Mental hospitals
- Planetarium
- Airport
- Department store
- Kentucky School for the Blind
- Textile company
- Distilleries
- Louisville Zoological Gardens
- Baseball bat manufacturers
- Bell Telephone Company

Activities at School

Self-defense lecture and demonstration
Judo demonstration
Fencing demonstration
Red Cross home nursing
Tie-dyeing
Macrame
Modern dance
Drill team
Candle-making
Silkscreening
Ceramics
Voice
Knitting
Book Fair
Tennis lessons
Swimming lessons
Ice skating
Roller skating
Great books
Computer Programming

Fern Creek Incorporates Group Guidance Into Weekly Class Schedule

Virginia Holloman

One fundamental purpose of guidance programs in our schools today is to help each student understand himself and his environment, and, ultimately, to help him deal with life situations in such a way as to derive greater personal satisfaction and to be more useful to society. It is the intent of educators, generally, that such a program will help the individual to better understand his own characteristics and potentialities. The student will then be able to relate himself more satisfactorily to social needs and opportunities in accord with social and moral values.

Counselors at Fern Creek High School are constantly reminded of the goals and purposes of guidance as they work with students individually and in small groups. They gather and use a wide variety of information about individual students. It is used by counselors as they work with parents, teachers, principals, and others in the interests of students.

Counselors and librarians work together to make available information which could help students in solving educational, occupational, health, personal, and social problems. Even though such information is made available and its use is encouraged, few students take full advantage of it. Even when such material has been read by individuals, group discussions with competent leaders can be of much value to students in bringing out additional ideas and sharing observations.

Miss Holloman is a counselor at Fern Creek High School, Jefferson County Schools.

Many topics of student interest and need lend themselves very well to group guidance approaches. Among them are many that are mentioned at all or are touched upon only slightly in the student's regular classes.

Because of the rather large student-counselor ratio, it would be impossible for counselors to lead such discussions on a wide variety of topics for all students. Also, no counselor could be expected to be well-informed and prepared in all areas. There are, however, on most faculties a number of teachers and principals with special interests and abilities. The majority of these individuals (working in their particular interest area) welcome the opportunity of acting as group leaders in small group discussions with students. As an example, principals might lead small-group discussions concerning citizenship and school behavior, or even a leisure-time activity.

It is with all this in mind that a series of group guidance sessions was planned for students at Fern Creek High School during 1971-72.

Fern Creek High School, located in southeastern Jefferson County, has approximately 1200 students enrolled in grades 9 through 12. They represent a cross-section of Jefferson County in the areas of ability, interest, and socio-economic backgrounds.

In deciding upon topics to be used in this series of discussions, the needs of students and the special interests of faculty and staff at Fern Creek were the primary considerations with student choice and need receiving major emphasis.

Because the proposed activity would necessitate the use of some regularly scheduled class time, this idea was discussed with the principal at Fern Creek and with the director of guidance services for the Jefferson County Public Schools. Approval was expressed by both.

Teachers were approached individually concerning their areas of interest and their willingness to participate. Most teachers gave immediate and enthusiastic consent and approval. Before all teachers could be reached, several heard about the plan, stopped by the counselor's office and volunteered to help. Many gave good suggestions for topics to be included and ways to help carry out the project.

So that each regular class period would be interrupted only one time during a grading period (6 weeks), it was decided to begin the group guidance project on Friday of the first week of the second grading period and to continue to use one hour each week for six weeks. The first meeting

was scheduled for the first period on the first Friday, the second for second period on the second Friday, etc. All students, grades 9 through 12, were asked to return to homerooms for these meetings.

During each hour set aside for these meetings, two topics were to be discussed by each homeroom group. Two teachers were assigned to divide their time between two homerooms.

Topics to be discussed varied somewhat among grades, but some were the same for all grades. Twelve topics were chosen for grades 9 and 10. Ten topics were selected for grades 11 and 12. This gave one hour each for a junior and a senior class meeting.

The topics chosen for discussion at each grade level were:

Grade 9

Human Relations
Citizenship
Student Council
Athletics
Hobbies - Crafts
Vocations in Industrial Arts
Venereal Diseases
Home Economics
Art
Music
Business
Boy-Girl Relationships
Attendance

Grade 11

Junior Information
Attendance
Citizenship
Selecting, Securing, and
Holding a Job
Driver Safety
Athletic Program
Venereal Disease
Drugs - Alcohol
Moral-Spiritual Values
Human Relations

Grade 10

Student Council
Athletics
Citizenship
Attendance
Human Relations
Venereal Disease
Drugs - Alcohol
Business
Boy-Girl Relationships
Moral-Spiritual Values
Phase English Program
Hobbies - Crafts
Vocations in Industrial Arts

Grade 12

Senior Information
Lack Cards - Planning Cards
Citizenship
Selecting, Securing, and
Holding a Job
Driver Safety
Athletic Program
Venereal Disease
Drugs - Alcohol
Moral-Spiritual Values
Attendance

As a method of evaluating this project, the following questionnaire was given to all students the last ten minutes of the last session: (6th period of the last day)

1. If we have group guidance sessions again next year, what topics would you suggest for:

Grade _____ Grade _____

2. If we plan similar activities on a volunteer basis, would you choose to:

Attend group sessions _____ Attend regular class _____ Go to study hall _____

3. Do you think a group guidance project should be carried on over a period of

3 weeks _____ 6 weeks _____ 12 weeks _____

By grade, the response was

Grade	Enrollment	would attend voluntarily	would prefer class	would prefer study hall	absent or no response
9	410	317	2	28	63
10	344	236	0	33	75
11*	296	203	0	29	64
12*	220	78	0	23	119
Totals	1270	834	2	113	321

*Many 12th grade and some 11th grade students are excused early for out-of-school jobs. This and regular absences from school account, in part, for the number of responses being lower than enrollment.

Teachers, principals, and others acting as group leaders were given this evaluation form. Results of the survey show on the form:

1. Did you enjoy your part in the group guidance project?

Yes 35 No _____

If no, please give reason _____

2. Do you feel that this activity was of value to students?

Yes 35 No 3 ? 2

3. Would you like to be involved in such a program again?

Second semester Yes _____ No _____

Next year Yes 37 No 3

If you answer yes - what topic would you like to discuss?

_____ What grade level? _____

Some good suggestions were given for additional topics. Many suggested the same topics that had been discussed this year.

Responses indicate that we need to do more at the 9th grade level to inform students about high school courses, programs, and subject areas. Tenth, eleventh, and twelfth grade students expressed an interest in hearing more about colleges and careers. Plans, now being made, to meet these needs of students include additional career and educational information opportunities.

It is felt that this experience has been profitable, not only in ways indicated above, but in others too. The whole school is more aware of the purpose and intent of guidance. The school community has become more guidance oriented. Student and faculty attitudes and use of guidance services appear to have increased as a result of this program. Teachers appreciated the recognition of their special interests and capabilities. Students have sought more help from teachers, counselors, and administrators.

SAMPLE: GROUP GUIDANCE SCHEDULE (9th Grade)
(A similar schedule was made for each grade)

Homerooms	Oct. 15, 1st pd.	Oct. 22, 2nd pd.	Oct. 29, 3rd pd.	Nov. 4, 3rd pd.*	Nov. 12, 5th pd.	Nov. 19, 6th pd.
9A 624	Citizenship	Home Ec. Program	Business Program	Boy-Girl Relations	Human Relations	Athletic Program
9L 501	Student Council	Art Program	Music	Venereal Disease	Attendance	Attendance
9B 312	Home Ec. Opportunities	Business Program	Boy Girl	Human Relations	Athletic Program	Citizenship
9J 319	Art Program	Music Program	Venereal Disease	Attendance	Hobbies	Student Council
9C 216	Business Ed. Program	Boy-Girl Relations	Human Relations	Athletic Program	Citizenship	Home Ec.
9H 203	Music Program	Venereal Disease	Attendance	Hobbies	Student Council	Art
9D 112	Boy-Girl Relations	Human Relations	Athletic Program	Citizenship	Home Ec.	Business
9E Cafe	Venereal Disease	Attendance	Hobbies	Student Council	Art	Music
9G 503	Human Relations	Athletic Program	Citizenship	Home Ec.	Business	Boy-Girl
9K 502	Attendance	Hobbies	Student Council	Music	Art	Venereal Disease
9I 121	Athletic Program	Citizenship	Home Ec.	Business	Boy-Girl	Human Relations
9M 122	Hobbies	Student Council	Art Program	Music	Venereal Disease	Attendance

*To avoid lunch schedule confusion, 3rd period classes met 4th period on November 4.

John Adair Builds Activity Program Into Daily Schedule

William P. Rigney

The John Adair Elementary School at Columbia, Kentucky, is a new school which features carpeted floors, air conditioning, gas heat, and classrooms, without walls, and in clusters of four. The teaching staff at John Adair believes that the school has the responsibility of providing a program which will enable the more than seven hundred children enrolled here to develop their unique potentialities and to challenge them to do so.

These children are of the middle school age and the school is organized for grades five through eight. With the needs and interests of these preadolescent and early adolescents as their chief concern, the school has implemented an "activities program" directed primarily toward meeting these pupil's varying needs and interests.

Although suggested by the principal, the real motivating desire for making the program work came from the teachers. Last year (1970-71) the teachers, counselor, and principal studied and planned varied approaches to the program. This year 185 students in the sixth grade are enjoying a whole new experience in learning. Next year's plans call for the adoption of the program in at least one more grade level.

A period of forty minutes each day is designated as "activity period." Each student is required to participate in an activity which he "contracts" with the teacher. After signing his contract, the child is obligated to

Mr. Rigney is principal of John Adair Elementary School (grades 5 through 8) in Columbia, Adair County.

stay in the program of his choice for at least six weeks. If he dislikes his choice he must still remain for the time that he has agreed upon. In this approach, the teacher is giving the student an opportunity to assume some responsibility for choosing his own activity; therefore, he must stay with his choice.

As the program is scheduled now, the students have almost the same amount of time devoted to their "regular" studies as previously. By revising the homeroom period and making other minor changes in the daily schedule, the additional forty minutes needed were easily found. Actually, we believe that the students now have more time for the academics, because the assembly programs, band, and other activities that would normally disrupt classes at any period during the day must now be a part of the daily scheduled activities program.

Some activities that these sixth grade students are undertaking are beginning woodworking, knitting for beginners, creative stitchery, band, elementary typing, chess, table tennis, and similar activities. One period per week is also set aside for each student so he can do independent study, library research, or profit from a study hall if he needs additional time for study.

Some classes, such as typing, will naturally take longer than six weeks, but most will be completed over this period of time and students are ready to try their hand in another learning experience.

There is no pressure for a grade. The student feels free to learn and work just because he feels that what he is doing is worth a great deal to him. When the "Contracts" are returned though, teachers will mark them with an "S" or "U." Self-evaluation is one of the objectives for each activity undertaken. An evaluation questionnaire will also follow the completion of each course or activity and will be developed for the purpose of evaluating all persons involved - teachers and students.

The program works well at the John Adair School. Although there is no ready-made package that fits into just any school, we believe that with minor revisions most schools can put this program into practice.

Some problems that were of concern were the lack of building facilities, time to schedule intramurals so they don't conflict with P. E. classes, a small activity fund budget, the need for typewriters, and some activities which have no high personal interest for the sponsoring teacher. But these problems were soon solved because the teachers were determined to make their program a success.

All kinds of adaptations are possible if the desire and needs are present and known. A seldom used storage room may become the work-room needed. An old typewriter in an attic may start some youngster on the road as a journalist.

No claim is made for originality in the ideas presented here. The program is a result of a great deal of research and work. Ideas have come from many sources, but the search for improved education is continuing. These are only first steps. Our school is looking forward to the next step.

Co-Ed-Y: Preparation for Kentucky Youth Assembly

Barbara Stringer

A Co-Ed-Y Club was organized at Monticello High School in October, 1961. Since that time the club's popularity has grown to the extent that during one year it was necessary to form two clubs to accommodate half of the total student body in club membership. During the 1971-72 school year, eighth graders formed a club for the first time.

A belief that teaching involves more than a teacher-student relationship in the classroom, a realization that young people are and have been for years keenly interested in social issues and recognition that students are optimistic and want to help—these motivated the club advisor to organize the initial club. Students have responded with such zeal and concern that the time and effort involved have been one of the advisor's greatest rewards in teaching.

The Co-Ed-Y Club is affiliated with the State and National YMCA and participates in programs sponsored by them. It is a Christian youth service organization whose purpose is to promote high standards of Christian character and to serve the three main training institutions—home, school and church. It stands for all-around development of the individual in spirit, mind, and body. Any student agreeing to live by these standards is admitted to the club. Dues have been kept at a minimum so that no interested person would be deprived of membership.

Eight meetings yearly are required, but the club meets more often.

Mrs. Stringer is social studies teacher and Co-Ed-Y advisor at Monticello High School, Monticello, Kentucky.

Yet, it should be emphasized that what club members do in the way of service to school and community is what really counts. Over the years hundreds of projects have been completed. School projects include assisting teachers, sponsoring assembly programs on drugs, smoking and alcohol, tutoring students, and conducting school spirit campaigns. In service projects for the community, the club provides Christmas gifts for needy children, collects annually for UNICEF and Easter Seals, and makes jail visitations. Brotherhood in the community has been fostered by club visitation to the different churches.

In 1961 delegates attended a model United Nations General Assembly at Transylvania College. During recent years some have attended the Kentucky United Nations Assembly conducted by the State YMCA.

However, the assembly which becomes a highlight each and every year for the club is the Kentucky Youth Assembly (KYA) sponsored each spring by the State YMCA. This event is so popular with our members that a high percentage attend although each must bear his or her own expense for the three-day session.

The Youth Assembly provides a genuine experience for club members. In preparation for the Assembly, members study parliamentary procedure and then practice it in mock session of the General Assembly in Frankfort. Delegates attend as senators, representatives, cabinet members, or candidates. Currently, Monticello Co-Ed-Y is fortunate to have four members serving in the governor's cabinet. In addition to attending meetings to plan the 1972 Kentucky Youth Assembly, these young people will also preside at committee meetings where bills will have their first reading and be debated. Some will be in charge of devotionals at KYA. Campaigning for state office is one of the highlights of the Assembly and while our club has never been able to fill one of the positions, we do sponsor a candidate each year. A slate of candidates to seek the state offices is compiled at pre-legislative meetings held around the state. The hotel where delegates stay takes on a very festive air as campaign posters go up and speech making gets under way. Minute details are attended to with care, right down to the filing of an expense account by each candidate. Many vote for the first time on a voting machine.

Not only do members learn about parliamentary procedures, campaigning, and the roll of state officials, but the legislative process is also learned in a very meaningful way. Each club attending KYA must submit a bill which members have written and be prepared to debate it in both the House of Representatives and the Senate. Much research and careful

study are necessary at the bill writing level and confidence and speaking ability are important during debate. High suspense is generated as voting on bills takes place, and a tremendous feeling of accomplishment is experienced when the bill passes each house and is then signed by the governor.

The Reverend Paul Bohrer, minister of the First Christian Church in Monticello, along with two former members and the club advisor, accompanied the delegates to the 1971 Kentucky Youth Assembly in Louisville and Frankfort. During the final session he probably paid the club its highest compliment when he said, "Next year I want my daughter to be a part of this." Having been among more than 600 students from across the state in work and play sessions for three days, I consider the program a success indeed when a minister and father can make such a statement.

Monticello High School has an approximate enrollment of only 200 students, but enthusiasm and hard work have resulted in the Co-Ed-Y Club receiving first runner-up recognition in state competition in a 3000 point achievement program in 1967 and again in 1971.