

2018

## Current Issues: Global and Cultural Studies

Ronald G. Helms Ph.D.

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# **Current Issues: Global and Cultural Studies**

**Ronald G. Helms, Ph.D.**

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**Ronald G. Helms,  
Ph.D.**

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Helms has 23 published books, 140+ published articles, over 200 international, national, state conference presentations, 45+ grants. Helms is the recipient of the following Wright State University College of Education and Human Service awards: Excellence in Scholarship Award, 2010; Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

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# **INTRODUCTION**

# NCSS Student Membership Application

## NCSS Student Membership Application

### ► Your name and address

Please complete and return with payment. Please print

Name					Work Phone	
Institution					Home Phone	
Address						
City	State	Country	ZIP or Postal Code		E-Mail	

*E-mail is required to receive online benefits.  
NCSS will not sell your e-mail address to other organizations*

### ► Your sponsor

If a colleague encouraged you to join NCSS, please provide his/her name and member number:

Sponsor Name: \_\_\_\_\_  
Member Number: \_\_\_\_\_

**Student:** Includes your choice of *Social Education* or *Social Studies and the Young Learner*, plus *Middle Level Learning* and *TSSP*; Conference discounts and other membership benefits. Available to retired persons and full-time students. Students must provide the name of the institution and the signature of the instructor. (Maximum 5 years)

**Student Comprehensive:** Includes bulletins

Choose one:  Student \$43  Comprehensive Student \$53

Name of institution \_\_\_\_\_

\*Instructor signature \_\_\_\_\_ \*required

\*Expected graduation date \_\_\_\_\_ \*required

### ► Choose a journal

- Choose one journal you wish to receive as a member benefit:
- 6 issues of *Social Education*
  - 4 issues of *Social Studies and the Young Learner* plus 2 issues (September and May/June) of *Social Education*
  - Both journals (add \$27) Foreign Postage:

### ► Additional subscriptions

If you chose 6 issues of *Social Education* above, you may wish to receive *Social Studies and the Young Learner* as an additional subscription. You may do this for an additional \$27 (the member price).

### ► About You

So that we can better tailor our programs to the needs of our members, please provide the following information:

- Gender:  Male  Female  
 47-56  57-65  Older than 65

- Level:  
 Elementary  
 Middle School  
 Junior High  
 High School  
 K-12  
 College/University  
 Business

- Age:  
 25-36  
 37-46

- Interest:  
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 World History  
 Sociology/Psych.  
 Geography  
 Anthropology  
 Political Science  
 Social Studies  
 Economics  
 Global Studies  
 Government/ Civics

*NCSS seeks information about minority members in order to increase their participation in the organization.*

- Ethnicity:  
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 Black/African Amer.  
 Latino/Hispanic  
 Native American  
 White/European  
Other (Please specify): \_\_\_\_\_

### ► Payment information

I would like to make the following tax-deductible contribution to support social studies.

- \$10  \$25  \$50  \$100 Other \_\_\_\_\_

Choose where your contribution should be directed.

- NCSS General Fund  FASSE General Fund  
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Foreign Postage: Add (\$22) (except Canada add \$10) \$ \_\_\_\_\_

**Total Due** (U.S. DOLLARS): \$ \_\_\_\_\_

- Choose one:  American Express  MasterCard  VISA  
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Name on Card: \_\_\_\_\_

\*Billing Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

ZIP, or Postal Code \_\_\_\_\_ \*Required

Country \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

\*Signature: \_\_\_\_\_ \*Required

### Join an associated group online

► **Mailing List**  From time to time, NCSS makes available our membership list to carefully selected companies or organizations serving social studies educators. If you wish to be excluded from such lists, please check this box.



Please return this application with payment to:  
NCSS Membership, P.O. Box 79078, Baltimore, MD 21279-0078  
Phone 301 588-1800 Toll free 1 800 296-7840  
Fax 301 588-2049 [www.socialstudies.org/membership](http://www.socialstudies.org/membership)

7/2015

## A Current Events Checkup

1. Name the educator who died aboard the challenger.
2. Name the American colonel involved in the Iranian arms scandal.
3. Site of the Soviet nuclear reactor explosion.
4. Country hosting PLO --- Israeli peace talks in 1993.
5. Major celebration in New York City in 1986.
6. New associate justice of the Supreme Court.
7. What natural disaster damaged Florida in August, 1992.
8. What natural disaster threatened the Outer Banks in August 1991. In August 1993.
9. Why is Croatia in the news.
10. Who is David Duke.
11. Who said "the bombing begins in five minutes."
12. Recent film about attorneys.
13. Island nation invaded by the U.S. during Reagan's presidency.
14. What natural disaster threatened the Midwest in summer 1993.
15. Prime Minister of Great Britain.
16. Syrian leader.
17. Important event in Moscow in August, 1991.
18. Current Russian leader.
19. Canadian Prime Minister.
20. Speaker of the U.S. House.
21. Senate majority leader.
22. What recent film explored the plight of American Indians following the Civil War.
23. Hat recent film featured a variety of dinosaurs.
24. Egyptian leader who seized the Suez canal in 1957.
25. During the Six Day War, Israel seized the Golan Heights from.
26. E.E.C. stands for what.
27. O.P.E.C. stands for what.
28. Chief justice of the U.S. Supreme Court.
29. Female justices of the U.S. Supreme Court.
30. Location of Mt. Hood.
31. Location of Banff.
32. Number one selling automobile in the U.S.
33. Leader of Libya.
34. Which U.S. president ordered the boycott of the Moscow Olympics.
35. Israeli prime minister.
36. The headquarters of the World Court is called.
37. F.O.P. stands for what.
38. Libya has a coast on what sea.
39. M.A.D.D. stands for what.
40. Which state holds the first presidential primary.
41. Current leader of Egypt.
42. "Dark Castle" and "Pipeline" are titles from what entertainment.
43. City and country to host the current winter Olympics.
44. City and country to host the current summer Olympics.
45. The Islamic word "Jihad" translates into what English phrase.
46. What Arabic numeral has no representation by roman numerals.
47. Name the galaxy in which we live.
48. N.A.A.C.P. is the acronym for what.
49. Supreme court case which permits legal abortions.
50. Name of Polish labor union.

# Social Studies Assessment: The Role of the National Board for Professional Teaching Standards

**Ronald G. Helms**

Social studies teachers in grades pre-K—12 now have a new opportunity to be recognized by their schools, communities, state, and nation as master teachers. Recently, the NCSS Board of Directors announced that it has discontinued the NCSS Advanced Certification Program and will henceforth encourage its members to seek certification by the National Board for Professional Teaching Standards (NBPTS).<sup>1</sup> NCSS Annual Conferences will include presentations on the subject, which will be followed by many other sessions at the national and state levels.<sup>2</sup> Because NCSS is committed to the NBPTS process and to assisting many excellent social studies educators to become National Board Certified Teachers (NBCTs), we are providing the following information to begin answering questions you may have about the process.

## **What Is NBPTS?**

The mission of the National Board for Professional Teaching Standards is to provide rigorous assessment and certification for accomplished pre-K—12 teachers. The process is voluntary and has been developed by teachers and other educators to recognize experienced teachers for high-quality educational practice.

NBPTS leaders are in-service classroom teachers. Facilitator training for university faculty and teachers is available at several Facilitators Institutes.<sup>3</sup> The national office is located in San Antonio, Texas.

NBPTS has been recognized by President Clinton, Secretary of Education Richard Riley, and the governors of many states. In addition, the following professional organizations have endorsed NBPTS certification: American Association of Administrators, American Educational Research Association, American Federation of Teachers, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities, Association of Teacher Education, Council for American Private Education, Council of Chief State School Officers, Council of Great Cities Schools, International Reading Association, National Alliance of Black School Educators, National Association of Independent Colleges and Schools, National Association of State Boards of Education, National Conference of State Legislatures, National Education Association, National Governors Association, National Middle

School Association, and the National School Boards Association.<sup>4</sup> The National Council for the Accreditation of Teacher Education (NCATE) and the National Partnership for Excellence and Accountability in Teaching (NPEAT) are also interested in assisting NBPTS candidates in achieving certification.<sup>5</sup>

### **Who Is Responsible for Assessment of Candidates?**

A primary feature of the NBPTS process is that it involves certification by a teacher's peers in the relevant field—in this case, social studies. Teachers are central to planning, implementing, developing, and modifying NBPTS policies and procedures. While universities may assist in the process, only NBCTs offer NBPTS orientation sessions and assess candidates.

### **Who Can Apply for Certification?**

To be considered for certification, educators must first accept the five teaching propositions adopted by the National Board for Professional Teaching Standards: (1) teachers are committed to students and their learning, (2) teachers know the subjects they teach and how to teach those subjects to students, (3) teachers are responsible for managing and monitoring student learning, (4) teachers think systematically about their practice and learn from experience, and (5) teachers are members of learning communities.<sup>6</sup> Candidates are also required to have earned a bachelor's degree from an accredited institution of higher education, to have completed three years of teaching, and to hold a valid license in the state in which the candidate is teaching.

### **Why Should a Teacher Seek NBPTS Certification?**

Many state departments of education are encouraging teachers to apply for NBPTS assessment. As an incentive, several states and local school districts pay additional stipends to teachers achieving the rank of National Board Certified Teacher (NBCT). These stipends may be paid annually for a period of ten years. Several local school districts have also negotiated additional salaries for successful NBCTs.

Conceptually, NBPTS certification is analogous to professional board certification for attorneys, medical doctors, and other highly regarded professions. The NBCT carries the label NBCT following her/his name, just as a doctor would cite an M.D. or Ph.D. NBPTS certification acknowledges a true professional status for teachers. Most NBCTs value the certification process as the most rewarding professional development activity that they have undertaken. One benefit for teachers holding NBPTS certification is license portability. Several states have agreed to accept this certification as the equivalent for licensure for teachers moving into new states.

This author has observed that the intrinsic reward of completing the NBPTS process (whether or not NBCT status is obtained) supersedes the economic value. Teachers clearly internalize that they are members of communities of learners. Deep personal changes occur. Teachers testify that they clearly realize that the NBPTS process has improved teaching and learning. This new pride will benefit future students for many years.

In addition, Helms and Herrelko are developing a model for incorporating the NBPTS into a master's degree program.<sup>7</sup> At a recent seminar in Washington, D.C., scholars from several National Council for the Accreditation of Teacher Education institutions

considered paradigms for redesigning the master's degree. The process of authentic assessment required by the NBPTS may, for example, replace the master's projects or thesis.<sup>8</sup>

### **What NBPTS Certification Areas Are Available in Social Studies?**

Social studies teachers who specialize in the elementary level may apply for certification in the following areas:

- > Early Childhood/Generalist (ages 3-8)
- > Middle Childhood/Generalist (ages 7-12)
- > Early Adolescence Generalist (ages 11-15)

Social studies teachers who specialize in the middle or junior high school level may apply for certification in the following areas:

- > Middle Childhood/Generalist (ages 7-12)
- > Early Adolescence Generalist (ages 11-15)
- > Early Adolescence/Social Studies-History (ages 11-15)

Secondary social studies teachers may apply for certification in the following areas:

- > Adolescence through Young Adult/ Social Studies-History (ages 14-18+)<sup>9</sup>

### **What Happens After a Teacher Is Accepted for Candidacy for Certification?**

Social studies teachers who are accepted for the NBPTS candidacy receive "The Box," a container that is about the size of two shoeboxes and contains a wealth of materials that varies with the type of certification being sought. In addition, teachers are strongly advised to attend an official orientation session conducted by National Board Certified Teachers. Following the orientation session, the teacher should immediately contact his or her state department of education about funding support.

### **How Is Assessment Carried Out?**

The national board has developed an innovative, two-part assessment process to determine whether a teacher possesses the attributes of accomplished teaching based on NBPTS standards.

In the first component of the assessment, the teacher demonstrates evidence of good teaching practice by preparing a portfolio of work carried out at the teacher's school. The portfolio must contain two videotapes of classroom teaching, along with lesson plans, samples of student work, and written commentaries in which the teacher reflects on what he or she is doing and why. Generally, this record of evidence should be concerned with comprehension of higher-level thinking skills, stimulation of the learning process, discovery and inquiry, intellectual engagement, and reflection (by both teacher and his or her students).

The second component of the assessment involves exercises conducted at an assessment center.<sup>10</sup> Candidates spend one full day during the summer months at one of the NBPTS assessment centers located around the United States. These exercises, designed around challenging teacher issues, include evaluating other teachers' practice, interviews, and exams in the social studies field. The assessments are mostly computer based and typically consist of four 90-minute sessions. Exercises vary according to grade level and content level, so that Early Childhood/Generalist (ages 3-8) candidates, for instance, are

assessed differently than are Adolescence through Young Adult/Social Studies-History (ages 14-18+) candidates.<sup>11</sup>

Each portfolio entry and assessment center activity will then be carefully evaluated and scored. The scoring rubric is part of the initial materials provided to the candidates.

The national NBPTS office has established varying dates for applications, portfolios, and assessment centers. Due dates on portfolios range between April and June. Notification of certification occurs between November and December.

### **How Much Time Does Certification Require?**

Teacher candidates have about five months to compile their portfolios. Most teachers report spending about 120 hours on the portfolios, or the equivalent of about one day a week over a semester.

### **What Is the Fee for NBPTS Certification, and How Is the Money Used?**

The application fee for the certification process is \$2,000. Because performance-based assessment is a lengthy and complex process, most of the revenue generated by fees goes to compensate teachers who score candidates' entries. The remainder of that revenue pays office expenses.

### **Is Financial Support Available?**

Yes, fee supports and incentives for teachers seeking certification are available in many states. Because each state has different provisions and requirements, teachers should contact their state department of education for details. States often require that teachers attend an NBPTS orientation session in order to receive financial support.

### **Are Those Who Fail to Be Certified on the First Try Allowed to Try Again?**

A retake policy applies to the 1998-99 social studies candidates. Those who fail certain components of the assessment are permitted to "bank" the individual scores for the requirements they have satisfied. They then have three years in which they may resubmit entries and retake exercises.

An additional fee of \$275.00 is charged for each entry or exercise that a NBPTS candidate chooses to retake. This is because assessment of a candidate's work requires payment to trained assessors.

Although various states may fund the initial \$2000.00 fee for NBPTS candidates, many states are currently reluctant to fund retake fees. Candidates are urged to consult their state departments of education for retake funding possibilities. The retake policy and fee will continue to be monitored by the NBPTS.

### **How Long Is a National Board Certificate Valid?**

Certificates are valid for ten years, although the board is currently studying renewal options.

### **What Is the Role of NCSS and the State Affiliates in the Process?**

Although NCSS has no official relationship with the NBPTS or formal role in the certification process, it is committed to assisting its members in becoming National Board Certified Teachers.

### **Can NCSS Teachers Become Assessors?**

Yes, social studies teachers may become NBPTS assessors by attending assessor scoring institutes. They do not need to be NBCTs themselves to become assessors. Assessors are provided with a \$100 per day honorarium.

### **Where Can I Get More Information?**

Visiting the NBPTS web site ([www.nbpts.org](http://www.nbpts.org)) is a critical first step for social studies teachers. The author's page ([www.ed.wright.edu/fac\\_staff/helms/rhelms.htm](http://www.ed.wright.edu/fac_staff/helms/rhelms.htm)) offers additional information about other relevant web sites. The phone number for NBPTS is 1-800-22-TEACH. Publications available include the most recent editions of *Guide to National Board Certification* and *What Every Teacher Should Know*. Teachers should also contact their state boards of education for state support and information.

To keep up with new developments, teachers are encouraged to consult the following web sites, in addition to those listed above:

- > [www.nbpts.org/nbpts/where](http://www.nbpts.org/nbpts/where): Where is it happening?—a clickable U.S. map that lists the states supporting NBPTS;
- > [www.nbpts.org/nbpts/where/support.htm#151](http://www.nbpts.org/nbpts/where/support.htm#151); types of support available from school districts, educational associations, and state departments of education;
- > [www.nbpts.org/](http://www.nbpts.org/)—a link on this page listing specific assistance from states participating in NBPTS;
- > [www.nbpts.org/nbpts/nbctindex.html](http://www.nbpts.org/nbpts/nbctindex.html)A complete list of 1,836 NBCTs by state, certification area, and alphabetical index. It is important to remember that 1998-99 was the first year for NBPTS social studies certification, so a list of NBCTs in social studies will not be available until late November or early December 1999;
- > [www.nbpts.org/nbpts/about/IHE.html](http://www.nbpts.org/nbpts/about/IHE.html)A list of colleges and universities that offer support groups and assistance in preparing for NBPTS;
- > [www.nbpts.org/nbpts/about/IHE.html#Ohio](http://www.nbpts.org/nbpts/about/IHE.html#Ohio)—the author's university and support program;
- > [www.nbpts.org/nbpts/about/institutes.htm#151](http://www.nbpts.org/nbpts/about/institutes.htm#151); the NBPTS Institutes: Facilitators' Institute, Facilitators' II Institute, and Scoring Institute. G

### Notes

1. Martharose Laffey, "National Board Certification Enhances Professionalism of Social Studies Teachers," *The Social Studies Professional* 147 (1998): 7.
2. Teresa Eagan, "Social Studies Teachers and National Board Certification" (Paper presented at the National Council for the Social Studies Annual Conference, Anaheim, Calif., November 21, 1998); Ronald Helms, "National Board for Professional Teaching Standards Certification for K-12 Educators" (Forthcoming NCSS conference presentation).
3. National Board for Professional Teaching Standards, *Guide to National Board Certification* (Washington, D.C.: NBPTS, 1999).
4. National Board for Professional Teaching Standards, *What Every Teacher Should Know* (Washington, D.C.: NBPTS, 1999), 5.



5. Ronald Helms, "NCATE and National Council for the Social Studies Standards" (Paper presented at the National Council for the Accreditation of Teacher Education, Washington, D.C., May 24, 1998).
6. NBPTS, *Guide to National Board Certification*, 5.
7. Ronald Helms and Janet Herrelko, "The National Board for Professional Teaching Standards: Masters Degree Design" (Paper presented at the National Council for the Accreditation of Teacher Education Conference, Washington, D.C., May 1, 1999).
8. Peggy J. Blackwell and May Diez, *Toward a New Vision of Master's Education for Teachers* (Washington, D.C.: National Council for Teacher Education, 1998).
9. NBPTS, *What Every Teacher Should Know*, 6.
10. National Board for Professional Teaching Standards, *Assessment Center Orientation Booklet* (Washington, D.C.: NBPTS, 1998).
11. National Board for Professional Teaching Standards, *Assessment Center Preparations: Exercise Stimulus Material for Adolescence and Young Adulthood/Social Studies-History* (Washington, D.C.: NBPTS, 1998); National Board for Professional Teaching Standards, *Assessment Center Preparations: Exercise Stimulus Material for Early Adolescence/Social Studies-History* (Washington, D.C.: NBPTS, 1998); National Board for Professional Teaching Standards, *Exercise Stimulus Material for Adolescence and Early Adolescence/Social Studies-History* (Washington, D.C.: NBPTS, 1998).

Ronald G. Helms is an associate professor in the College of Education and Human Services at Wright State University in Dayton, Ohio. He is a trained National Board for Professional Teaching Standards facilitator and Principal Investigator for an NBPTS grant to work with teacher candidates.

### Sample Assessment Exercises

NBPTS requires a high degree of confidentiality about work completed at the assessment center. Candidates are urged not to reveal assessment items. The following examples of possible social studies assessments are based on practice materials provided to 1998—1999 NBPTS social studies candidates.

1. Early Adolescence/Social Studies-History Assessment (student ages 11- 15)
  - a. *Using Primary Sources to Teach Multiple Perspectives.* Candidates are mailed a packet of artifacts including political cartoons, photos and news articles. This assessment asks the candidate to design a lesson using four resources and to teach the lesson addressing multiple perspectives.
  - b. *Using Student Work and Information to Inform Instruction.* Teachers are provided with a scenario concerning 1-2 student(s), and are asked to plan strategies for future instruction of the student.
  - c. *Addressing Learning Styles Through Interdisciplinary Instruction.* Teachers are mailed a packet of songs, literature, poetry, and science and math materials. The assessment asks teachers to design several interdisciplinary learning experiences that address multiple learning styles.
  - d. *Professional Readings.* Several articles from professional journals (including *Social Education*) are mailed to teachers. The candidates are asked to analyze the readings.

2. Adolescence and Young Adulthood/Social Studies-History Assessment  
(student ages 14- 18+)

a. *Depth of Knowledge*. Candidates are presented a powerful idea or central concept and asked to demonstrate their depth of knowledge from one of the disciplines of U.S History, World Civilizations, Economics, Political Science, and Geography

b. *Breadth of Knowledge*. Teachers are asked to answer five constructed-response questions from each of the five disciplines.

c. *Professional Readings*. Several articles from professional journals (including *Social Education*) are mailed to teachers. The candidates are asked to analyze the readings.

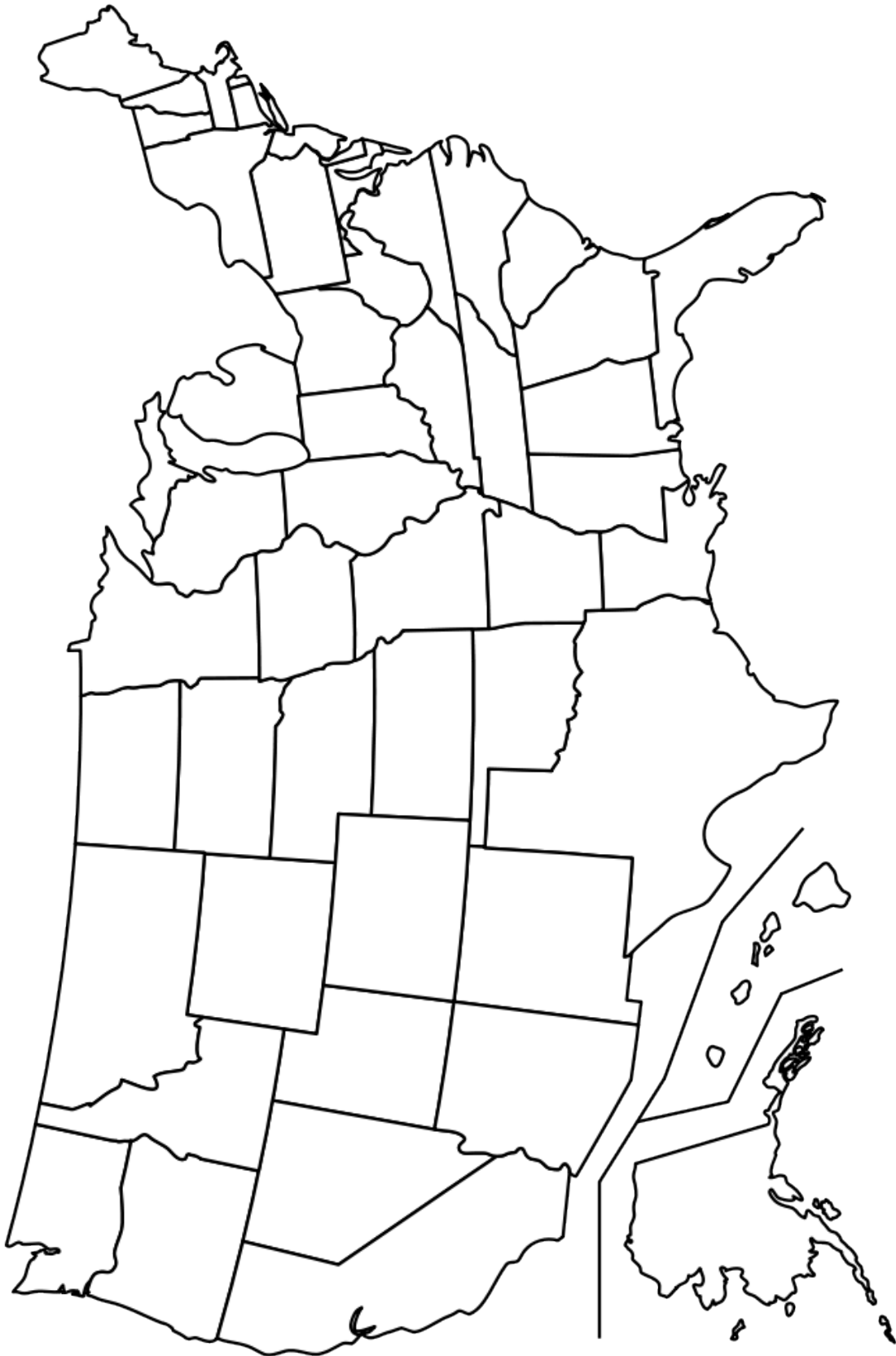
d. *Instructional Design*. Teachers are given a scenario and student work from 2-3 students. Teachers are then asked to identify student misconceptions and to address those student misconceptions.

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## TRAVEL DESTINATIONS

Acadia NP	Lake Erie	San Juan Is.
Adirondack Mountains	Larch Valley	Santa Fe
Adirondack Park	Leadville	Sault St Marie
Albuquerque	Lexington	Savannah
Aspen	Little Rock	Seattle
Assatteague Is. NP	Mad River Mt. {ski}	Seven Springs {ski}
Athabasca Glacier	Mammoth Cave NP	Shenandoah NP
Banff NP	Mesa Verde NP	Snowshoe {ski}
Black Water Falls	Miami	St. Lawrence River
Boston	Milwaukie	Stowe
Boulder	Minneapolis	Strait of Juan De Fuca
Brown Co. IN	Montpellier	Tahoe Lake
Canaan Valley	Mount Hood	Taos
Canyon de Shelly	Mount Rainer	Toronto
Cape Fear	Mount Rushmore	Tulsa
Cape Hatteras	Nags Head	Upper Peninsula
Carmel	New Orleans	Vail
Champlain Lake	New River	Victoria
Charleston – 2	Niagara Falls	Washington DC
Chesapeake Bay	Nova Scotia	White River
Columbia Ice fields	Olympic NP	Yellowstone NP
Columbia River	Paoli Peaks {ski}	Youghiogeny River
Des Moines	Perfect north {ski}	Zion NP
Door County	Philmont {Boy Scouts}	
Duck NC	Pikes Peak	
Duluth	Pontchartrain Lake	
Durango	Port Clinton	
Everglades NP	Portland – 2	
Gander	Prince Edward Is.	
Gatlinburg	Quebec City	
Grand Canyon NP	Quetico	
Grand Tetons NP	Redwoods NP	
Great Smokey Mts.	Reno	
Hilton Head	Rocky Mountain NP	
Houston	Saginaw	
Jasper NP	San Francisco	
Key West		

Map of the United States of America



# **National Certification for the Secondary Educator**

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**EDUCATION**

<b>Institution</b>	<b>Concentration</b>	<b>Degree</b>	<b>Date</b>
Ohio State University	Social Studies Education Curriculum & Instruction	• Ph.D.	1972
University of Dayton	Political Science	• M. A.	1968
Fairmont State College	Social Studies Comprehensive	• B. S.	1966

Ronald G. Helms is a full professor, one of two national auditors for **NCSS\_NCATE** Program Reviews, a member of **NCATE Board of Examiners, National Board for Professional Teacher Standards** facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a \$916,000 **Teaching American History** Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations,

and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.

Helms national service includes; Kappa Delta Pi, *The Educational Forum*, Educational Review Panel, Phi Delta Kappa Foundation, Author Seminar-Lecture Program, National Education Association, Educational Web Page **Consultant**, **The Population Connection Organization**, Education Foundation National Lecturer Program. 1997 - - Present.

Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada, Puerto Vallarta, Costa Rico, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.

## **National Certification for the Secondary Educator**

Janice Landen is a certified secondary social studies teacher. Janice is married and has a son and daughter in elementary school. Janice has been teaching a variety of social studies subjects for the past fifteen years in grades nine – twelve.

Opening day school ceremonies included the usual welcomes from the central staff and Board of Education. Janice took notice during a special presentation that morning. Three teachers were requested to come to center stage. The superintendent presented each of these teachers with a check for \$3000.00. Janice later learned that the teachers also qualified for a state subsidy of \$2500.00 for each of the next ten years. Moreover, the classroom teacher’s association had recently negotiated a contract agreement that will provide this same reward to qualifying teachers.

The event was mystifying. Janice noticed that the local paper and several local television stations were covering this special part of the program. The three teachers were referred to as the district’s first NBCTs (National Board Certified Teachers). Janice knew all three educators, but she still had little idea of the meaning of the accolades that were being bestowed by the community. Janice question was “what is a National Board Certified Teacher?”

Janice is a highly skilled educator. Janice is a member of several professional associations including the National Council for the social Studies. Janice believes that she is a highly effective educator. She has earned the respect of her



professional community, her students and her students' parents. Janice is ready for a new challenge and for validation of her teaching skills.

As a professional, Janice attended the National Council for the social Studies annual conference in Washington, DC this year. While determining sessions to attend, Janice selected a session presented by a professor who is a Director of National Board for Professional Teacher Standards (NBPTS) at a University near her school district. Janice learned that the National Board awarded National Board Certification to 6,500 teachers this year, bringing the total number of National Board Certified Teachers (NBCTS) to 16,035. In addition, there were six new NBCTs in the audience, and these teachers were ecstatic in their praise of the NBPTS.

Janice was interested in the process, but the deadline was too close for action this year. Janice attended her state council for the social studies conference in the spring and found the same professor giving a much more specific presentation on the NBPTS. Again several NBCTs were in attendance, and all NBCTs gave glowing testimonials during the presentation.

Janice learned that recently NCSS announced the preeminence of the National Board for Professional Teacher Standards (NBPTS). Laffey (1998) indicated that K-- 12 social studies educators would be encouraged to be certified by the National Board for Professional Teacher Standards. The National Board offered a special panel presentation for Professional Teacher Standards and the Educational Testing Service for participants at the 78th NCSS Annual Conference in Anaheim, CA. (Eagan, 1998).

Janice requested an interview with the university professor. The professor clarified that the leaders of the National Board for Professional Teacher Standards are in-service classroom teachers. He further clarified that Janice should attend an orientation session which must be lead by an NBCT. It certainly sounded like this NBPTS program would be the next level that Janice sought for her professional career.

### **Janice's questions:**

**Janice:** What is The National Board for Professional Teacher Standards organization?

**Professor:** The National Board for Professional Teacher Standards is an organization of teachers and many other educational organizations and associations working to promote the improvement of student learning. The central process of The National Board for Professional Teacher Standards is both student assessment and teacher assessment (Guide to National Board Certification, 2007.)

It is important to note that a majority of the board of directors of the National Board for Professional Teacher Standards is teachers. Teachers are clearly central to planning, implementing, developing, and modifying The National Board for Professional Teacher Standards policies and procedures (What Every Teacher Should Know, 2007).

**Janice:** How do I apply for National Board Certification?

**Professor:** Applications are available free from the National Board. Please call 1-800-22-TEACH and request an application. It is also important to visit the NBPTS website at <http://www.NBPTS.ORG>. The website provides information as follows:

“About Us, News Center, National Board Certification, Standards, Candidate Resource Center, National Board Certified Teachers, Higher Education, State & Local Action, Institutes, & Services, I am..., I want..., Discussion Forums”

**Janice:** What benefits are available to successful candidates?

**Professor:** Most candidates indicate that the local, state, and national acclaim of being awarded NBCT status is extremely valued. Many local districts exhibit extreme pride in this new professionalism and some provide economic incentives. Many universities and state departments of education make it a point to provide celebrations for the new NBCTs (Bailey, D. & Helms, R., 43).

Some states such as yours award successful candidates \$2500.00 stipends for each year for a ten-year period. It is not unusual for local districts to provide additional dollar stipends as well. The NBPTS web site provides this kind of information on a national basis.

Another incentive is the concept of “license portability.” Several states have agreed to accept National Board for Professional Teacher Standards certification for teachers moving into the new states. See the National Board for Professional Teacher Standards website for current information on “license portability.”

**Janice:** How much will the NBPTS certification cost? Is financial assistance available?

**Professor:** The current fee for assessment is \$2,300. And I should indicate that there is no guarantee that a NBPTS candidate will be successful on her first attempt? We will discuss the “Banking” concept later. As to financial aid, this matter will vary from state to state, but in our state the Department of Education will currently fund

the first 900 teachers who complete a two-hour orientation session. Both the state Department of Education and NBPTS websites will be useful in reviewing financial aid.

**Janice:** How much time does certification require?

**Professor:** Teacher candidates have about five months to compile portfolios. Most teachers report spending about 120 hours in writing their portfolios. You are also in a state that provides 23 universities or regional centers for candidate support.

**Janice:** How does the university provide candidate support?

**Professor:** University and regional center support may vary, but usually the universities offer facilities, course credit, and formal sessions for candidates for National Board for Professional Teacher Standards certification. University credit is optional, and teachers are encouraged to work with a university that offers the teacher the optimum support. Several universities may offer course credit for normal graduate fee, but the support group is provided at no charge to the candidate in this state.

It is not necessary to affiliate with a university in order to receive NBPTS certification. A primary benefit of a university is that candidates have a “ready-made” support group while working with a university. NBPTS facilitator training insists that providing emotional support for the candidates is an essential component for NBCT facilitators. Current statistics indicate a much higher “pass rate” for university cohort groups than for teachers who are not part of cohort

groups. Universities recruit NBCTs to provide candidate support at weekly meetings (Helms, 379).

**Janice:** How often do candidates meet at the universities?

**Professor:** Each University is unique. Our university supports weekly meetings on a Monday through Thursday schedule. Candidates are encouraged to meet at least once a month. I should stress that these meetings are not formal lecture sessions, but the meetings are focused on completing the candidate's portfolio. Our NBCTs facilitate and are required not to provide "correct" answers. It is the "guide on the side" model.

**Janice:** If I achieve Adolescence and Young Adult/Social Studies-History (ages 14-18+) certification, might I also seek an additional certification in the future?

**Professor:** Yes, educators may receive multiple certifications. It is recommended that a teacher work on only one certificate area per year.

**Janice:** How do I begin the NBPTS process?

**Professor:** Either contact your local university for assistance or log on to your state department of education website or log on the NBTS site. All teachers are strongly advised to attend an official **orientation session**. Teachers who are accepted for the National Board for Professional Teacher Standards certification receive "the box." An introductory **orientation session** of the National Board for Professional Teacher Standards Institutes explores "What's in the Box?" "The Box" is about the size of two shoeboxes. The content varies with the type of national certification desired by

the teacher candidate. The support sessions provided by the NBCTs carefully explain the process in a part to whole manner.

Each certification area has a specific assessment portfolio. Return mail envelopes and mail directions are specified. One of the requirements of “the box” or specifically the National Board for Professional Teacher Standards process is Video analysis of the record of evidence. Candidates must send video documentation of lessons. This is in addition to evidence of student assessments and student materials. Reflective statements must accompany the evidence. It is important remember that National Board for Professional Teacher Standards certification is a voluntary process.

**Janice:** What is unique to NBPTS certification, and what are the candidate’s requirements?

**Professor:** National Board for Professional Teacher Standards has developed a set of five propositions:

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

The successful candidate must hold a baccalaureate from an accredited institution of higher education. The candidate must have completed three years of successful teaching. And the candidate must hold a valid certificate (license) in the state in which the candidate is teaching.

**Janice:** What certification areas are now available?

**Professor:** Currently the following certificates are offered by NBPTS:

Early Childhood/Generalist (ages 3-8)  
Middle Childhood Generalist (ages 7-12)  
Early Adolescence Generalist (ages 11-15)  
Early Adolescence/English Language Arts (ages 11-15)  
Early Adolescence /Science (ages 11-15)  
Early Adolescence/ Mathematics (ages 11-15)  
Early Adolescence/Social Studies- History (ages 11-15)  
Early Adolescence through Young Adult/Art (ages 11-18+)  
Adolescence through Young Adult/Mathematics (ages 14-18+)  
Adolescence through Young Adult/Science (ages 14-18+)  
Adolescence and Young Adult/English Language Arts (ages 14-18+)  
Adolescence and Young Adult/Social Studies-History (ages 14-18+)  
Early and Middle Childhood English as a New Language (ages 3-12)  
Early Childhood/Young Adult Exceptional Needs Specialist (ages 3-18+)  
Early Adolescence/Young Adult Career & Technical Education (ages 11-18+)  
Early Adolescence/Young Adult English as a New Language (ages 11-18+)  
Early and Middle Childhood Physical Education (ages 3-12)  
Early Adolescence - Young Adult Physical Education (ages 11-18+)  
Early and Middle Childhood Art (ages 3-12)  
Early and Middle Childhood Music (ages 3-12)  
Early Adolescence Through Young Adult Music (ages 11-18+)  
Early and Middle Childhood World Languages (ages 3-12)  
Early Adolescence Through Young Adult World Languages (ages 11-18+)  
Early Childhood through Young Adult Library Media Specialist

Janice, it would seem to me that Adolescence and Young Adult/Social Studies-  
History (ages 14-18+) would be appropriate for you to pursue this year.

**Janice:** What is the portfolio? Is there a recommended timeline?

**Professor:** Candidates are requested to assemble a portfolio according to specifications/directions provided by the portfolio from the National Board for Professional Teacher Standards. The portfolio consists of several different entries, each of which asks for direct evidence of some aspect of the teacher's work and an

analytical commentary on that evidence. The portfolio requires four different classroom-based entries, two of which ask candidates to videotape classroom interactions, and two of which ask candidates to collect student-writing samples. In all four classroom-based entries, teachers are required to write a detailed analysis of the teaching reflected in the videotape or student work. While a descriptive narrative is required, the candidate is also expected to write a reflective analysis of the teaching practice.

Documentation of the entries is required. And the candidate must document their work outside the classroom with families and the larger community and with colleagues and the larger profession. In these entries, which emphasize the quality of the contributions rather than the quantity, candidates are asked to show evidence of their accomplishments and then comment on the impact and importance of those accomplishments.

The Portfolio recommends the following time line:

Month 1 -- Gain an awareness of the process and make application for formal acceptance by NBPTS. Typically, a candidate will begin this cycle in the spring of the year. However, NBPTS will consider applications through December of any year.

Month two -- Receive the "box." The "box" contains all of the information that the candidate will be working with during the next several months. Examine the Portfolio materials and read the standards. The candidate should plan a calendar for



the next several months, have students sign NBPTS release forms, and begin working on practice exercises. The candidate will begin to work on the Communication Log in the Portfolio.

Month three -- Continue entries and documentation.

Month four -- Commence the videotape entries and compose documentation for these entries.

Month five -- Finish final drafts of all entries; photocopy materials; send “the box” to NBPTS for assessment.

Summer – A daylong assessment at a local NBPTS assessment Center

Early November -- Notification to NBPTS candidate of success or non-success in the certification process.

**Janice:** What happens if I do not succeed?

**Professor:** The NBPTS assessment will employ educators who are teaching similar content and who teach at the same student development level to assess the portfolio entries. The idea is to have a process whereby other teachers assess portfolio entries. All entries are assessed part to whole. A portfolio will undergo multiple assessments. Parts of the portfolio may “pass”, while other sections may not. Thus NBPTS has introduced a “banking” process. Candidates who fail certain components are permitted to bank the “passed” components and have a period of three years to complete the final process.

**Janice:** What is required for videotaping?

**Professor:** Portfolio entries and directions are very specific. For example the two videotape entries must be 20 minutes in length. Editing of the videotape is not permitted. Standard VHS videocassettes must be submitted. The candidate must focus on different lessons and on different classes for each student entry and for each videotape entry.

**Janice:** What occurs at the Assessment Center?

**Professor:** The assessment center portion of the process consists of a full day of assessment exercises that are focused on pedagogical content knowledge (*Assessment Center Orientation Booklet, 2007*). This written assessment asks candidates to respond to specific prompts, some of which may be based on stimulus materials that are sent out to candidates well in advance of the assessment center date. The exercises may be simulations of situations to which teachers typically must respond or explorations of particular questions on pedagogical content topics and issues.

The assessment center day typically consists of four 90-minute sessions, with different prompts or questions administered during each session. The four standards assessed follow: Using assessment information, Adapting the curriculum, Managing challenging behavior, and Planning and Facilitating transitions. The assessment center exercises are administered at more than 230 testing centers across the United States during the summer on a schedule that typically allows several weeks' availability for each certificate. All candidates have the choice of handwriting or using a word processor to produce responses to the assessment center exercises (*Exercise Stimulus Material for Adolescence and Young Adulthood/Social Studies-History, 2007.*)

**Janice:** I'm very excited about becoming an NBPTS candidate. Are there any final words of advice?

**Professor:** Many candidates report that the rigor of completing the NBPTS process is at least comparable to their work on an M.A. degree. The candidates report that it may be more difficult to satisfy them than passing graduate courses. We provide trained NBCT facilitators who will provide emotional support. I must also emphasize that the process is both emotional and intellectual. There may be better times in one's professional career to pursue NBPTS certification than the present.

You must have a commitment of support from your family. Your husband may find that he will attend to the children, housekeeping, and meal preparation more than he has in the past. You may have fewer social engagements this year.

I certainly look forward to working with you at the university. I can promise you a professional support cadre in our highly skilled NBCTs who will assist you at the university meetings, on email, on telephones, and even on personal visits. I wish you the best of luck, and I promise you that this process will be extremely worthwhile.

### **Procedures/Conclusion**

National Board for Professional Teacher Standards certification requires the reflective construction of a teaching portfolio. The record of evidence must be in written form and video form. The two video entries must be classroom based, and the videos must support the written documentation. Generally the record of

evidence is concerned with comprehension of higher level thinking skills, stimulation of the learning process, discovery and inquiry, intellectual engagement, and reflection (by both teacher and student.)

Another component in National Board for Professional Teacher Standards certification is a full day at approved assessment center (Assessment Center Orientation Booklet, 2007). The assessment center is computer based and typically consists of four ninety-minute sessions. The assessments will vary according to grade level and content level of each assessment. This means that Early Childhood/Generalist (ages 3-8) candidates will be assessed differently than Adolescence through Young Adult/Social Studies-History (ages 14-18+) candidates (National Board for Professional Teacher Standards, Assessment Center Preparations: Exercise Stimulus Material for Adolescence and Young Adulthood/Social Studies-History, 2007). The candidates will be assigned a time period in which they may report to the assessment center.

Each portfolio entry and each assessment center activity will be carefully evaluated and scored. The scoring rubric is part of the initial materials provided to the candidates. Thus the components of the final score are the videotapes, student work samples and teacher comments, and the written responses that have been mailed to the assessment centers.

The National Board for Professional Teacher Standards national office is located in San Antonio, TX. This office has established varying dates for applications, portfolios, and assessment centers. Due date on portfolios will vary between April and June. Notification of certification will occur between November and December. Another essential concept is that of “banking.” Candidates who fail certain components are permitted to bank the “passed” components and have a period of three years to complete the final process.

## References

- Bailey, D. & Helms, R. (2001) *The National Board Certified Teacher*. Phi Delta Kappa Fastback, Number 470, Bloomington, IN: Phi Delta Kappa.
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# **ASSIGNMENTS**

# Social Studies Technology Project -- Power Point & WWW

## A Social Studies Lesson

- All slides are to be designed for a specific social studies unit/lesson at a defined grade level.
- Maintain a consistent background. Use graphics with each slide. Appropriate to the lesson. Link the URLs.
- **Lesson:** List 5 Web sites (URLs) addresses and Title of site – hyperlink the URL. List five activities
- **This project will require 20 - 30 PPT slides**

**Choose an age appropriate lesson to present to your students.**

### **Required Slides:**

- **Title slide and Author and course**
- **Unit/Grade level/lesson**
- **Objective(s)**
- **Materials needed**
- **Web Site(s)**
- **Student Activities**
- **Presentation slides**

**Try to find graphic/animation from the WWW. Hyperlink the URL for the graphic.**

**For example, a lesson might be developed on any of the following:**

- **Community helpers or proficiency tests lessons**
- **Whales or any species**
- **Pioneers or Native Americans**
- **Ohio or State Parks or Ohio Travel**
- **Dayton**
- **Your community**
- **Famous people**
- **My world or World Travel**
- **Holidays**
- **Countries or travel**
- **Civilizations**
- **Historical period**
- **Transportation**
- **Work**



# Social Studies Technology Project - Power Point WWW

## 1. -- 7. Ohio Social Studies Strands (6/7)

I. -- X. NCSS (10)

- Create 1 title slide and 1 table of contents slide --
  - Title, grade, SS unit/lesson, and author.
- Create 2-4 slides for each of the 6/7 Ohio Strands
  - All slides are to be designed for a specific social studies unit/lesson at a defined grade level.
- Maintain a consistent background. Use graphics with each slide. Appropriate to the strand. Link the URLs.
- **6/7 Strands:** List 5 Web sites (URLs) addresses and Title of site -- hyperlink the URL. List five activities for each of the 6/7 Strands. This project will require 20 - 30 PPT slides.

1. **American Heritage & People in Societies** -- II. TIME, CONTINUITY, AND CHANGE
2. **People in Societies** - I. CULTURE
3. **World Interactions** -- III. PEOPLE, PLACES, AND ENVIRONMENTS — IX. GLOBAL CONNECTIONS
4. **Citizenship Rights and Responsibilities** -- VI. POWER, AUTHORITY, AND GOVERNANCE -- X. CIVIC IDEALS AND PRACTICES
5. **Democratic Processes** -- V. INDIVIDUALS, GROUPS, AND INSTITUTIONS. X. CIVIC IDEALS AND PRACTICES
6. **Decision Making and Resources** -- VI. POWER, AUTHORITY, AND GOVERNANCE -- VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION
7. **VIII. SCIENCE, TECHNOLOGY, AND SOCIETY—No direct Ohio Theme**

**From the Mac of Dr. Helms  
7123 W. Von Dette Cr. Centerville, OHIO 45459**

**LESSON PLAN**

SUBJECT \_\_\_\_\_

PERIODS \_\_\_\_\_

UNIT: \_\_\_\_\_

DATE \_\_\_\_\_

GENERAL GOAL:

CONCEPTS: LIST 1 – 5

SPECIFIC OBJECTIVES:

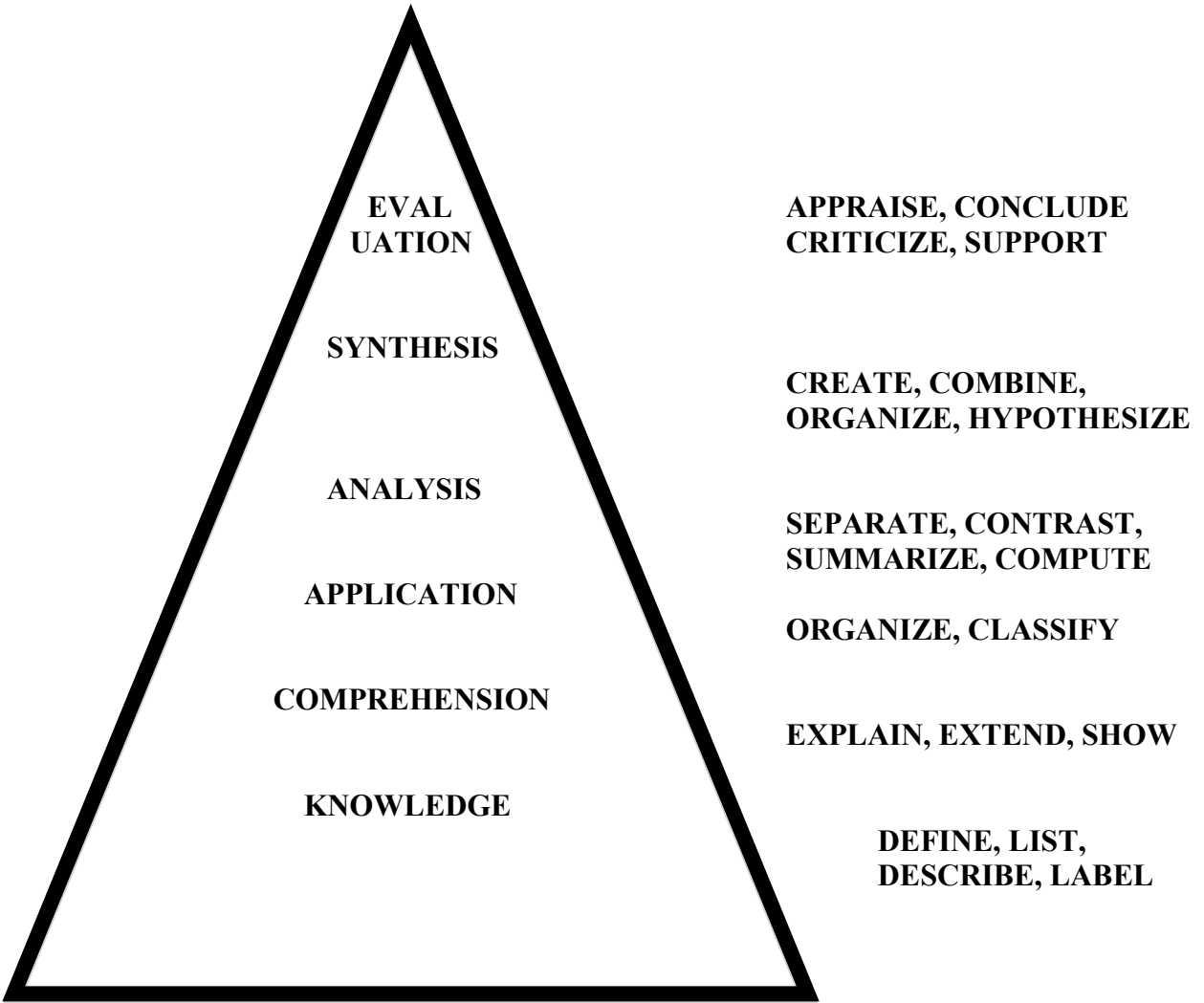
- 1.
- 2.
- 3.

**ACTIVITIES:**

CONCEPT PREASSESSMENT  
VALUES CLARIFICATION  
\*\*\*\*\* A-V MATERIALS  
SIMULATIONS  
READINGS  
SOFTWARE  
STUDENT PROJECTS

EVALUATION:

# BLOOM'S TAXONOMY



## BLOOM'S LEARNING TAXONOMY

LEVEL	VERB		Product	
Knowledge and Comprehension	Research Identify Listen Discover  Re-state Clarify	Observe Locate Make Ask  Interpret Define	Filmstrips Films Models Tapes Books People Events	records diagrams magazine newspapers radio TV
Application	List Teach Sketch Interview Experiment Stimulate	Construct Paint Manipulate Record Report	Diary Puzzle Photographs Diorama Scrapbook Mobile Illustration	collection diagram sculpture map stitchery model
Analysis	Classify Separate Dissect Advertise	Categorize Compare Contrast Survey	Graph Questionnaire Report Chart	survey commercial family tree mobile Puzzles Crossword puzzles
Synthesis	Combine Compose Predict Estimate Create Imagine	Invent Hypothesize Role-play Infer Produce Write	Story-poem Pantomime News article Advertisement Invention  Magazine New color  Machine New product	play song cartoon structure TV-radio show recipe smell or taste new game puppet show
Evaluation	Evaluate Debate Decide Editorialize Recommend	Judge Discuss Choose	Commendation Group discussion News item  Survey Value	letter panel court trial conclusion self- evaluation

Submitted 1.13.13

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## The Social Studies Project

- I. Select any social studies subject: identify a *unit* of study. Design an **independent research project** for student investigation. This assignment should range from 5-10 days. The format should conform to one 8.5 by 11 sheet of paper {see **Helms, Ohio: The Heart of it All** as a model}.

The following **criteria** should be clearly mandated:

- specify data to be investigated
  - specify the scope of the written/typed report
  - provide sample layout materials {incorporate on assignment sheet}: however, during your teaching experience, be prepared to provide a sample student document.
  - specify evaluation criteria
- II. Provide a second page which specifies the curricula rationale {see **Helms, Ohio: The Heart of it All** as a model}. This page should offer the following information:
- formulate an introductory statement
  - specify student **objectives**
  - specify goals {see **Helms, Ohio: The Heart of it All** as a model}. Select from these skills -- it is not necessary to duplicate the complete list.
  - specify student **resources** for this project

## American Civics Research Project

### Your Mission

- ✓ You must first choose two stocks. One from the Dow Jones and one from the Nasdaq.
- ✓ You must then find out what the stock is, what it develops, and its profile in the stock exchange.
- ✓ You will then follow your stock for the next two weeks.  
Each day you will bring in the quotes of closing from yesterday.  
Remember, your job is to earn as much money as possible in the next two weeks.

### Your Conclusion

- ✓ At the end of the two weeks you will bring in a one-page report stating the ups and downs of your journey the past two weeks.
- ✓ This will be your reaction paper to the past events.

### Rules

- ✓ As the teacher I will work as the stockbroker. Any buying or selling will be done through me.
- ✓ Stock exchanging will only be allowed in the first five minutes of each class. After the five minutes there will be no more trading.

### Grading

- ✓ Your grade will be based upon your ability to follow your stock daily
- ✓ Your ability to turn in all work on the expected due date
- ✓ Remember, you are in charge of your money, its up to you to follow the news, Internet, and newspapers to get tips.
- ✓ Good luck!!

## Social Studies Group Project Areas of Turmoil and Controversy in the World

### **Who: 12<sup>th</sup> Grade Political Science**

Introduction: This is a current event, group project. The group of four will select from a list of numerous “trouble spots” in the world. This spot will be chosen and talked about by the group, because the particular area is a major concern for the future of other nations and even the world.

The Assignment: Your group will select an area from the list. The students will then cover these topics of the area and/or country:

1. One group member will cover the history of the region. For example, if a group chose Chechnya, one person would describe the history of the nation and lay a foundation for the problems that exist there today.
2. Another group member will discuss the culture of the people. You may speak about the heritage and beliefs of the people of the region, and even why they are fighting. Coverage of other cultural topics is also encouraged.
3. The third member may speak about what is currently going on in the nation or region. Is there a war being waged there now? What type of governmental structure does the region have?
4. The fourth person is the person who speaks about the covert aspect of the region. For example, this group member may speak about the mafia connections in Chechnya or the rule of drug lords in Columbia. The choices are wide open!

*Remember: These are only suggestions of the roles of group members. If you can think of something more creative and you OK it with me, you can use it!*

### The List of Regions:

Chechnya	Congo	
Columbia (Civil War)	Iraq	
Afghanistan	Borneo, Indonesia	
Kosovo, Bosnia	Russia	
Israel / Palestine	North Korea	(Others can be chosen!)

The Presentation: The presentation can be given in any format. That is, Power Point, lecture, overhead transparencies, memorization, etc. It's up to you! Students are encouraged to provide maps for geographical reference. Each group member is expected to speak for 5 to 7 minutes on his or her topic. Each group will meet with me to go over what you are going to present and in what ways. *NOTE: The only written assignment to be turned in to me is a list of up to five resources that each group member used. Your*

overall grade will be based on you presentation and content information. The following questions will be addressed when I assess you:

1. Was the student prepared?
2. Did the group provide a map?
3. Is the content information clear and reliable?
4. Did the student have enough content to speak for the entire allotted time?

**References:** Use these references plus any others you can find. You can use any or all of these references, but only two can count toward your individual bibliography.

Global Issues. Dushkin/McGraw-Hill, Guilford Connecticut: 2001

Foerster, Schuyler. American Defense Policy. Johns Hopkins University Press, London: 1990.

<a href="http://www.dtic.mil/bosnia/">http://www.dtic.mil/bosnia/</a>	Bosnia
<a href="http://www.cco.ca tech.edu/~bosnia/doc/histogg.html">http://www.cco.ca tech.edu/~bosnia/doc/histogg.html</a>	Bosnia
<a href="http://cgi.cnn.com/WORLD/asiapct79901/28/east.timor.02/">http://cgi.cnn.com/WORLD/asiapct79901/28/east.timor.02/</a>	Indonesia
<a href="http://www.terra.com/specials/colombiainsight/">http://www.terra.com/specials/colombiainsight/</a>	Columbia
<a href="http://www.cfcsc.dnd.ca/links/milhist/afg.html">http://www.cfcsc.dnd.ca/links/milhist/afg.html</a>	Afghanistan
<a href="http://www.megastories.com/russia/economy/oilgas.htm">http://www.megastories.com/russia/economy/oilgas.htm</a>	Russia
<a href="http://www.chechnyanews.com/">http://www.chechnyanews.com/</a>	Chechnya
<a href="http://www.cnn.com/SPECIALS/1998/iraq/">http://www.cnn.com/SPECIALS/1998/iraq/</a>	Iraq
<a href="http://www.facts.com/wnd/conevent.htm">http://www.facts.com/wnd/conevent.htm</a>	Congo
<a href="http://www.pjj.org/">http://www.pjj.org/</a>	Israel and Palestine



Christina Kave  
Ed 448  
Dr. Helms  
3/6/01

# Social Studies Project

## THE ROARING TWENTIES

*Paper and Presentation*

**Your Mission:** In this assignment, you and a partner (or individually) will fulfill the requirements for knowing the material covered in Chapter 36 of the The American Pageant: A history of the Republic. You the students will become the teacher. It has been said, “sometimes the best way to learn is to teach others.” You will not only get the knowledge of writing a term paper, but the livelihood of the event in person. Each person or group is to choose a topic of interest and do a term paper and presentation on the topic. It is recommended that you take notes over other classmates’ presentations for you will be tested over their topics on an end of the unit exam. The requirements are listed below for each topic.

**Text:** Baily, Thomas A. and David M. Kennedy. The 8th Edition of The American Pageant; A history of the Republic. D.C. Heath and Company. Boston. 1995.

## **REQUIREMENTS**

- All projects will be due in two weeks.
- The main body of your project must be between five and seven pages in length.
- The format to be used for the main body would be the Modern Language Association.
- Students will be required to do a 20-30 minute class presentation of their topic.
- In addition to your project and presentation you will also be responsible for learning the material in chapter 36.
- You are expected to read the chapter before the presentations are given so that you will have a more complete understanding of the topic.
- If you have any questions or concerns about the material please ask questions during the presentation or see me for further explanation.
- After all presentations have been given, you will be given the "standard" chapter 36 book test.
- Please make a copy of your project so that I may keep them for future reference.

***Accelerated Twentieth Century History***  
***1920's Research Topics***  
***Chapter 36***

**Presentation Topics**

*Lindbergh's Flight*

*Marcus Garvey*

*The Scopes Monkey Trial*

*Prohibition and the Rise of Organized Crime*

*The Red Scare*

*The Jazz Age and the Harlem Renaissance*

*The Women's Movement*

*The Rise of Big Time Sports*

**Everyone must accurately include the following in the body of your project:**

- A description of the event
- The names of the most important individuals and groups involved
- A time frame of the event
- An explanation of the things that caused the event to happen
- The effect that the event had on the future and your opinion how things would be different had this event not happened
- The location of your family at the time of the event and the effect that the event had, if any, on your family

**In addition you must also include**

- A summary (half page written text) and a copy of a local newspaper story on the event. This may be found on microfilm at the main library downtown
- A summary (half page written text) and a copy of a national magazine story on the event. This may be found at the main library downtown
- Pictures or videos of the participants/events
- A map showing the location of where the event(s) took place
- A brief description of your school, including population, racial composition, industry, and the size of the graduating class of your school at the time of the event took place
- A brief description of The United States, including population, racial composition, number of states, and the name of the President (s) at the time of the event

**Your project must also include the following for each specific topic**

Lindbergh's Flight

- Basic biographical information of Lindbergh
- A detailed description and picture of the plane
- A detailed description of the flight
- Lindbergh's life after the flight

Marcus Garvey

- Basic biographical information of Garvey
- His personal characteristics
- His philosophy
- The white community's view of Garvey
- The United Negro Improvement Association

The Scopes Monkey Trial

- The law in question
- The key arguments given
- Media coverage
- Current laws concerning the teaching of evolution and creationism

Prohibition and the Rise of Organized Crime

- Amendments involved
- Law enforcement agencies at local and federal levels
- Bootlegging tactics
- Gang warfare
- The Volstead Act

The Red Scare

- The communist philosophy
- Related world events
- Sacco and Vanzetti
- Palmer Raids
- The American Civil Liberties Union

The Jazz Age and the Harlem Renaissance

- The effect of black culture on American society
- The creation of jazz
- Recordings of jazz
- Excerpts from black poems and literature

### The Women's Movement

- The 19<sup>th</sup> Amendment
- Flappers
- The movement effect on women's fashions
- The traditional vs. modern role of women
- Significant contributions of women in the fields of science, politics and medicine

### The Rise of Big Time Sports

- The top teams and players in the various sports (baseball, basketball, football, boxing, tennis, golf)
- The role and impact on the African American Athlete
- Women's athletics
- Salaries and revenue
- Professional and college teams in the state of Ohio (also include records and championships)
- The impact of mass communication on sports (radio, newspapers, and magazine)

Dennis Greer  
Dr. Helms  
ED448  
13 March 2001

## **Social Studies Project Exploring the “Divided” Battlefields**

**Mission Statement:** In this assignment, you and your partner will coordinate a two-week trip, exploring the historical sites of Civil War battles. The goal of this task is for you to select specific military scenes that you like would to become more acquainted with. By doing this, hopefully you learn the historical ignorance in relation to the civil war. Also, I anticipate that you will become familiar with the community that surrounds this historical area.

**Format:** To ensure that you really tour these historical sites and not the nearby shopping or your hotel room! I have provided you with a few requirements that will help guide discovery of these significant battles.

1. It is required that you visit 7 Civil War battlegrounds. Each site should include one page report, which entails the following subjects: Place! What was the significance of the military battle? Are there any remnants of the battle (meaning museums, statues, etc)? Do you enjoy the site? Why or Why not?

2. For each site describe the community that encompasses or nearby the site. Attempt to discover its origins, population size, and descendants of men and women whom fought at this site, the name of mayor, name of city and state, and tour attractions. Write one to two paragraphs documenting this information.

3. List plausible geographic disadvantages as well as advantages for conducting military operation at this site. Furthermore, draw a portrait of the site that illustrates your theoretical advantages and

5. In closing, each student MUST DEVISE THEIR OWN 2 to 3 subjective essay meaning this paper should reflect upon your experience. These reports will be discussed in class, allocating 8 minutes to each pair to present their report.

**References:** You can use these or any others that you are able obtain your library.

1. Eicher, David J. Civil War Battlefields and Landmarks: Guide to the National Park Sites. Taylor Pub. Co., Dallas: 1995.
2. Hicks, Rogers W. and Schultz, Frances E. Battlefields of Civil War. Salem House, Topsfield, Mass; 1989
3. Subcommittee on National Parks. Civil War Battlefields. U.S. G.P.O.: 2000
4. Vanduer. Frank. Civil War Battlefields and Landmarks. Random House, New York: 1996

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## **CURRICULUM DEVELOPMENT MODEL**

**LEARNING UNIT:**

**GENERAL GOAL:**

**CONCEPTS:**

**SPECIFIC OBJECTIVES:**

**ACTIVITIES:**

CONCEPT PREASSESSMENT  
VALUES CLARIFICATION  
A-V MATERIALS  
SIMULATIONS  
READINGS  
SOFTWARE  
STUDENT PROJECTS  
OTHER

**EVALUATION:**



# **AFFECTIVE EDUCATION**

## **DO WE NEED MORAL EDUCATION?**

By:  
Ronald G. Helms

*Reprinted from the "Ohio Council for the Social Studies Review". Spring. 1974.*

Today we often hear that people are behaving as they do because of a breakdown in moral values. Some people assume that a lack of religious upbringing is central to the plight of our misguided society. Others reason that our value crises stems from future shock, erosion of family life, cosmopolitan effects of mass media, revolution in science and technology, and the complexity of ecological problems.

While we are not certain about all the causes of increasing violence, drug use, and sexual promiscuity in contemporary American society, we are advised by leaders in the field of moral education that many people are beset with moral confusion. We are advised that many people, young and old, are unaware of their moral responsibilities to themselves and to other people.

But how did we reach this state of moral confusion? Let us review some historical origins of traditional value systems and see how the systems have broken down.

Throughout most of history the direction of cultural development was often determined by military power, by a church-state authoritarianism, or by some other type of enhanced body which defined institutions and interpreted the value system. The individualization, industrialization, and increasing population of the twentieth century have tended to diversify culture as well as value systems.

In the past Americans were largely concerned with the inculcation of the puritan ethic. In the past we accepted the dual tenets that "fear is the mother of morality" and that "morality is the rationalization of self-interest". In contrast, today we are attempting to

eliminate far from the life of the child: today we often insist that morality should not be limited to self-interest.

In a time in which morals were viewed as God-given, immutable, and absolute, the morality of children and adults could be assumed to be synonymous. In the past we were in relative agreement as to the content of these absolute morals, and the institutions of home, church, and school were much in agreement in the task of transmitting the culture values to the youth. Today we find that, although these institutions are still very much concerned with teaching morality, the teachings have become more pluralistic. Each institution inculcates in children values, which may be widely divergent from the values instilled by other institutions. This diversity in values training has resulted in peoples harried by confusion and anemia.

Thus, we have eliminated the absolute aspect of morality. the three institutions are no longer in complete concurrence, and we have eliminated fear as the basis of morality. Yet, our society need not remain in this state of uncertainty.

Although this moral dilemma readily evidences negative implications for society, there exist positive implications as well. For example, people may be forced to reflect upon moral issues and thus discover and admit limitations in their own moral reasoning. After a number of peoples begin to realize that their framework of values is indeed unsteady, it is hoped that a portion of these will determine that the value system should be bolstered.

Since we often look to youth for flexibility and to educators for guidance, perhaps a logical approach to a stable, rational system of morals is the development of moral

education within the existing school curriculum. Educators must face this situation and accept their responsibility for providing a method of early moral development.

We should at the outset distinguish between moral education and mutualistic education. Moralistic education refers to past and ongoing practices of instilling, inculcating, and indoctrinating a common set of values within children. Moral education as we will use the term refers to a process of state-to-stage development--a continual process that is learned rather than reached automatically. Moralistic education is based upon absolute answers and thus may involve passive acceptance; whereas the process of moral education and be stimulated and enriched by presenting children with moral dilemmas. Theoretically, through the latter process, the child can be assisted toward more mature moral reasoning and a better resolution of moral problems.

In times past the traditional school curriculum utilized fables and similar moralistic "lessons" to inculcate "right" conduct. The child was trained to recite righteous precepts in the belief that recitation would lead to practice. The school, church, and family utilized sermonizing as a method of instilling morality. Although this moralization did seem to work, we might ask, was the instilling practice itself moral? Moralization might seem to guarantee a standard of behavior, but is standardization moral?

As some people recognize that moralistic education may indeed have a constraining effect upon the spirit of the individual, they propose that the school system abandon all training dealing with morals. However, we must recognize that so long as educators maintain that their role is one of guidance and leadership, valueless teaching will not be possible and therefore a morality-free school cannot exist.

If we conclude that values will permeate the curriculum, then surely values education should be based upon the twin concepts of individual moral autonomy and justice.

The overriding goal of moral education is that each person will be able to independently define his own value structure. Moral educators would agree that this is the most important function of the curriculum. The new morality would emphasize the establishment of a system of justice, which would promote the well being of the person as an individual.

This stress on independence and autonomy should not be a focal point of confusion. We are not advocating the removal of fear in order to substitute the pleasure principle. While we would not advance a codification of values, we would agree that a new "plan-less code" or a libertine situation would not be anymore beneficial.

It is not standardization, which we seek, but justice. People must be able to, in their own frame of reference differentiate between their values. Teachers must be prepared to recognize that children come to school with different focal points in regard to moral development. And so, in twelve years of schooling--even in a traditional curriculum--they will not graduate at the same level. Of course, teachers will also be at varying levels of moral development

Justice, the second of our twin concepts in values education, has in the past been derived from arbitrary authority.

Individuals have either been unwilling to define justice for themselves or else they have not been equipped to do so. For definition we have in the past turned to authority, to models, to special revelation, to faith, or to parental dictate rather than to rely upon our

own moral reasoning. Teachers today must function to give students alternatives to the above ready references. Before educators can presume to institute a curriculum centering upon the concept of justice, we must recognize that justice cannot be taught in an unjust school. As educators we need to recognize the injustices of our system. The school is most certainly a legal institution; however, a legal system is not always a moral system. Our only claim to moral superiority is through our commitment to justice.

For the complicated task of assisting students in moral development, there must be some framework of approach. A school cannot hope to teach about values or morals simply by offering one elective in the senior year; the curriculum K-12 must reflect a commitment to moral development. Moral education must be integrated with reflection, inquiry, and citizenship skills. Teachers must develop additional cognitive skills. Administrators will need to value the systematic research efforts of scholars in the field. Finally, schools as social institutions must serve as microcosmic models of a just society.

# **Values Clarification**

**By**

**Dr. Ronald G. Helms**

**Wright State University**

**Encyclopedia of  
Educational Reform and  
Dissent; Thomas C. Hunt,  
James C. Carper, Thomas  
J. Lasley, C. Daniel Raisch**

The overriding goal of values clarification is that each person (student) will be able to independently define his/her own value structure. Critical thinking educators concur that this is the most important function of the curriculum. The focus of values clarification is to emphasize the establishment of a system of justice, which will promote the well being of the person as an individual.

Those educators who have studied values clarification theory maintain that students hold beliefs that have not been fully examined. The educational reform/dissent theme of this encyclopedia posits that educational reform will encourage teachers to engage students in the process of examining the beliefs and the values that student hold. In the Apology of Socrates, the classic most famous defense is “the unexamined life is not worth living.” John Dewey maintained that education is the lifeblood of democracy. Dewey held that democratic values and cooperative work values will enable a thinking population to bring necessary change to society.

Proponents of values clarification propose that the educational curriculum provide a cognitive method that enables students to examine their beliefs. Student beliefs should be challenged, examined, accepted, rejected, or modified in order for the belief to become a value. And a process of values clarification may result in a new or different belief system. The values clarification process may be a slow process, and the process may or may not become a “habit” of critical thinking. Educational reform occurs during a process in which the student embraces controversy and critical thinking.



People (students) must be able to, in their own frame of reference, differentiate among their values. Teachers must be prepared to recognize that children come to school with different focal points in regard to belief systems. The educational curriculum must consider the importance of controversy and critical thinking.

Curriculum designers must take into account the importance of designing an educational system that encourages critical thinking in order to prepare a public who have developed habit of mind that insist on the investigation of instilled belief systems.

### **American Values and Beliefs Challenged**

Some politicians, educators, and moralists suggest that American society is suffering from a lost of a belief system and a lack of a values system. Pundits like Bill Bennett, Bill O'Reilly, and Rush Limbaugh propose easy solutions to the needs of a complex, diverse, multifaceted American society. Bill Bennett's recent books look to biblical stories, folklore, and legends to offer moral absolutes as a solution to the perceived moral decay of American society. Bennett has penned The Book of Virtues and various children's editions of the same themes. At first review Bennett's list of virtues include the following: Self-Discipline, Compassion, Responsibility, Friendship, Work, Courage, Perseverance, Honesty, Loyalty and Faith. Bennett has been challenged for a number of reasons. Bennett omits the values of fairness and

of justice. Bennett does not find important the key concepts of controversy and of critical thinking.

Bill Bennett, Bill O'Reilly, and Rush Limbaugh and their ilk assume that a lack of religious upbringing is central to the plight of our misguided society. Others reason that our value crisis stems from the following phenomena: future shock, erosion of family life, cosmopolitan effects of mass media, revolution in science and technology, and the complexity of ecological problems.

While social scientists are not certain about all the causes of increasing violence, drug use, and sexual promiscuity in contemporary American society, leaders in the field of values clarification education advise that many people are beset with values confusion. Leaders in the field of values clarification advise that many people, young and old, are unaware of their responsibilities to themselves and to other people. But how did Americans reach this state of values confusion?

Throughout most of history the direction of cultural development is often determined by military power, by a church/state authority, or by some other type of entrenched body that defined institutions and interpreted the value system. The individualization, industrialization, and increasing population of the twenty-first century have tended to diversify culture as well as value systems.

As late as the 1950s, Americans accepted the dual tenets that "fear is the mother of morality" and that "morality is the rationalization of self-interest." In contrast, today educators are attempting to eliminate fear from the life of the child; today educators often insist that values should not be limited to self-interest.

In a time in which morals were viewed as God-given, immutable, and absolute, the morality of children and adults could be assumed to be synonymous. In the past many Americans were in relative agreement as to the content of these absolute morals, and the institutions of home, church, and school were much in agreement in the task of transmitting the cultural values to the youth. In the twenty-first century Americans find that, although these institutions are still very much concerned with teaching morality, the various American subcultures have become more pluralistic and multicultural. American subculture may inculcate in children values, which may be widely divergent from the values instilled by other American subculture. This diversity in values options often has contributed to social confusion and anomie.

### **Framework of Values Is Uncertain**

Although Bill Bennett, Bill O'Reilly, and Rush Limbaugh and their ilk offer easy solutions that might have been accepted in the mid twentieth century, the values clarification curriculum will assist students to be forced reflect upon belief issues and thus discover and admit limitations in their own value system. After a number of people (students) begin to realize that their framework of values may invite critical thinking and reflection.

Since American youth may exhibit a greater flexibility and embrace change and embrace the presidential candidate who consistently promotes change, and educators who promote various models of critical thinking perhaps a logical approach to a stable, rational system of beliefs is the development of values

clarification education within the existing school curriculum. Educators must face this situation and accept their responsibility for providing a method of early and continuing values clarification.

### **Moralistic Education and Values Clarification**

Educators should at the outset distinguish between moralistic education and values clarification education. Moralistic education refers to past and ongoing practices of instilling, inculcating, and indoctrinating a common set of values within children. Much of the history of American education is based in moralistic education. In the twenty-first century parochial, private, some charter schools, and some home schooling exist to provide moralistic education as defined by the leaders of these educational systems. Moralistic education is based upon absolute answers and thus may involve passive acceptance; whereas, the process of values clarification education may be stimulated and enriched by presenting children with an examination of their belief systems.

In times past the traditional school curriculum utilized fables and similar moralistic “lessons” to inculcate “correct” conduct. The child was trained to recite righteous precepts in the belief that recitation would lead to practice. The school, church, and family utilized sermonizing as a method of instilling morality. Although this moralization did seem to work, the fundamental question might be “is the instilling practice itself moral?” Moralization might seem to guarantee a standard of behavior, but is standardization of beliefs and behavior moral?

As some educational reformers recognize that moralistic education may indeed have a constraining effect upon the spirit of individual, these proponents posit that the school system abandon all training dealing with morals. However, Americans must recognize that as long as educators maintain that their role is one of guidance and leadership, valueless teaching will not be possible, and therefore a morality-free school cannot exist.

This stress on independence and autonomy should not be a focal point of confusion. Educators are not advocating the removal of fear in order to substitute the pleasure principle. While some theorists would not advance a codification of values, educators might agree that a new “plan less code” or a libertine situation would not be any more beneficial.

### **Institute a Curriculum Centering Upon the Concept of Justice**

Justice is a basic concept in the values education curriculum. Justice throughout much of American history has been derived from arbitrary authority rather than from Plato’s The Republic. Americans have manifested an anti-intellectual history in terms of conceptualizing justice. For definition Americans have in the past turned authority, to models, to special revelation, to faith, or to parental dictate rather than to rely upon natural law. Teachers today must function to give students alternatives.

Plato's The Republic provides a useful concept of justice. Perhaps Plato was speaking of integrity. Plato found justice to be self-truth. Plato's justice is based on the just and the good actions. Before educators can presume to institute a curriculum centering upon the concept of justice, educators must recognize that justice cannot be taught in an unjust school. Educators must recognize the injustices of our educational system. The school is most certainly a legal institution; however, a legal system is not always a moral system. The only claim to moral superiority is through our commitment to justice.

For the complicated task of assisting students in value development, there must be some framework of approach. A school cannot hope to teach about values clarification or simply by offering one elective in the senior year; the curriculum K-12 must reflect a commitment to value development. Values clarification education must be integrated with reflection, inquiry, critical thinking, controversy, and citizenship skills.

*Ronald G. Helms*

See also:

#### **FURTHER READINGS**

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Goodlad, J.(1994). *Educational renewal: Better teachers, better schools*. San Francisco, CA: Jossey-Bass, Inc.

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Huitt, W. (2004). Values. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved October 10, 2008 from <http://chiron.valdosta.edu/whuitt/col/affsys/values.html>.

Mensing, S. Tips on Value Clarification. Retrieved May 29, 2008 from <http://www.emoclear.com/processes/values.html>.

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Values Clarification, Retrieved October 11, 2008 from <http://www.usd.edu/med/som/genetics/curriculum/4ICLARI9.htm>

## Rank Order

1. How do you learn best?  
 Through lectures  
 Through independent study  
 Through seminars
2. How would you prefer to be evaluated?  
 Student feedback  
 Videotape self-evaluation  
 Supervisory feedback
3. If you have smoked marijuana and a student during class discussion questions you on the matter, how would you respond?  
 Tell in front of the class  
 Say no, I haven't  
 Respond that the question is irrelevant  
 Talk to the student after class
4. Which would you give the highest priority today?  
 Education  
 Poverty  
 Defense  
 Ecology
5. Which do you think is the most harmful?  
 Cigarettes  
 Marijuana  
 Alcohol
6. Which kind of teacher would you most prefer to be?  
 Strict, subject-centered  
 Inquiry oriented  
 Reflection oriented  
 Easy-going
7. Which do you enjoy the most?  
 Listening to a symphony  
 Watching a professional football game  
 Attending a Broadway play
8. How do you have the most fun?  
 Alone  
 With a large group  
 With a few friends



9. Which do you think is the most religious thing to do on a Sunday morning?  
 Attend church  
 Listen to classical music  
 Have a big breakfast with the family
10. If you were stranded on a deserted island, which would you rather have with you?  
 The Bible  
 The complete works of Shakespeare  
 The history of civilization
11. Which of these jobs would you enjoy the most?  
 Schoolteacher on an Indian reservation  
 Director of an inner-city project  
 Coordinator of social action projects for a liberal suburban church
12. What is the worst thing you could find out about your teenager? (Does sex make any difference?)  
 He has been shoplifting  
 He has been doing poorly in school  
 He is promiscuous
13. Would you rather be a teacher in a classroom that was...  
 Teacher centered  
 Student centered  
 Subject matter centered
14. During a campus protest where would you be most likely to be found?  
 In the midst of it  
 Gaping at it from across the street  
 In the library minding your own business
15. Which would you most like to take a course in?  
 Sex education  
 Race relations  
 Ecology
16. Which kind of husband/wife would bother you the most?  
 One who interrupts his spouse  
 One who spends too much money  
 One who keeps a messy house
17. Where would you prefer to spend your vacation?  
 At the shore  
 In the mountains  
 At your relatives

18. Which is the hardest for you?  
 To receive a low mark in a graduate course  
 Walk away from a fight  
 Wait your turn when you have something exciting to say
19. If one of your friends and your wife were attracted to each other, which would you prefer?  
 For them to be open about their relationship  
 For no one to know  
 For them to keep it a secret from you alone
20. Which do you like least?  
 An uptight indoctrinator  
 A cynical debunker  
 A dull, boring fact giver

# Values Voting

---

Below are ten questions regarding certain beliefs and values. Depending on your response, circle the symbol that most agrees with your judgment...



Strongly  
Agree



Somewhat  
Agree



No  
Opinion



Somewhat  
Disagree



Strongly  
Disagree

---

1. There should be a death penalty.



2. There should be term limits for U.S. Representatives and Senators.



3. There should be term limits for State Representatives and Senators.



4. The U.S. should become involved in foreign conflicts, even if it is not in our immediate national interest.



5. There should be a third major political party in the U.S.



6. Ross Perot has a damaged ram chip, don't listen to him.



7. The Internet should be tightly regulated to protect children.



8. All television programs should be censored for content.



9. The U.S. should withdraw from all world organizations; enforce border laws and expel immigrants.



10. The House of Representative should be dissolved and the Senate should be the one legislative body in the United States.



# Rank Order

Each question has three choices. Rank the choices in order of preference. Highest preference =1 and lowest preference = 3.

---

1. What form of government would you prefer to live under?

- Democracy
- Dictatorship
- Constitutional Monarchy

2. Besides the United States, what country would you consider your favorite?

- Russia
- Great Britain
- Brazil

3. What types of books would you prefer to read?

- Historical Fiction
- Historical Non-Fiction
- Historical Essays

4. What activity would you rather participate in?

- Geological dig
- Mock trial
- Congressional simulation

5. What would you rather do?

- Make laws
- Break laws
- Enforce laws

6. What would you rather do?

- Explore space
- Research history
- Write books

7. What era of U.S. History do you find most interesting?

- Modern 20th century
- 19th century
- 18th century

8. Which activity would you least like to participate in?

- An actual trial
- A presidential election
- A survey of values

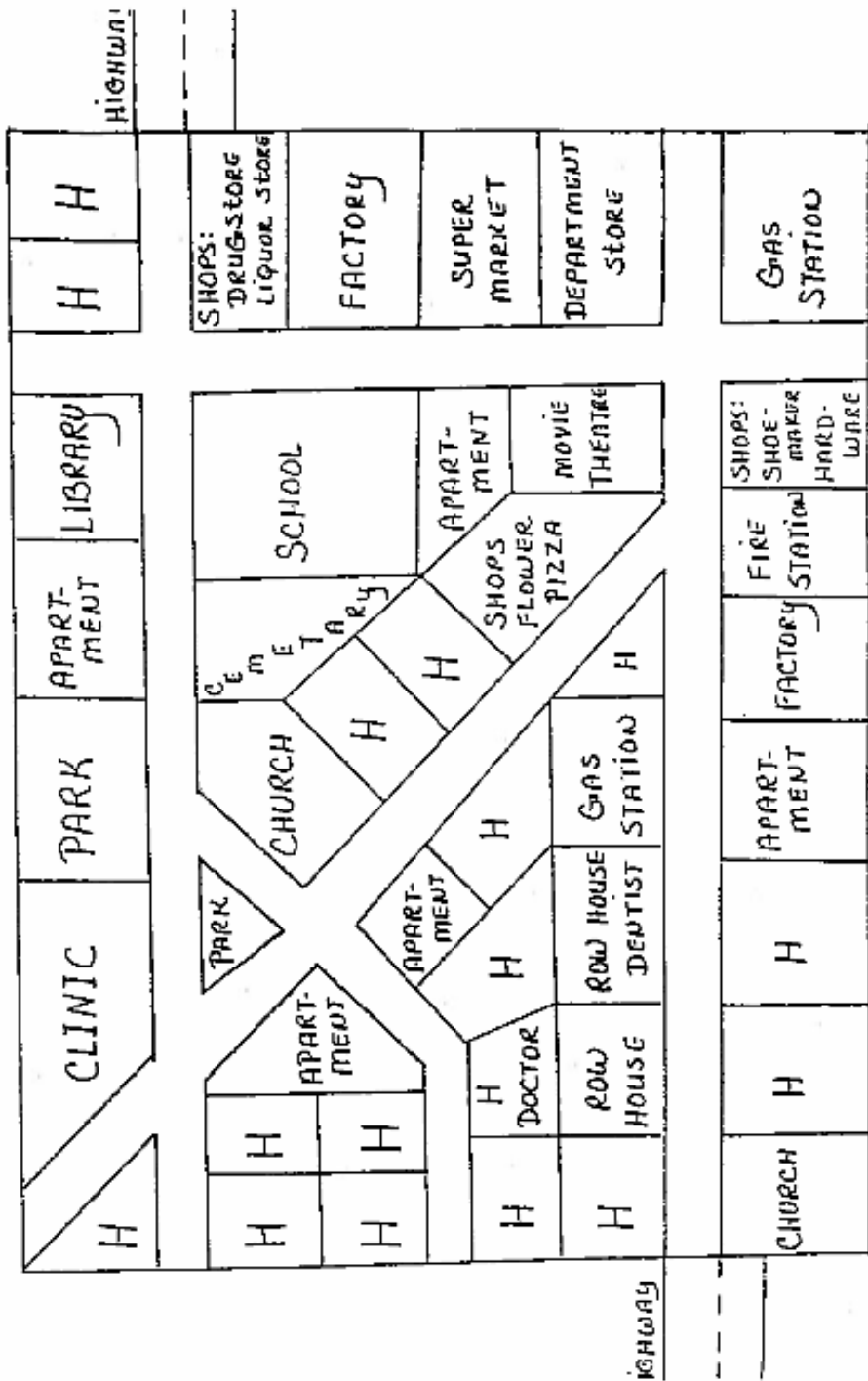
9. How would you prefer to spend your free time?

- Studying
- Reading
- Watching television

10. What would you rather have?

- Infinite wisdom
- Eternal life
- Uncountable wealth

Map of Five Corners



RULE: NO RIGHT TURN

MAP OF FIVE CORNERS

## **The Alligator River Story**

Rated “X”:

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately the bridge had been washed out. So she went to ask Sinbad, a riverboat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her arduous escapade in order to cross the river. Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to slug with her tail of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

### **A Question of Values**

One evening six years from now you invite eight college acquaintances to your home to talk with a psychology professor whom you know personally. In the midst of your discussion you hear the air-raid siren. You turn on the radio and the civil Defense station broadcasts that enemy planes are approaching the Bay Area. Fortunately, you have a well-equipped bomb shelter in your basement. So immediately you direct the professor,

your eight companions, and a mechanic who had been repairing the air conditioning unit to go downstairs. Shortly after you are all in the shelter, a terrific blast shakes the earth, and you realize that the bomb has fallen. For four frantic hours you set static on the radio in your shelter. Finally you hear the following announcement: “A bomb of great magnitude has hit the East Bay area. Damage is extensive: radiation is intense. It is feared that all those not in shelters have suffered a fatal dose of radiation. All persons in shelters are warned that it would be fatal to leave before at least a month. Further bombing is anticipated. This may be the last broadcast you will hear for some time.”

Immediately you realize that you have eleven persons in a shelter, which is equipped with food, water, and—most important—oxygen enough to last eleven people two weeks or six persons for a month. When you reveal this information, the group unanimously decides that in order for anyone to survive, five must be sacrificed. As it is your shelter, all agree that you must stay and choose the other five who are to be saved.

1. Mary, the psychology professor, is a few years older than the rest of the group. It has already become evident that the others respect her and recognize her grasp of the situation and her ability to take control. Although she is rather cold and impersonal, she has helped to quiet the group's nervousness and settled an argument between Don and Hazel. Even though no one seems close to her, you feel she would be valuable as an organizer and pacifier.

2. Hazel is studying home economics—nutrition and dietetics. She is a very sexy, attractive girl; one of the first things she did was to appraise the food supply. You realize that her training has given her practical knowledge of how to ration food to avoid waste:



also, she is an imaginative cook who can fix even canned foods appealingly. She is efficient, to the point of being domineering and bossy.

3. Alberta is a brilliant girl who has been given a graduate assistantship to do research on radiation; she has been pampered all her life and is horrified at wearing the same clothes for a month, being unable to take a bath or wash her hair, and sleeping in a room with five other people. Her scientific knowledge of the situation would be a definite asset; her whims and attitude would be trying.

4. Laura is a literature major, has read extensively, and writes well herself. Already she has entertained and diverted the group by retelling one of the books she has recently read.

5. Nancy, Chet's wife, has a pleasant personality generally. However, she has been the most nervous and upset of the group. Her temperamental, excitable mood is partially due to the fact that she is expecting a baby in two months.

6. Chet, Nancy's husband, is a medical student. He has had two years of medical study, three summers in a camp as medical director, and close association with his father, who is a doctor. You realize he would be a great aid; however, he refuses to stay unless Nancy also remains.

7. Jack, the mechanic who had been working upstairs, also has a great deal of practical know-how to recommend him. Although his formal education ended with high school, he has had experience with air-filtration systems, air purifiers, and oxygen supply. He is a rather tall, chubby fellow. Hazel has already reprimanded him for snitching a Hershey bar from the limited food supply. Despite his understanding of the technical

aspects, he fails to grasp the necessity for self-control as far as the food and water supply is concerned.

8. Paul, a young minister, is easy-going. His calmness, optimism, and faith are an inspiration to the group. In an intangible, yet perceptible, way his presence is reassuring. He helped quiet Nancy's tearful outburst. At this time he revealed that he has learned to remain calm, of necessity, because he is diabetic. He would require a special diet and easily becomes tired. Over-excitement causes him to faint.

9. Joe is a clean-cut, husky Negro football player, the star center of the college's team; he is highly respected by everyone on campus. Joe was the only one able to lift the heavy metal plate that had to be placed over the shelter door. At one point, when Chet took it upon himself to set the oxygen tank valve. Jack flew at him, shoved him out of the way, and reset the valve properly. A fistfight might have ensued had Joe not parted the two.

10. Don is a happy romantic. His smile, lively guitar music, and scintillating sense of humor have helped improve everyone's mood. He gets along well with everyone—too well with some of the girls. He has already offended Hazel by being fresh, and several of the girls have noticed his offensive manners.

**The New Jim Crow: Critical Reality for Diversity  
Studies**

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**Global Education Journal**

Ronald G. Helms is a professor of global education and cultural studies at Wright State University, a national auditor for NCSS\_NCATE Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards Principal Investigator; Helms is the recipient of 45+ grants including a \$916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 47 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.

Helms is also active with the following professional organizations: National Council for Accreditation of Teacher Education *National Assessment Auditor*, National Pearson Teaching Performance *Assessor*, National Council for the Social Studies *Author, Consultant, and Assessor*, National College and University Faculty Assembly *Program Review Board*, Phi Delta Kappa *Author, National Lecturer*, Kappa Delta Pi *Forum Peer Review Publications Board*, International Assembly *Author, Presenter*, International People to People Ambassador *Author, Delegation Leader, Presenter*, Sister Cities International *Ambassador, Author, Delegation Leader, Presenter*.

## The New Jim Crow: Critical Reality for Diversity Studies

### The Rationale for Using The New Jim Crow in the University

The College of Education and Human Services and other colleges and schools at Wright State University have since our founding considered diversity and multiculturalism to be cornerstones of the college and university. Wright State University “is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all” (<http://www.wright.edu/foundational-principles/diversity-statement>.)

The College of Education and Human Services and other colleges and schools at Wright State University prizes diversity, and diversity is central to our conceptual framework (<http://www.cehs.wright.edu/main/conceptual-framework.php>.) The conceptual framework states the following:

Diversity (Strand 3)<sup>[SEP]</sup> *Teacher candidates and candidates for professional roles are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.* This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations. Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Diversity is an important component in framing content knowledge, delivering services to meet

individual needs, making pedagogical decisions and applying technology to facilitate learning. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive and respectful communication in all settings. This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Because diversity is central to university, it is an expectation that many courses and programs will attend to teaching diversity issues and concerns. In several programs, the university requires unique courses and major components of courses to align with the principles of diversity.

The university expects professors to read and teach issues of diversity as well as to present at regional and national conferences on issues of diversity. It has often been observed that ethnicity and race may not matter “when we stop talking about race and ethnicity.” While some viewed the Obama presidency in 2008 and 2012 as evidence of ethnic and racial equality, clearly much work remains to be done.

In general, universities view diversity and multiculturalism as “macro” areas that may reside in specific courses; however, all education courses must address diversity and multiculturalism. Diversity and multiculturalism include (but are not limited) to the following subdivisions: General Multicultural Resources, Age, Belief System, Religion, Social Class, Exceptionalities, Disabilities Gender, Language, Race and Ethnicity, and Sexual Orientation. Michelle Alexander’s research focuses on Age, Belief System,

Religion, Social Class and Caste, Gender, Language, Race and Ethnicity. Colleges of Education might incorporate as a text resource or by including various aspects of *The New Jim Crowe* in existing courses.

Sound educational practice teaches that previously taught concepts must be revisited thought out a program of study. Michelle Alexander's *The New Jim Crowe* might become a text in a Social Foundations course, Sociology, Criminology, and then referred to in subsequent courses.

Alexander attacks the issue of the "missing black fathers" directly as she relates the Father's Day speech in 2008 of candidate Barack Obama (178 – 179.) Obama choose to exploit the common belief of many educators (black and white) concerning black men as fathers:

"If we are honest with ourselves, we'll admit that too many fathers are missing – missing from too many lives and homes. Too many fathers are MIA....AWOL." Alexander notes that "hundreds of black men are unable to be good fathers, not because of a lack of commitment or desire but because they are warehoused in prisons, locked in cages" (180.)

Alexander notes, "the majority of black women are unmarried today, including 70 per cent of professional black women" (179.)

Teacher educators must take to heart Goodlad's Postulate Sixteen. "Programs for the education of educators must engage future teachers in the problems and dilemmas arising

out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options”

(<http://www.uni.edu/coe/iel/monographs/tchr.html>.)

This article will focus on the research of Alexander. Many U.S. citizens will find the facts on the War on Drugs stunning. The authors posit that university students will be better prepared to serve all children of our nation if their program of study includes the research findings from Alexander. Rather than to continue to dismiss “the problems and dilemmas arising out of the inevitable conflicts,” teachers will be armed with research data that is most important in meeting the needs of all children.

### **Multiculturalism**

The National Council for the Accreditation of Teacher Education (<http://www.ncate.org/>) requires that Diversity issues be integral to all teacher preparation courses. The term multicultural education is understood in a number of ways by various authors, depending on their own personal perspective. James Banks, a seminal authority in multicultural education, consistently maintains that multicultural education in the United States began as a response to inequities in the areas of racism, sexism and socio-economic status. In 1981, Banks stated that multicultural education is "an educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups" (32).



The U.S. macroculture is shared by all of the nation's citizens; however, individual microcultures are also an invaluable part of the society referred to as American.

“Conflicting forces related to values, lifestyles, and societal impediments within and between cultural groups are integral to this complexity and the resulting cultural adaptations” (Gollnick and Chinn, 1994, 11). Often these conflicting values and lifestyles become issues of debate or even open conflict in the schools.

Geneva Gay (1993) enumerates the significant pre-requisite skills for teachers to provide an equitable education to students in the classroom. Gay first suggests knowledge of one's own beliefs and biases; second, a familiarity with the cultural values and behavioral codes of the community; third, a thorough knowledge of multiple learning and teaching styles; and fourth, well developed skills in cross-cultural communication and interactional style.

Multi-cultural education is not one-dimensional, and teaching tolerance is not easily accomplished. Nieto (1992) noted that seven characteristics of exemplary multicultural educational programs are as follows:

multicultural education is *antiracist education*.

multicultural education is *basic education*.

multicultural education is *important for all students*.

multicultural education is *pervasive*

multicultural education is *education for social justice*.

multicultural education is *process*.

multicultural education is *critical pedagogy* (208).

### **Socioeconomic and political review of race in America**

Perhaps, it is our Ohio State University colleague, Dr. Michelle Alexander who has raised the clarion call for a socioeconomic and political review of race in America. Michelle Alexander's *The New Jim Crow* has been called "stunning" by David Lewis, "invaluable" by the *Daily Kos*, explosive by *Kirius*, and "profoundly necessary" by the *Miami Herald*. Numerous book reviews attest to the importance of Michelle Alexander's *The New Jim Crow*.

The College of Education and Human Services has included the study of Michelle Alexander's *The New Jim Crow* in several education courses, and our students and candidates are acquiring a historical, socioeconomic, and political perspective that has been infused into their studies. To state that most students and candidates simply lacked these perspectives is a gross understatement. Given this "new found" awareness from working with Michelle Alexander's *The New Jim Crow*, we expect that our future teachers to engage in the developing "social movement" that shall benefit all Americans.

### **The New Jim Crow**

Michelle Alexander's *The New Jim Crow* is a vital analysis of the ethnic and African-American experience in the U.S. Alexander examines the American experience with slavery, Reconstruction, Jim Crow, The Civil Rights Movement, and the New Jim Crow.

Alexander's thinking is a clarion call for all university professors to re-think and re-examine the nature of cultural competence, diversity, and multicultural courses regardless of which school or college such courses are taught.

Omiuota Ukpokoda (Ukpokoda, 4) echoed the thinking and language of Dr. James Becker in writing, "students of the twenty-first century need to cultivate transformative and reflective knowledge, intellectual skills, and democratic attitudes and values to successfully navigate diverse cultural, social, economic and political contexts."

University professors are provided with a strategy to teach students to "to successfully navigate diverse cultural, social, economic and political contexts" as the professors consider the content of this article.

Dr. Cornel West refers to *The New Jim Crow* as the secular bible for a new social movement in the 21<sup>st</sup> Century. Cornell observes: "Alexander's magisterial work takes us ... to the systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, a intense police supervision" (Alexander, iv-x.)

Dr. Cornel West has long been in the forefront of current civil rights. His book, *Race Matters*, is a popular text in many sociology and multicultural courses. Miah (<http://www.solidarity-us.org/site/node/3079>) points out in the chapter, "Nihilism in Black America," West observes, the liberal/conservative discussion conceals the most basic issue now facing Black America: the nihilistic threat to its very existence. This

threat is not simply a matter of relative economic deprivation and political powerlessness -- though economic well-being and political clout are requisites for meaningful Black progress. It is primarily a question of speaking to the profound sense of psychological depression, personal worthlessness, and social despair so widespread in Black America.” (West, 12-13)

In a recent column George Will, conservative thinker and scholar observed, “America with 5 percent of the world’s population, has 25 percent of its prisoners” (Dayton Daily News, A-12.) A week later, Leonard Pitts Jr. recall that the South in the 1870’s promised that civil rights would be observed (Dayton Daily News, A-19.) Nearly a century of Jim Crow followed. The South has changed. “Even so, attempts to dilute the black vote have hardly abated. We, just traded poll taxes and literacy tests for gerrymandering and Voter ID laws” (Dayton Daily News, A-19.)

In February 2013 as a statue of Rosa Parks was unveiled in the nation’s capitol (USA Today A-2), the front page headlines warns of possible civil rights turmoil (USA Today A-1.) The headline “A crack in civil rights law?” refers to a possible high court review of the 1965 voting rights act. For Congressman John Lewis, who suffered a fractured skull from an Alabama State Trooper in 1965 as he led 600 people across the Edmund Petus Bridge in Selma, Alabama, the goal of civil rights is not achieved (USA Today A-3.)

Cognitive structures distinguish different levels, such as lower and higher level thinking.. For example, Bloom Taxonomy (Bloom, et al, 1956; Krathwohl, 2002) offered a clear

criterion to order lower level thinking (knowledge) and higher level thinking (abilities and skills), with the latter comprising of comprehension, application, and analysis. It is this Higher Order Thinking Skills (HOTS) that professors must focus in engaging students and candidates in reading and discussing Michelle Alexander's *The New Jim Crow* (<http://www.hots.org/approach.html>.)

### **Survey: The New Jim Crow Indicators as pre-assessment**

It is a tenet of curriculum and teaching to determine “where the student is.” This is often referred to as “concept pre-assessment,” and there are several strategies to deploy concept pre-assessment strategies. A strategy that we encourage is a survey of *The New Jim Crow* Indicators. In order to develop the exercise, it was vital that we read Michelle Alexander's *The New Jim Crow*, and outline several salient points made by Alexander. We encourage the reader to “borrow” or to modify our “indicators” as they teach their own students.

We have elected to write a PowerPoint with each indicator as a distinct slide, and request the student or candidate to record their responses. This activity may be easily adapted to classroom “Clicker Technology.” Several of the indicators are affective and several of the indicators are cognitive. It is our purpose to “invite” our students and candidates to initiate a higher order thinking skills approach as we read and discuss *The New Jim Crow* Indicators.

### **Survey: The New Jim Crowe Indicators\***

Please complete the following survey by selecting one of the choices concerning each of the following indicators:

=====

#### **Survey Key:**

**A = Strongly Agree**

**B = Somewhat Agree**

**C = Neutral**

**D = Somewhat Disagree**

**E = Strongly Disagree**

#### **The New Jim Crowe Indicators\***

1. The U.S. is an egalitarian democracy.
2. I approve of the War on Drugs.
3. Convicted felons, on parole, should be denied the right to vote.
4. It is time for a wake-up call to the indifference to the poor and vulnerable.
5. There is systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, and intense police surveillance.
6. We have not ended the racial caste system; we have merely redesigned it.
7. Racial stratification is a normal result of the natural consequences of differences in education, sub-cultures, and motivation.
8. Most drug dealers are either black or brown.
9. President Reagan officially announced the War on Drugs in 1982.
10. In less than 30 years, the U.S. Penal population exploded from 300,000 to greater than 2 million, with drug convictions accounting for the majority of the increase.
11. The U.S. now has the highest rate of incarceration in the world.

12. The U.S. imprisons a larger percent of its black population than South Africa did at the height of apartheid.
13. Studies indicate that people of all colors use and sell drugs at remarkably similar rates.
14. In some states black men have admitted to prison at rates of 20 to 50 times greater than white men.
15. In some major cities, as many as 80% of young black men now have criminal records.
16. During the years 1960 to 1990, the official crime rates in Finland, Germany, and the U.S. were nearly identical.
17. Those Americans who had meaningful economic and social opportunities are unlikely to commit crimes regardless of penalty.
18. In some U.S. cities greater than 50% of black adult males are currently under correctional control.
19. The Emancipation Proclamation freed all of the slaves in the Confederate States.
20. The successes of black Americans like President Barack Obama and Oprah Winfrey are clear indicators of the racial climate of the U.S.
21. The 15<sup>th</sup> Amendment, while establishing the right for black males to vote did not prevent states from providing qualifications for voting.
22. The view that most illegal drug use and drug sales occur in the ghetto is pure fiction.
23. In ghetto communities, “The Occupation” arrives and many black youth “assume the position.”
24. Check “the Box,” (YES or NO: “have you ever been convicted of a crime”) is on job applications, housing applications, school applications, welfare applications, ....

25. No task is more urgent for racial justice than ensuring that America's current racial caste system is its last.

\* Adapted from Alexander, M. (2012) *The New Jim Crowe*.

### **Discussion of The New Jim Crowe Indicators**

#### **1. The U.S. is an egalitarian democracy.**

While the high school civics teachers may teach the responsibilities of civic participation, the nation has never been egalitarian or democratic since the first state capital was established 1607 – 1610 in the mountains of New Mexico (<http://www.thesantafesite.com/history.html>.) Neither the Spanish nor the English provided for the institutions of democracy. The U.S. Constitution did not establish a democracy; and, despite the rhetoric the U.S. has always maintained a social class system.

Zakaria (13) documents that “in 1900 not a single country had what we would consider a democracy.... Zakaria (228) continues, “America has always had elites – the small percentage of the country that actually runs most major institutions.” Alexander (iv) concludes, “Hundreds of years later, America is still not an egalitarian democracy.”

#### **2. I approve of the War on Drugs.**

The War on Drugs began during the Reagan administration, and was welcomed by a vast majority of U.S. citizens. Nearly all politicians with the exception of Michael Dukakis vowed to “get tough” on drugs and criminals. President George Bush Sr. knew the value of Willie Horton (Alexander, 54.) However, a January 2013 poll



([http://www.huffingtonpost.com/2013/01/18/war-on-drugs-costs-poll\\_n\\_2504162.html](http://www.huffingtonpost.com/2013/01/18/war-on-drugs-costs-poll_n_2504162.html))

indicated “According to the new poll, 53 percent of Americans say that the war on drugs has not been worth the costs, while only 19 percent say it has been.” Get the facts

<http://drugwarfacts.org/cms/?q=node/64> found “Among prisoners ages 18 to 19, black males were imprisoned at more than 9 times the rate of white males.)

Alexander argues that the War on Drugs is “code for a war on blacks.” Often black women exhibit complex, complicated, and conflicted views about the war on drugs. As mothers, they desire better crime and law enforcement; however, as mothers they understand that their children may be saddled “with a felony conviction – a mark that can ensure economic and social marginalization (Alexander, 210.) Alexander saw the new racial caste system when she noticed a bright orange poster, “The Drug War is The New Jim Crow” (3.) Alexander cites the case of presidential candidate Bill Clinton, who vowed the “he would never permit any Republican to be perceived a tougher on crime than he (56.)

### **3. Convicted felons, on parole, should be denied the right to vote.**

Alexander (197 – 198) argues that a racial caste system and stigma system has always existed in the U.S. The first caste and stigma was the shame of the slave. The second caste and stigma was the shame of the Jim Crow and of being a second-class citizen. The current caste and stigma is produced by mass incarceration. “Many ex-offenders

described an existential angst associated with their pariah status; an angst that casts a shadow over every aspect of their identity and social experience” (198.)

**4. It is time for a wake-up call to the indifference to the poor and vulnerable.**

Alexander observed, “that mass incarceration in the United States had, in fact, emerged as a stunningly comprehensive and well disguised system of racialized social control that functions in a manner strikingly similar to Jim Crow” (4.)

**5. There is systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, and intense police surveillance.**

To survive a SWAT raid is to experience trauma. In 1981 President Reagan requested that congress pass the Military Cooperation with Law Enforcement Act. The act permitted local, state, and federal police to gain access to military bases, intelligence, research, weaponry, and other equipment for drug interdiction (Alexander 76- 77.)

Alexander concludes, “Drug arrests skyrocketed, as SWAT teams swept through urban housing projects highway patrol agencies organized drug interdiction units on the freeways, and stop and frisk programs were set loose on the streets (77.)

## **6. We have not ended the racial caste system; we have merely redesigned it.**

The War on Drugs is code for the war on blacks. The War on Drugs results in extraordinary numbers of black men entering the penal system. Given “consent” the police can interrogate anyone, and this action often results in a prison system. Alexander observes, “ As a criminal, you have scarcely more rights, and arguably less respect than a black man living in America at the height of Jim Crow (2.)

People who have been convicted of felonies almost never reenter society they inhabited prior to their conviction. Instead they enter a separate society, a world hidden from public view, governed by a set of oppressive and discriminatory rules that do not apply to everyone – an enormous population of predominately black and brown people who because of the drug war are denied basic rights and privileges of American citizenship and are permanently relegated to an inferior status (Alexander, 186 – 187.)

## **7. Racial stratification is a normal result of the natural consequences of differences in education, sub-cultures, and motivation.**

Alexander (45) observes,

Daniel Patrick Moynihan’s now infamous report on the black family, which attributed poverty to a black “subculture” and the “tangle of pathology” that characterized it. As described by sociologist Katherine Beckett, “The (alleged) misbehaviors of the poor were transformed from adaptations to poverty that had the unfortunate effect of reproducing it into character failings that accounted for poverty in the first place.

## **8. Most drug dealers are either black or brown.**

Alexander observes on page 99,

The notion that whites comprise the vast majority of drug users and dealers – and may well be more likely than other racial groups to commit drug crimes – may seem implausible to some, given the media imagery we are fed on a daily basis and the racial composition of our prisons and jails. Upon reflection, however, the prevalence of white drug crime – including drug dealing – should not be surprising. After all, where do whites get their illegal drugs? Studies consistently indicate that

drug markets, like American society generally, reflect our nation's socioeconomic boundaries. Whites tend to sell to whites; blacks to blacks.

**9. President Reagan officially announced the War on Drugs in 1982.**

Alexander documents this date on page 5 of *The New Jim Crow*.

**10. In less than 30 years, the U.S. Penal population exploded from 300,000 to greater than 2 million, with drug convictions accounting for the majority of the increase.**

Alexander documents this statistic on page 6 of *The New Jim Crow*.

**11. The U.S. now has the highest rate of incarceration in the world.**

In the U.S. the rate of incarceration is 750 per 100,000 (PEW Center, 5.)

**12. The U.S. imprisons a larger percent of its black population than South Africa did at the height of apartheid.**

Alexander documents this statistic on page 6 of *The New Jim Crow*.

**13. Studies indicate that people of all colors use and sell drugs at remarkably similar rates.**

Alexander documents this statistic on page 7 of *The New Jim Crow*.

**14. In some states black men have admitted to prison at rates of 20 to 50 times greater than white men.**

Alexander documents this statistic on page 7 of *The New Jim Crow*.

**15. In some major cities, as many as 80% of young black men now have criminal records.**

Alexander documents this statistic on page 7 of *The New Jim Crow*.

**16. During the years 1960 to 1990, the official crime rates in Finland, Germany, and the U.S. were nearly identical.**

Alexander documents this statistic on page 7 of *The New Jim Crow*.

**17. Those Americans who had meaningful economic and social opportunities are unlikely to commit crimes regardless of penalty.**

See

<https://www.google.com/search?q=economic+and+social+opportunities+are+unlikely+to+commit+crimes+regardless+of+penalty&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a>

**18. In some U.S. cities greater than 50% of black adult males are currently under correctional control.**

See <http://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america> and <http://www.naacp.org/pages/criminal-justice-fact-sheet>

**19. The Emancipation Proclamation freed all of the slaves in the Confederate States.**

On page 235 Alexander observes,

“But standing alone, *Brown* accomplished for African Americans little more than Lincoln’s Emancipation Proclamation. A civil war had to be waged to end slavery; a mass movement was necessary to bring a formal end to Jim Crow.”

**20. The successes of black Americans like President Barack Obama and Oprah Winfrey are clear indicators of the racial climate of the U.S.**

Alexander in *The New Jim Crow* observes, “The clock has been turned back on racial progress in America, though scarcely anyone seems to notice. All eyes are fixed on people like Barack Obama and Oprah Winfrey, who have defied the odds and risen to power, fame, and fortune” (180.)

“Obama himself violated our nation’s drug laws and almost certainly know his life would not have unfolded if had been arrested on drug charges” (Alexander, 251.) Obama observed, Pot had helped, and booze;; maybe a little blow if you could afford it” (Alexander, 251.)

**21. The 15<sup>th</sup> Amendment, while establishing the right for black males to vote did not prevent states from providing qualifications for voting.**

The 13<sup>th</sup> Amendment abolished slavery, and was achieved at the urging of President Lincoln, but following his assassination. It is interesting to note that Mississippi ratified the 13<sup>th</sup> Amendment in February 2013

(<http://www.npr.org/2013/02/23/172756963/getting-the-13th-amendment-passed-in-miss-just-a-little-late>.)

The 14<sup>th</sup> Amendment provided for the following:

(<http://americanhistory.about.com/od/usconstitution/a/14th-Amendment-Summary.htm>)

1. State and federal citizenship for all persons regardless of race both born or naturalized in the United States was reaffirmed.
2. No state would be allowed to abridge the "privileges and immunities" of citizens.
3. No person was allowed to be deprived of life, liberty, or property without "due process of law."
4. No person could be denied, "equal protection of the laws."

The 15<sup>th</sup> Amendment provided for the following:

(<http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html>)

The 15th Amendment to the Constitution granted African American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude." Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, Southern states were able to effectively disenfranchise African Americans. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.

**22. The view that most illegal drug use and drug sales occur in the ghetto is pure fiction.**

Patricia Davis and Pierre Thomas reinforce the idea that drug users tend to purchase drugs from someone who is their own race and ethnicity. Rural whites do not visit the “hood” to purchase drugs. White students tend to purchase drugs from other white students. “If your child bought drugs, it was from a student of their own race” (Davis and Thomas.) Alexander observes, “the clear majority of Americans of all races have violated drug laws on their lifetime.... whites constituted the vast majority of drug users then (and now). But almost no one pictured it” (104 - 106.)

**23. In ghetto communities, “The Occupation” arrives and many black youth “assume the position.”**

Alexander documents cases of racially biased police discretion. Alexander documents this indicator on page 125.

**24. Check “the Box,” (YES or NO: “have you ever been convicted of a crime”) is on job applications, housing applications, school applications, welfare applications, ....**

Johnson speaks of the effects of “checking the box.” Discrimination seems ensured because nearly all aspects of life today require answering the question “have you ever been convicted of a crime?” “Its not only on job applications ....It’s on housing. It’s on school applications. It’s on welfare applications. It’s everywhere you turn (Johnson.)



**25. No task is more urgent for racial justice than ensuring that America's current racial caste system is it's last.**

The ghetto must no longer be viewed as enemy territory Marijuana ought to be legalized. Prison inmates should be trained for real jobs. Drug treatment on demand should be available (Alexander, 233.) "If we want to do more than just end mass incarceration – if we want to put an end to the history of racial caste in America – we must lay down our racial bribes, join hands with people of all colors who are not content to wait for change to trickle down, and say to those who would stand in our way: Accept all of us or none.... That is the basic message that Martin Luther King Jr. aimed to deliver (Alexander, 258.)

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## **Multiculturalism and Education Courses**

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Fairmont State College	Social Studies Comprehensive	• B. S.	1966

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## Multiculturalism and Education Courses

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The National Council for the Accreditation of Teacher Education (<http://www.ncate.org/>) requires that Diversity issues be integral to all teacher preparation courses. The term multicultural education is understood in a number of ways by various authors, depending on their own personal perspective. James Banks, a seminal authority in multicultural education, consistently maintains that multicultural education in the United States began as a response to inequities in the areas of racism, sexism and socio-economic status. In 1981, Banks stated that multicultural education is "an educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups" (32).

The U.S. macroculture is shared by all of the nation's citizens; however, individual microcultures are also an invaluable part of the society referred to as American. "Conflicting forces related to values, lifestyles, and societal impediments within and between cultural groups are integral to this complexity and the resulting cultural adaptations" (Gollnick and Chinn, 1994, 11). Often these conflicting values and lifestyles become issues of debate or even open conflict in the schools.

Geneva Gay (1993) enumerates the significant pre-requisite skills for teachers to provide an equitable education to students in the classroom. Gay first suggests knowledge of one's own beliefs and biases; second, a familiarity with the cultural values and behavioral

codes of the community; third, a thorough knowledge of multiple learning and teaching styles; and fourth, well developed skills in cross-cultural communication and interactional style.

Multi-cultural education is not one-dimensional, and teaching tolerance is not easily accomplished. Nieto (1992) noted that seven characteristics of exemplary multicultural educational programs are as follows:

multicultural education is *antiracist education*.

multicultural education is *basic education*.

multicultural education is *important for all students*.

multicultural education is *pervasive*

multicultural education is *education for social justice*.

multicultural education is *process*.

multicultural education is *critical pedagogy* (208).

Many professional and popular journals site addresses for new web resources daily. Some very important web sites are available for educators and for students. In fact, multicultural addresses are becoming a common occurrence for students and teachers as they publish articles and their own webpages in an electronic format (Helms, 1996). A prime example, of an academic website is <http://cehs.wright.edu/~rhelms/>.

Some general Diversity sites may be viewed at the following sites:

### **USA TODAY index charts rise in nation's diversity**

<http://www.usatoday.com/news/nation/census/2001-03-14-diversityindex.htm>

The nation's diversity increased dramatically over the past decade, according to the USA TODAY Diversity Index. That's because of a huge increase in immigrants, particularly Hispanics, in more regions of the country. There is nearly a 1 in 2 chance that two people selected at random are racially or ethnically different, according to the index. USA TODAY used 2000 Census numbers released this week to calculate the nation's diversity. The index for 2000 is 49, up 23% from 40 in 1990. The index means that there is a 49% chance that two people are different

### **Group ready to advise police**

[http://enquirer.com/editions/2001/11/19/loc\\_group\\_ready\\_to.html](http://enquirer.com/editions/2001/11/19/loc_group_ready_to.html)

Greater Cincinnati Study Circles Sunday said it has developed a plan to improve police-community relations after meetings that included hundreds of citizens and police officers. After months of sharing ideas and opinions, local participants in Study Circles — a nationally recognized community action program based in Pomfret, Conn. focused on four “action themes.”

### **Resources on diversity**

<http://www.entrepreneur.com/tradejournals/article/87430152.html>



This site describes an approach to developing and delivering corporate training programs that consistently evaluates the significance of differences such as gender, skin color, ethnicity, age, sexual orientation, organizational level, and disability status. The site includes a set of recommendations for ensuring the inclusion and affirmation of diversity within the development and delivery of training programs.

**The Statue of Liberty-Ellis Island Foundation, Inc.**

<http://www.ellislandrecords.org/>

This site has become the premier site for U.S. citizens desiring to trace their ancestors.

**Center for Multilingual Multicultural Research**

<http://www.usc.edu/dept/education/CMMR/>

The Center is an organized research unit at the University of Southern California, facilitating the research collaboration, dissemination and professional development activities of faculty, students, and others across School of Education, university and outside organizational lines.

**Addressing Cultural Diversity Issues**

<http://www.introspecinc.com/>

Introspec offers consulting, training, and lectures on cultural diversity issues, personal motivation, conflict resolution, mediation, minority business, African heritage; media utilization, computerization

### **Multicultural Pavilion**

<http://curry.edschool.virginia.edu/go/multicultural/home.html>

Resources, activities, and research about multiculturalism

### **Racial Respect**

<http://www.racialcompact.com/>

Racial Respect is a national organization formed to encourage the development of Australia as a nation where racial diversity is recognized and respected.

### **Multiculturalism, Diversity & Ethnicity**

<http://www.multiracial.com/links/links-multicultural.html>

This site provides links to a number of multicultural and diversity sites.

### **Race Relations**

<http://racerelections.about.com/?once=true&>

This site provides an extensive discussion of race relations.

### **Teaching Tolerance**

<http://www.splcenter.org/center/tt/teach.jsp?source=redirect&url=splcenter.org/teachingtolerance/tt-index.html>

Teaching tolerance is a national education project dedicated to helping teachers foster equity respect and understanding in the classroom and beyond.

### **Student Activities:**

There is much to investigate in Multicultural education by engaging students in selected WWW activities. This section is intended to provide Web-based examples of teaching and learning about multiculturalism in the Pre-K – 16 classroom. The following examples provide URL's, which demonstrate practical applications of Internet resources.

1. List selected Internet sites, which may be of value to your study of Multiculturalism. These sites should be age appropriate for the student of Multiculturalism.

Multiculturalism consists of several subcategories. The author cites selected URL's for specific subcategories of Multiculturalism. Use a search engine to locate three activity based WWW sites in the selected subcategories.

2. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Age**

3. Cite three age appropriate student activities from each of these sites.

4. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Religion**

5. Cite three age appropriate student activities from each of these sites.

6. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Social Class**

7. Cite three age appropriate student activities from each of these sites.

8. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Exceptionalities**

9. Cite three age appropriate student activities from each of these sites.

10. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Gender Equity**

11. Cite three age appropriate student activities from each of these sites.

12. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Inclusion/Integration**

13. Cite three age appropriate student activities from each of these sites.

14. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Language**

15. Cite three age appropriate student activities from each of these sites.

16. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Race/Ethnicity**

17. Cite three age appropriate student activities from each of these sites.

18. Use a search engine to locate three activity-based WWW sites in the subcategory of

**Sexual Orientation**

19. Cite three age appropriate student activities from each of these sites.

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# Teaching Women's Rights: A Historical Perspective

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# Teaching Women's Rights: A Historical Perspective

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We have taken care to be certain that many aspects of multiculturalism are addressed in our professional education program at Wright State University. All of our professional education courses have a multicultural component infused. In addition care is taken to provide for extensive diversity education in our initial foundations course and in a new general education course on democracy and education. Following the initiation of the democracy and education course we discovered a dramatic omission in regard to the role of women in democracy.

The Nineteenth Amendment - Women's Suffrage Rights provides for the following:

Section 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. (National Archives and Records Administration).

Section 2. Congress shall have power to enforce this article by appropriate legislation.

One cannot study the history of democracy in the United States without investigating the courageous vision of Alice Paul. In *From equal suffrage to equal rights*, Christine Lunardini has written the definitive history of Alice Paul's contribution to equality and democracy. Lunardini (xiii) documents the efforts of Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt of the National American Woman Suffrage Association (NAWSA), and Lunardini observes

that Carrie Chapman Catt, as leader of NAWSA in 1913, thought that woman suffrage would not be attained in her lifetime.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women's influence and leadership. Joseph Ellis in *Passionate Sage* explains influence of women in democracy with the historical letters of John and Abigail Adams. Fisher Ames noted "that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as a Lady in the old French Court (21)."

The influence of Abigail Adams has been well documented by historians. During the Jefferson presidential campaign both Adams argued that Jefferson has placed party above principle. Joseph Ellis in *Founding Brothers* (210-211) summarizes the Adams' view as follows:

We can be reasonably sure that Abigail was speaking for her husband as well as herself in this brief volley of letters. The Adams team, then, was charging Jefferson with two serious offenses against the unwritten code of political honor purportedly binding on the leadership class of the revolutionary generation. The first offense, which has a quaint and anachronistic sound to our modern ears was that Jefferson was personally involved in his own campaign for the presidency and that he conducted the campaign with only one goal in mind—namely, winning the election.... His second offense was more personal. Namely he had vilified a man whom he claimed was a long-standing friend. He had sponsored Callendar's polemics against the Adams administration even though he knew them to be a gross misrepresentation.

Joseph Ellis in *His Excellency: George Washington* laments the historical destruction of letters between George and Martha by Martha (42), and observes that history records over a thousand letters between John and Abigail Adams, "the most fully revealed marriage of the age."

McCullough (2005, 43) supports the influence of Abigail Adams in recounting that when John Adams described Washington as "amiable and brave", Abigail wrote to John that "he has hardly said enough" about Washington.

Ellis (2003, 72-73) explores the effect of Abigail on Jefferson as follows:

... the deep emotional bonding of the two men occurred in France in 1784-85.... Abigail was the link between questions of foreign policy and family priorities, probably the first woman Jefferson came to know well who combined the traditional virtues of a wife and mother with the sharp mind and tongue of a fully empowered accomplish in her husband's career.

In another account describing the influence of Abigail Adams on John, McCullough (2001, 479)

writes that during the Adam's Presidency concerning the affair with the French, Adams

“confessed to being totally exhausted and begged her to come to his rescue:”

I must go to you or you must come to me. I cannot live without you.... I must entreat you to lose not a moment's time in preparing to come on, that you may take off from me every care of life but that of my public duty, assist me with your councils, and console me with your conversation.... The times are critical and dangerous, and I must repeat this with zeal and earnestness. I can do nothing without you.

However much women had influence, neither the constitution nor the Bill of Rights granted

women the franchise and formal political power and influence. Democracy was extended to the

U.S. with the ratification of the Nineteenth Amendment on August 26, 1920

(<http://caselaw.lp.findlaw.com/data/constitution/amendment19/>). The dramatic challenges faced

by Alice Paul in the ratification process are a vital component of the university's Democracy and

Education courses and the social studies method courses (<http://www.alicepaul.org/alicep.htm>).

Fareed Zakaria in *The Future of Freedom* notes, “in 1900 not a single country had what we would

consider a democracy” (Zakaria, 13). The Alice Paul movement resulted in a real American

democracy as well as the successful suffrage campaign that resulted in the right to vote for all

American women. Alice Paul truly applied issues of race, ethnicity, class, and gender in her life's

work for social equality.

Lunardini bridges the historical gap between the suffrage movement led by Susan Anthony and Elizabeth Cady Stanton to the National American Woman Suffrage Association led by Carrie Chapman Catt to Alice Paul and the National Woman's Party (ix-xiii).

Kraditor (41) summarizes the prevailing view of Elizabeth Cady Stanton as follows:

Here is the classical natural right theory on the verge of change. Unlike the eighteenth-century Robinson Crusoe, the female Robinson Crusoe of the nineteenth century could not create her own destiny. Equal in natural right, she was unequal in condition. Her equality was in the future, not something given but rather a potential to be developed. Mrs. Stanton was demanding for woman not the right to manifest her equality but the right to become equal. For this she needed education and the vote. Hence the claim to equality; it required concrete demands for specific social and political rights.

Gurko (303) in writing *The Ladies of Seneca Falls* observed that the fears of Mrs. Staunton and Mrs. Catt were realized:

In later decades of the twentieth century, women were still regarded as a second sex, inferior or "different" in a sense that implied inferiority. And this in spite of the visible advances—the vastly expanded and vocational opportunities, the larger social and sexual freedoms (sic). Though the pressures were subtler, girls were still being steered into exclusive domestic lives and attitudes, or made to think that they were less than their brothers in everything from playing tennis to the capacity for abstract thought. And being less implied an automatic confinement to the kitchen or typists' pool.

Eleanor Cliff in *Founding Sisters and the nineteenth amendment* illustrated the typist opportunities (4-5). Cliff recounts her career:

My own career parallels the women's movement. I started at *Newsweek* as a secretary in 1963, with no expectation of becoming a reporter or writer. With rare exceptions, women at the newsmagazines were confined to clerical and research positions. I was grateful to work in a place where what I typed was interesting. When feminist Gloria Steinem appeared on the cover of *Newsweek* in March 1970, there was no woman of staff whom the editors would entrust to write about her. An outsider brought in, journalist Helen Dudar, who did a first-rate job interpreting the new feminism sweeping the country as a long-lasting movement with consequences for men and women alike. But the fuse was lit. The women at *Newsweek* brought a class action suit against the magazine for discrimination. Nora Ephron, a *Newsweek* researcher, was among the plaintiffs. The *Washington Post* owns *Newsweek*, and when publisher Katherine Graham learned of the lawsuit, she asked, "Which side am I supposed to be on? She was management, but she was also a woman. The case was settled out of court, and *Newsweek* agreed to a system of goals and timetables to advance women at the magazine. I applied for an internship, and the biggest hurdle I had to get over was convincing the chief of correspondents that I

could handle out-of-town assignments because I had young children. Soon after my internship, I was assigned to cover Jimmy's Carter's first presidential campaign. When he won, I was named White House correspondent for *Newsweek*. I call it my Cinderella story.

Too often both men and women of all races and classes take voting and democracy for granted. Democracy and Education courses must take care to review the vital history of women suffrage and study issues of race, ethnicity, class, and gender as core components of social justice.

Women have outnumbered men on college campuses since 1979, and on graduate school campuses since 1984. More American women than men have received bachelor's degrees every year since 1982. Undergraduate levels rose from 41% to 56% between 1969 and 2000. Issues of race, ethnicity, class, and gender are core components of a course on Democracy and Education.

I have found that many university students simply have little knowledge of Alice Paul and the ratification of the Nineteenth Amendment on August 26, 1920. The results found that many university students simply have little knowledge of women's history, women's issues, and women's leadership roles.

The history of American education is linked with the history of democracy in the U.S. In teaching the Education and Democracy course, the author found both men and women were fascinated with the study of Alice Paul. Many students commented in class and in private that this was the very first time that they had any idea of the 1912-1920 suffrage movement.

Sections of the recent film, *Iron Jawed Angels* were viewed and discussed (*Iron Jawed Angels* and <http://www.hbo.com/films/ironjawedangels/>)

*Iron Jawed Angels* recounts for a contemporary audience a key chapter in U.S. history: in this case, the struggle of suffragists who fought for the passage of the 19th Amendment. Focusing on the two defiant women, Alice Paul (Hilary Swank) and Lucy Burns (Frances

O'Connor), the film shows how these activists broke from the mainstream women's-rights movement and created a more radical wing, daring to push the boundaries of political protest to secure women's voting rights in 1920. Breathing life into the relationships between Paul, Burns and others, the movie makes the women feel like complete characters instead of one-dimensional figures from a distant past.

Although the protagonists have different personalities and backgrounds - Alice is a Quaker and Lucy an Irish Brooklynite - they are united in their fierce devotion to women's suffrage. In a country dominated by chauvinism, this is no easy fight, as the women and their volunteers clash with older, conservative activists, particularly Carrie Chapman Catt (Angelica Huston). They also battle public opinion in a tumultuous time of war, not to mention the most powerful men in the country, including President Woodrow Wilson (Bob Gunton). Along the way, sacrifices are made: Alice gives up a chance for love, and colleague Inez Mulholland (Julia Ormond) gives up her life. The women are thrown in jail, with an ensuing hunger strike making headline news. The women's resistance to being force-fed earns them the nickname "The Iron Jawed Angels." However, it is truly their wills that are made of iron, and their courage inspires a nation and changes it forever.

Given this history Alice Paul (Lunardini, 5) emerged fresh from suffrage experiences in England to assume leadership of NAWSA's Congressional Committee. Alice Paul was born on January 11, 1885 to Tacie and William Paul, a Quaker family residing in Moorestown, New Jersey. It was from this Quaker background that Paul acquired the values of equality between the sexes. Alice Paul earned a number of college degrees (Lunardini, xiv) including two law degrees and a Ph.D. Lunardini concludes (xiv-xv) the following:

Yet Paul was an extraordinary personality, perhaps the single truly charismatic figure in the twentieth-century suffrage movement. Certainly she was the engine that powered the militant suffrage movement. She successfully mobilized both impatient and younger women and discontented older women. To these women, Paul represented the force that made them willing to take uncommon risks, including imprisonment and possible estrangement for family, friends, and peers. In the *Sociology of Religion*, written in 1922, Max Weber might have used Paul as his model in developing the concept of the charismatic leader.

Political scientists and historians have long observed the necessary role of education in a democracy. While it is logical for educators to discuss democracy and education, it seems that few colleges of education have taken the opportunity to provide a general education course on democracy and education. At a recent National Conference on Race & Ethnicity in American Higher Education in New York City the author (presenter) asked an if any other universities

provided a general education course on democracy and education; the answer was a resounding “no” (Helms, 2005). In Baltimore at the 84<sup>th</sup> Annual Conference of The National Council for the Social Studies the author (presenter) again found the same response (Helms, 2004). It is vital that students realize the importance that a single person or group of people may have in changing American society. The success of women in education is largely dependent upon the successes of women in American democracy.

For a review of electronic resources on leadership of women in education please refer to Finegan and Helms, *On the Net: Multicultural education* pages 102-105. The author recommends *Advancing Women: Women's Role in Education* at <http://www.advancingwomen.com/womedu.html>

This site found the following:

Women who wanted to teach, historically, faced the same struggle as women who wanted to vote, and those today who want to become tailhook pilots, or to join the top echelon of leadership in education. Just as throughout the rest of society, in education patriarchal systems prevail, and male models for leadership dominate. The laws may exist on the books, but in the real world, support often evaporates, and those making it to the top are a token minority of the capable women available for those positions which will shape the future of education and ultimately, the future of our children and therefore the future for all of us.

Both female and male university students are quite engaged and thoughtful when presented with the story of Alice Paul and the ratification of the Nineteenth Amendment on August 26, 1920.

Perhaps the student’s interest is engaged because *Iron Jawed Angels* “recounts for a contemporary audience a key chapter in U.S. history.” Perhaps the plot, storytelling, and dynamic acting engaged the student’s interest.



At any rate university students may become very engaged with women's issues, and women's leadership roles given a thought blending of history and contemporary issues, the time to write reflective papers, and appropriate guidance in class discussion.

There is little question that women have made enormous strides in American society, government, and education. There is also little question that the youthful voters of today have the smallest voter turnout of any age cohort. It is as if the gains of the past 150 years are being taken for granted. Unfortunately, colleges of education may not depend on liberal arts colleges to engage students in the study of women's rights, education, and leadership.

At best professional educators must realize that women studies and leadership programs are primarily elective courses. There is every reason to infuse the goals and achievement of Alice Paul and others into education foundations and education methods courses. The NCATE strand of diversity must include education concerning women in leadership positions. Somehow, the current cohort of teacher educators must assume their responsibility to promote and cherish the hard-won values of gender equity and female leadership into future generations.

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**THE LAND OF CANAAN: ADVENTURE  
and NATURE SOJURN**

**By  
Dr. Ronald G. Helms**

**Wright State University**

**Timesharing Today**

A previous review of The Land of Canaan in Timesharing Today, while generally positive seemed to provide a rather diffident review of this mountain treasure (<http://www.tstoday.com/picosearch/magazine/issue38/land%20of%20canaan.htm>.)

We own ten weeks of timeshares including Marriott at Hilton Head and West Palm Beach. Our twenty-five years of timeshare ownership have provided tony lodging for city business trips as well as elegant personal holidays. We find that a carefully selected Marriott trades offers a soignée sojourn.

However, The Land of Canaan (<http://www.landofcanaan.com>) located in Canaan Valley (<http://www.canaanresort.com/>) is a source of enrapturement to those who seek to seek mountain adventure and the ardent pursuit of natural beauty. Canaan Valley is not for the disingenuous traveler. For those who prefer Disneyland, Myrtle Beach, Pigeon Forge, and the ilk, Canaan Valley offers an alternative: appreciation of natural beauty.

The Land of Canaan check in procedure is as simple as a hotel check in. The Land of Canaan eschews high-pressure sales tactics of other timeshares (sorry no obnoxious sales presentations or useless premiums are proffered), and the staff is able to recommend fine dining establishments as well as local sandwich shops. Local staples, groceries, and spirits are within a few minutes' drive, and full scale grocery and traveler's supplies are located in nearby Davis.

The Land of Canaan offers a townhouse with two bedroom units that have been recently remodeled. A stone fireplace (gas or log) is located in the living room and dining area. Amenities include full size washers and dryers and large, home sized, fully equipped kitchen. The living room features a DVD and VHS. Sliding glass doors lead to a wooden deck that offers panoramic mountain and valley views. Problematic for the digiterati is the lack of WIFI in each unit, but the office is WIFI, and cellular connectivity is fine.

Canaan Valley is located in the Potomac Highlands of the Allegheny Mountains (<http://www.wvtourism.com/spec.aspx?pgID=146>.) The resort area features two ski resorts within minutes of The Land of Canaan, and more advanced skiing is located at nearby Wisp in Maryland (<http://www.wispresort.com/wisp/index.aspx>) and Snowshoe (<http://www.snowshoemtn.com/index.htm>) located south of Elkins. Numerous high adventure activities include mountain biking, hiking, white water rafting (<http://www.wvwhitewater.com/>), mountain zip lines, horseback riding, and all the expected resort activities.

Canaan Valley offers an upscale second home development for some families who know the secret of a civilized vacation village near the East Coast. The Land of Canaan timeshare resort provides a serene alternative to renting a home in the mountains.

A premier Canaan Valley Resort offers fine dining, golf, tennis and standard resort activities. Nearby Davis offers two unique artisan shops, and is the gateway to Black Water Falls Resort ([http://www.blackwaterfalls.com/.](http://www.blackwaterfalls.com/))

Canaan Valley is a relatively easy drive from the tidewater and from the Midwest, but one must invest some time in locating the optimum routes. If one is prepared to navigate, the access to Canaan Valley is a very pleasant experience. The Land of Canaan is a gem, and a four-season resort for a select clientele. Make no mistake; Canaan Valley is not a wilderness outpost. The Timberline Resort (<http://www.timberlinerestort.com/>) development is the site of \$500,000.00 homes placed discretely in a natural setting. Other home and condo developments provide second homes for almost any budget.

Dolly Sods ([http://www.fs.fed.us/r9/mnf/sp/dolly\\_sods\\_wilderness.htm](http://www.fs.fed.us/r9/mnf/sp/dolly_sods_wilderness.htm)) is literally in the backyard of The Land of Canaan. This Canadian or Alaskan tundra experience is a mystery to most tourists, but if a few days of backpacking are scheduled, Dolly Sods may require a U.S. government permit as well as a four by four vehicle. The ubiquitous beauty of this special area is reserved for the truly adventurous.

The Fairfax Stone is legendary ([http://www.wvexp.com/index.php/Fairfax Stone State Park.](http://www.wvexp.com/index.php/Fairfax_Stone_State_Park)) This stone located at the source of the headwaters of the Potomac River. The Fairfax Stone marked the western boundary of land granted to Lord Fairfax by the King of England in the 1700s. In 1910, The Fairfax Stone marked the final state boundary between West Virginia and Maryland.

Almost within a stone's throw from the Fairfax Stone is a modern field of windmills ([http://www.mtnhome4u.com/windmills.html.](http://www.mtnhome4u.com/windmills.html)) Whoever thought that the infamous black carbon coal mines of WV would be replaced by the green windmill farms.

The Land of Canaan is located at 3200 feet and the ski mountains extend to 4,000 feet; the weather is very unpredictable, and winter storms can deposit 12 - 16 inches of snow within a few hours. Spring and fall offer much solitude. We have been frequent visitors to Canaan Valley and Black Water falls for over fifty years. The flora and fauna of this area are very special.

# **Ocean Pointe: The Atlantic Oceanfront**

**By**

**Dr. Ronald G. Helms**

**Wright State University**

**Timesharing Today**

We have the resources and time to own eleven weeks of timeshares; some are reserved for business in various U.S. cities, several are reserved for annual retreats, while others translate into welcome U.S. and international holidays.

Given 25 years plus time-share ownership, we have mastered many of the secrets of successful trading and trading into much more expensive properties; however, these secrets are the subject of a future book.

In our view, Marriott offers the finest product on the market today, and others may be perfectly pleased with their corporate time-shares. We have exchanged our properties into Arizona, California, Colorado, Florida, Hawaii, South Carolina, Utah, Virginia, and Europe through Interval International (<http://www.intervalworld.com>.) Each Marriott property is unique and special. Some are not properties we liked, but more often than not, Marriott provides a superior product for a discerning clientele.

We knew the time had come to sell several properties (<http://www.redweek.com> and <http://www.tstoday.com/viewrentusint.aspx>.) Both venues provided successful marketing. Because we now had the capital to go forward with Marriott, I surprised my wife with a week at Marriot's Beach Towers in Fort Lauderdale. We have previously traded into several Orlando Marriott properties for professional conferences. Orlando is overbuilt, overrated, and simply much too plebeian for our insouciant lifestyle.

Marriot's Beach Towers in Fort Lauderdale immediately perplexed my wife. A Beach tower in a city was not her idea of a beach vacation. However, Marriott was selling at pre-construction prices a new development in Florida's Palm Beach Shores: Marriott's Ocean Pointe (71 Ocean Avenue Palm Beach Shores, FL 33404, 561-882-3000.) The airport at Palm Beach is a short 1.5 hours flight from our home in Ohio, and Hertz Gold Card status provides instant transportation. The drive is only 12 miles from the Palm Beach airport.

Marriott's Ocean Pointe is definitely one of the top resorts in the Marriott system. The Marriott name guarantees a first rate experience for the discriminating owner. It is understandable that some adolescents may not enjoy this resort. This resort is NOT for singles or for the "Mouse" crowd. We all have unique needs, and time, age, and financial well-being changes our lifestyles.

The II website provides an excellent preview of the property and the direct beach location (<http://www.intervalworld.com/web/cs?a=1503&resortCode=MPB&parentResortCode=MPB>.)

We immediately purchased a two-bedroom, two-bathroom villa overlooking the Atlantic. Of course, many Marriot properties provide in-unit laundries, and this is

and essential feature to my wife. The units are smaller than in Desert Palm Springs, but offer amenities that provide for a tony vacation.

My wife loves Palm Beach ([http://www.palmbeachfl.com/.](http://www.palmbeachfl.com/)) She loves the short flight, the cultural opportunities, the shopping, the huge variety of restaurants, and most of all, the Atlantic Ocean.

I initially admit to a concern during a loquacious presentation of the Marriott "Point System," and I viewed this as a deal-breaker. However, the Marriott "Point System" is not a nefarious scheme that discredits the time-share industry. The Marriott "Point System" provides some very congenial travel opportunities that affluent clients will find quite guileless.

Often I achieve a Gold Elite or Silver Elite Marriott status due to business travel, and the Marriott Resort system is integrated with the Gold Elite and Silver Elite Marriott travel system. I was truly amazed. My existing Marriott travel capital was excessive, and given the addition of Ocean Pointe to our condo stable we immediately accrued an additional 300,000 Marriott points.

The Marriott "Point System" permits the adroit traveler to custom design a European, Latin American, Asian, or any other worldwide holiday with a basis of the Marriott hotels.

Before departing Florida, I had designed a custom three-week holiday in the United Kingdom for the following summer. We chose various abbeys, castles, and private estates that are now Marriott properties. This is an incredible three-week holiday, flying business class at practically no costs to us. Our financial outlay consisted of some dinners because the Marriot Gold status provided free breakfast and evening cocktails as well as a five-speed rental automobile.

I am very careful to spreadsheet the Marriott points, and as soon as I can convince my wife, we shall be off on another similar holiday.

Because we chose to live in an upscale community, my wife is very particular concerning our vacations. We are in the process of purchasing other Marriott properties. We find that 45 years of planning will result in an excellent retirement; and, for the time being; we are very pleased with our time-share choices and consistent upgrades.



# **CENSORSHIP**

# A Classroom Teacher's Guide to Academic Freedom

by James K. Uphoff and Ronald G. Helms  
SOCIAL EDUCATION

*James K. Uphoff is Dean of Branch Campuses, Wright State University, Dayton, Ohio.  
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Our schools must accept the existence of a continuing threat to academic freedom and prepare for attacks by establishing local academic freedom policies. We believe that such policies and specific procedures to back them up can be an effective safeguard against unwarranted censorship.

Several recent surveys have indicated that although many local districts encourage their teachers "to cover" current civil issues that may be controversial (civil rights, open housing, abortion laws, poverty, amnesty, presidential pardons), very few have a written set of guidelines to support, guide, and encourage the teachers and pupils in this most vital but sensitive effort.<sup>1</sup>

In establishing an academic freedom policy, we suggest that it deal with five basic areas: instructional methodology, curriculum materials, controversial issues, outside speakers, and student publications. In developing procedures related to these five areas, a

number of questions should be investigated.

1. What are parents' rights? Can they demand (and have their demand granted) that their child not be required to read certain material, hear a given speaker, or study a particular topic?
2. Does the teacher have the responsibility to keep the administration informed concerning topics, materials, methods, etc., which might be challenged?
3. Does the pupil have the right to hold his or her own view even if it differs from that of the teacher and yet retain the respect of and fair treatment from the teacher and administration?
4. Does the teacher have the right and/or responsibility to see that all sides of an issue are adequately and fairly presented? Does this mean that he or she must, himself or herself, present

- an unpopular view if it can be brought out in no other way?
5. What limits, if any, should be placed upon student publications authorized or unauthorized by the school? Does having a “captive audience” make any difference? Should a school paper be able to deal with any issue covered by the public media and press of that area?
  6. Are the age, ability, and maturity levels of the pupils important factors to be considered by teachers in selecting topics, materials, methods, speakers, etc.; and if so, what guidelines are there to help the teacher make such decisions?
  7. Do the parents and administrators have the responsibility to check immediately with the teacher before accepting and/or spreading complaints? Should there be a special procedure to be followed?
  8. Do teachers have the right to deal with any topic or only those within their field of specialty and academic preparation?
  9. Does the pupil have the right to be free from indoctrination of any specific religious and/or political belief while in the public schools? If so, what responsibilities does this imply for teachers?
 

A controversial issues policy statement should be jointly formulated by teachers, parents, administrators, board members, and pupils and should accomplish the following:

    1. State the board's philosophy on freedom to teach and to learn.
    2. Establish the rights and responsibilities of all parties.
    3. Provide guidelines and safeguards for the study of controversial issues, selection of materials, use of off-campus speakers, and any other elements that are deemed to be potentially controversial.
    4. Establish procedures that can be used to evaluate complaints against teachers or materials.
 

Such a clearly formulated policy enables every teacher, pupil, administrator, and parent to know in advance the responsibilities that are theirs and what to expect if they fail to

live up to them. Each also knows what rights he or she has and that he or she is protected while exercising those rights.

The authors have provided the questionnaires on page 223 as guides for teachers who would examine the health of academic freedom in their schools. The three-sample questionnaires should be viewed as representative of the kinds of instruments that can be designed to measure academic freedom. We would point out that the validity of these sample questions has not been established, and we would ask educators to adapt the questionnaires to their own peculiar situation. While we do not advocate the acceptance of imposed limitations, we do argue that identification of problem areas is the first step toward problem resolution. Our guiding principle is that the teacher bears a special right “to select for classroom study controversial issues related to the curriculum and appropriate to the maturity, and intellectual and emotional capabilities of the student.”

Before initiating the task of developing a set of formal procedures, it is also recommended that an assessment of the current status of academic freedom be undertaken in the areas of

curriculum decision-making, teacher evaluation, and community attitudes toward the issues involved.

As policies and procedures are developed, the data gathered by such a pre-assessment serve as a relatively objective baseline and help participants on the various committees to measure their proposals against these results.

It may be that the above is an expression of the ideal; given present realities, the authors would offer some suggestions. The education community in general and the social studies department in particular should seek to establish community support as a normal, ongoing process. Many communities have former teachers, college professors, and others who strongly support academic freedom. These people should be identified and their knowledge, expertise, and advice solicited regarding curricular decisions within the school and the social studies department.

**Questionnaire One:  
Curriculum Decision-Making**

Sample Responses

Almost Always	4 points
On Occasion	2 points
Almost Never	0 points

Please respond to the following by using the above numerical point value.

To what extent do teachers play the predominant role in making decisions concerning

- \_\_\_ Textbook selection
- \_\_\_ Curriculum design
- \_\_\_ Instructional methodology
- \_\_\_ Curriculum materials
- \_\_\_ Library acquisitions (books, periodicals, magazines)
- \_\_\_ Outside speakers
- \_\_\_ Selection of controversial issues
- \_\_\_ In-service improvement
- \_\_\_ School policy development?

We suggest that by assigning appropriate numerical values to given responses, an educator might begin to evaluate his school district for academic freedom. Thus, a score of 26-36 would

indicate fairly high regard for academic freedom; a score of 14-24 would indicate that help is needed; a score of 0-12 would seem to indicate a desperate situation.

**Questionnaire Two: Administrative  
Evaluation of Teachers**

Directions to Questionnaire One apply except that A.A. = 0, O.O. = 2, and A.N. = 4.

To what extent is administrative evaluation carried out on the basis of the teacher's

- \_\_\_ Political participation
- \_\_\_ Racial or ethnic backgrounds
- \_\_\_ Religious beliefs and ideas
- \_\_\_ Social beliefs and ideas
- \_\_\_ Economic beliefs and ideas
- \_\_\_ Discussion of the virtues and faults of the school or school system?

In this survey, a score of 18-24 would indicate major problems; 10-16 a questionable situation: and 0-8 an excellent score.

### Questionnaire Three: Academic Freedom Indicators

Questionnaire number three of this survey can be administered separately or in combination with one and two. It can be administered to community, central staff. And/or faculty.

#### Sample Responses

Strongly Agree	S.A.
Agree	A.
No Opinion	N.O.
Disagree	D.
Strongly Disagree	S.D.

Please respond to the following by using S.A., A., N.O., D., S.D.

To what extent do you agree or disagree with the following:

\_\_\_ Tomorrow's citizens and leaders should have wide exposure to a discussion of controversial issues.

\_\_\_ A teacher's personal, religious, political, and economic beliefs should not come under examination when his professional competence is being evaluated.

\_\_\_ Classroom discussion should be permitted on points of view, which are contrary to community standards.

\_\_\_ The Board of Education should have official form letters available to members of the community who might wish to complain about aspects of the curriculum.

\_\_\_ The Board of Education should have an official policy on academic freedom that clearly states the right of a student to learn and a teacher to teach.

\_\_\_ Parents should have the right to exempt their children from reading a book, but they should not have the right to exclude any or all curriculum materials.

\_\_\_ In his private capacity, the teacher should be able to hold and express publicly his views on religious, social, and political matters.

\_\_\_ One of the central tasks of education is to develop the student's ability to question established views.

\_\_\_ The classroom should be open to outside speakers whose special competence the teacher may want to utilize in exploring a given issue.

\_\_\_ In preparing for effective citizenship, students should learn the techniques and skills of lawful democratic dissent.

\_\_\_ Students should have the opportunity to discuss controversial issues with persons having opposing points of view.

\_\_\_ Teachers should promote the fair representation of differing points of view on all issues.

\_\_\_ Teachers should be able to discuss with students political, social, or economic philosophies that are in opposition to those of the United States.

\_\_\_ Teachers should be permitted to select textbooks and supplemental materials free of administrative and community restraint.

\_\_\_ Instructional methodology should be free from community restraints.

\_\_\_ Students should learn to consider the possible merits of differing viewpoints.

\_\_\_ Students should be free to reach any conclusions upon an issue that fit the facts as they understand them, without any limitation other than that imposed by intellectual honesty.

\_\_\_ A diversity of views is essential to a democracy.

\_\_\_ Citizens of the community should have the right to examine and criticize school materials.

\_\_\_ Every citizen should have the right to criticize or lawfully oppose any government policy or official without penalty or restraint.

In tabulating the above responses, assign a point value of 5 for S.A., 4 for A., 3 for N.O., 2 for D., and 1 for S.D. A score of 82-100 would seem to indicate high regard for academic freedom; 62-80, some hazy conception; 22-40, obvious disregard for the concept; and 0-20, a strongly authoritarian disregard.

The social studies teacher should communicate his or her objectives to the community. It is our experience that if controversial issues are dealt with, it will be impossible to limit these issues to the four walls of the classroom. The community will be aware of classroom discussions. We would argue that interested persons should have access to as much information as possible.

If controversial issues are to be studied, then a rationale for their study ought to exist. Why should the class study this issue at this time? What are the objectives of this unit? What behavioral changes might one expect as an outcome of this unit? We would argue that a written rationale ought to exist. We know of no better way to inject fresh air into a social studies department than by having the members re-examine their purposes for teaching. Once a printed rationale exists, it should be placed in department files and be made available to the public.

Sometimes, in spite of all of our precaution, the censor will still come. When this happens, a strategy should be formulated in advance to combat the attack.

## **Checklist: Combating the Attack**

### *Phase I – When the complaint is made:*

\_\_\_ Consider the individual's complaint legitimate.

\_\_\_ Talk with him or her politely and fairly.

\_\_\_ Discuss his or her objection with other members of the department.

\_\_\_ Respond to and resolve the objection as soon as possible.

\_\_\_ Stand firm in your demands that specific charges be submitted in writing and signed.

\_\_\_ Call upon community members for assistance.

\_\_\_ Seek impartial analysis of the problem.

\_\_\_ Be sure that any questionable material has been thoroughly read and studied by those who question it.

\_\_\_ Invite the opposition to visit the classroom setting.

\_\_\_ Avoid loss of temper and unbecoming behavior.

### *Phase II – If the complainant persists:*

\_\_\_ Request public hearings by the board of education.



- Publicize the time and location of these meetings.
- Determine an announced order of business.
- Take minutes of the meeting.
- Invite the press.
- Reassure both the administration and board of education of your knowledge, competence, and sincerity.
- Request professional aid from:
  - Local educational association
  - NCSS Defense Fund, NCTE, ALA, AHA, AAUP
  - NEA, DuShane Fund
  - AFT
  - ACLU
  - American Bar Association
  - State organizations
  - Local colleges and universities
  - State Board of Education

If academic freedom is to be protected, then procedural guarantees are necessary. Ultimately, principles of academic freedom must be established within codes of law. Long years of litigation will be necessary to obtain this objective. It is equally important that a community of professionals charged with developing standards and regulating

professional conduct be created. Such a group made up of such organizations as NCTE, NCSS, and ASCD can develop and seek to implement standards with a vigor that should be persuasive.

## **Conclusion:**

### **Freedom with Limitations**

Should there be limits placed on academic freedom? Are there ideas too dangerous to be protected?

The important question is: Who is wise enough to differentiate “safe” from “dangerous” ideas? Those who would place non-professional limits either do not value academic freedom or do not understand it.<sup>2</sup> Freedom with non-professional limits implies bondage—bondage of the teacher to another person. Consequently, the seemingly innocuous statement, “I believe in freedom with limits,” is somewhat inane. John Stuart Mill spoke to these questions over one hundred years ago.

Strange it is, that men should admit the validity of arguments for free discussion, but object to their being “pushed to an extreme,” not seeing that unless the reasons are good for an extreme case they are not good for any

case. Strange that they should imagine that they are not assuming infallibility, when they acknowledge that there should be free discussion on all subjects which can possibly be doubtful, but think that some particular principle or doctrine should be forbidden to be questioned because it is so certain, that is, because they are certain that it is certain. To call any proposition certain while there is any one who would deny its certainty if permitted, is to assume that we ourselves, and those who agree with us, are the judges of certainty and judges without hearing the other side.<sup>3</sup>

We must remember that freedom within limits can be stretched to cover almost any conceivable degree of liberty or it may be used to justify tyrannical restraint.

The profession must increase its involvement on the issue of academic freedom. Teachers, themselves, must become more assertive in their role as curriculum designers. If teachers are to function as professionals, they must assume greater responsibility for helping in the formulation and implementation of school policy.

#### NOTES:

1. James K. Uphoff, "Teaching Controversial Issues," *Ohio Schools*, April 11, 1969, pp. 21-21.
2. By "professional limits," we mean those responsibilities that have been specified by such professional organizations as the NCSS, NCTE, and ALA in their several policy statements on academic freedom.
3. John S. Mill. "On Liberty," *On Liberty, and Other Essays*, 26. Cited by Howard K Beale, *Are American Teachers Free?* Report of the Commission on the Social Studies, part XII (New York: Charles Scribner's Sons, 1936). 764.

## EDITORIAL REFLECTIONS

### Freedom To Teach and To Learn: Our Responsibility

At the college and the university level, academic freedom is vital to the search for truth. Teachers in institutions of higher education are considered research scholars for whom intellectual freedom must be absolute if the frontiers of knowledge are to be expanded. From time to time in higher education, various orthodoxies damage the degree to which academic freedom exists. Even so, it is much easier to argue for absolute freedom to research and to teach at this level than to successfully apply the same standard and insist upon the same freedom in institutions of pre-collegiate, publicly-supported education. Below the college level in tax-supported educational institutions, responsive to the public through elected boards of education, questions of community standards and student maturity must and do play a part in all decisions that relate to academic freedom. While the courts have expanded the rights of teachers and students, freedom of expression is by no means absolute and continues to be limited by community standards.

In recent years curriculum developers, publishers, boards of

education, and the courts have attempted to remedy serious failures of the schools to provide equal educational opportunity to teach about the diversity of American life and the contributions of minority groups and women to our society. At the same time, professionals in the field of social studies and other disciplines have developed a variety of methods and materials designed to teach students how to think. These parallel trends have caused taxpayers in communities throughout the nation to become increasingly uncomfortable with the materials and programs of instruction being used in the schools. To further compound community unease and dissatisfaction, public understanding of student performance indices suggests a progressive decline in the capacity of American school children to read and compute. Community alarm over the curriculum and basic skills performance has led to a growing lack of faith in professional educators. In many cases, this unhappiness has surfaced in attacks on entire school programs or on the works of specific authors, or through the development of prescriptive sets of

educational objectives by lay groups. While there is no doubt that some of these attacks have been led by individuals or organizations representing the extreme right-wing in American politics, it is also important to recognize that they might not have been successful except for the feeling of general public dissatisfaction regarding the quality of education.

Why can't children read and compute? Why is school discipline so lax? Why don't children respect adults? What's happened to patriotism? Why should school be fun? The public wants answers to these questions, but professional educators say there are no easy responses. Sincere public concerns, however, have created a climate that can and is being exploited by political and religious literalists for whom the nostalgia craze means more than watching the Waltons. In the "good old days" our schools did indoctrinate, they did teach as immutable fact a number of months' 5 based on the lives of national heroes. They did teach the difference between right and wrong. Now, as literal-minded parents read children's textbooks, they find that much has changed. Children are not told what is

right and wrong, good or bad, but are presented with dilemmas and asked to debate the issues, identify alternative solutions, and make choices for themselves. Parents who expect the schools to indoctrinate become alarmed over materials developed to teach children how to think and draw conclusions.

All adult Americans want children to learn how to survive in these confusing times. But, parents and professional educators part company over how this can be accomplished. The chaos and ambivalences of modern life create a desire by many for strong leadership based on eternal verities. To suggest that there are no such absolutes, religious, economic, or social, is simply unacceptable to those who believe they do exist. It is my guess that, to the average American, indoctrination based on absolutes appears to be the best means to prepare children for adulthood, while most professional educators look upon such an approach as unacceptable. As a consequence, our society is not content with what it is receiving from those who have been given responsibility for the education of American children.

Social Studies education is particularly vulnerable to attack. Our subject area, which began principally as a means to teach “patriotism” and expanded later to prepare good citizens, is now concerned with teaching children to think. The conflict between the basic expectations of parents and the increasingly sophisticated methodology of professionals can be facetiously illustrated by the question: “How can you indoctrinate in an open-ended curriculum?”

While the leaders of attacks upon materials, methods, and teachers are often so tied to their convictions that no amount of communicating can ever change their views, I believe that the vast majority of the taxpaying public is simply confused and uninformed. As a result, a few articulate critics can successfully block the use of various materials or remove suspected books and teachers. To counter these attacks, professional organizations such as the National Council for the Social Studies and others develop statements of purpose, provide funds for the defense of teachers, rush to support beleaguered colleagues whose materials are being challenged unjustly, and seek, as NCSS

is now doing, to form groups made up of representatives of other professional organizations and outstanding public figures to support freedom to learn and to teach. We respond as a fire brigade, rushing from one conflagration to another in an effort to use our influence and power to counterweigh the influence and power of the attacker.

Unfortunately, as laudable as such efforts are, they do little to change the basic climate that allows these attacks to flourish. It is a climate, I believe, created in large measure by a public lack of understanding or misunderstanding of the goals and expectations of professional educators and the value of providing education for America's young in schools that support free contest of ideas. The problem is further compounded since the personnel in most American schools tend to reflect the values of their communities so that there is no agreement, even within the educational profession, regarding the need for freedom to teach and to learn. American education is organized according to the traditions of local control with laymen as policymakers. The only way in which we can enable the schools to become institutions that

encourage the study of conflict and controversy, free of pressures to indoctrinate, is to recognize that we must educate our communities to support freedom of inquiry within the public schools. We must involve ourselves in the process of public education if we wish substantial change to take place in the school curriculum. We must learn to identify the values of our communities and start the educational process at a point that is appropriate to their present belief structure. My recent experience as a member of the National Education Association's fact-finding commission in the Kanawha County, West Virginia, textbook controversy illustrated the imperative need of educators for community support.

We must do much more than put out fires. If the public does not understand the objectives upon which present programs are based or respect the need for free inquiry in the classrooms, we must educate our students and their parents to understand this value in a free society. Crying with alarm is not enough; we must teach other Americans to accept open inquiry as a basic requirement of freedom. The more clearly defined tradition of academic

freedom at the college and university level has not always served as a constructive analogue for professional educators at the pre-collegiate level. It has been our tendency to quote Plato as we rush to the barricades to defend intellectual freedom. Instead, I believe we must recognize that the concept of academic freedom must be taught by the schools to be understood and supported by the body politic.

To the average American, academic freedom is an abstraction used by educators to justify programs or materials that the community does not like rather than an intellectual climate essential for education in a free society. The more literal-minded the individual the more threatened he or she is by abstract principles. To achieve greater intellectual freedom in the public schools, practical examples of the dangers of thought control must be presented as a part of the education process. The taxpaying public must understand that our goals are not to undermine basic faith in America, as some now see us doing, but rather to build upon one of the great traditions of our society, which sets us apart from totalitarianism.

The concept of intellectual freedom can be taught in an historical perspective illustrated by the careers of Socrates, Galileo, Voltaire, and other heretics of the past. It can be presented as contemporary affairs by reference to the crises in the lives of Pasternak, Solzhenitsyn, or of the Panovs. Finally, the concept can be applied to the public schools through an examination of academic freedom cases that have reached our courts.

Only after we have made a substantial effort to teach the need for academic freedom to Americans through practical explanation can we fairly criticize those who still do not favor its application to the educational system in which their children learn.

This issue of Social Education has been developed with the needs and responsibilities of classroom teachers in mind. If we are to prepare a citizenry that supports freedom to teach and freedom to learn, our efforts must begin in the classroom. While organizations, college and university professors, textbook and curriculum developers can all help the teacher, the basic work of education is done in the classrooms and schools of America. For this issue we

have assembled materials that we hope are practical and useful. The articles are intended to assist teachers in determining what their community values are, what the law tends to reflect regarding freedom to teach and to learn, and how teachers and students feel about controversy in the classroom. Included also are classroom materials for teaching about academic freedom. Other articles provide a broad base that teachers can use to develop effective strategies for improving the climate in their own schools and communities.

David Schimmel, lawyer and educator, reviews the academic freedom problem at the pre-collegiate level through a discussion of case law regarding teacher and student rights. He also suggests ways by which academic freedom cases can be used in the classroom and raises basic questions regarding the part played by the school and classroom environment in developing democratic student attitudes. James Uphoff and Ronald Helms have prepared a series of questionnaires that are designed to assess community attitudes and standards and that can be used to develop specific policies and procedures for dealing with crises in

communities. The article by Ronald Gerlach contains student activities on freedom to teach and to learn that can be used by teachers immediately. Arlene Erlick discusses the results of the recent survey of high school student attitudes toward controversial materials conducted by the Purdue Opinion Panel. Irving Morrisett reports on teacher attitudes as expressed in a recent poll of teacher opinion on controversy and the schools. Finally, there are several short pieces by individuals who have had direct experience with conflicts in states

or communities that involved the freedom to teach and to learn. Also included are bibliographies that we hope will be of use to teachers as they give their attention to the vital task of developing community support for an educational process intended to prepare young people for lives in an open society filled with ambiguity and conflict.

**Todd Clark**

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# The Question of Academic Freedom

A Special Issue Edited by Todd Clark

The Bill of Rights and the Public Schools: Change and Challenge  
by David Schimmel

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“Perhaps it would be well if those entrusted to administer the teaching of American history and government to our students began their efforts by practicing the document on which that history and government are based.”

--Shanley v. Northeast Independent School District

-- In Montgomery, Alabama, an English teacher was dismissed for assigning a comic satire by Kurt Vonnegut, Jr., because school administrators considered the story to be "literary garbage" that had a "disruptive" effect.

-- In San Antonio, Texas. five students were suspended for publishing and distributing an underground newspaper that discussed controversial subjects and criticized the school administration.

-- In Ipswich, Massachusetts, a high school teacher was dismissed for

assigning an article from the Atlantic magazine in which the word "motherfucker" appeared a number of times.

-- In Des Moines, Iowa, three students, who wore armbands prohibited by school rules, were suspended because officials feared that the protesters would provoke controversy and disrupt schoolwork.

It is not surprising that these students and teachers were penalized for their actions. Administrators frequently punish individuals who challenge their authority or violate school rules. Nor is it surprising that the school boards supported the action of the school officials in these cases. Boards usually give wide discretion to the professional judgment of school administrators and support their enforcement of "proper discipline." What is remarkable about each case is that federal courts overturned these school board rulings. In

the process the courts not only defended the freedom of these individuals, but also expanded the rights of all students and teachers.

This article will first describe these cases and the reasons given by the courts for expanding freedom of expression in the public schools. Second, it will focus on a dangerous gap between law and practice in the schools and what social studies teachers can do to narrow this gap.

### **Protecting Teacher Freedoms**

Are public school teachers free to assign controversial books or articles? When there is a conflict between teachers and parents on such issues, should the decision of the school board be final? The cases of two high school English teachers, Robert Keefe and Marilyn Parducci, have helped to answer these questions.

*The Keefe Case.*<sup>1</sup> In September 1969, Robert Keefe gave each member of his class the current issue of the Atlantic monthly and assigned the lead article. Entitled "The Young and the Old," the article dealt with dissent, protest, and revolt and used the word "motherfucker" a number of times.

Several parents found the "dirty" word highly offensive and protested to the school committee. After Keefe refused to promise the committee that he would not use the word in class again, he was dismissed. The teacher sued, and this is the way one federal appeals court dealt with the issues of the case:

*Isn't an article that repeatedly uses a vulgar and offensive term obscene and improper?* It depends on the article. In this case, the judge found the article "scholarly, thoughtful, and thought-provoking." The court said it was not possible to read the article as "an incitement to libidinous conduct." If it raised the concept of incest, wrote Judge Aldrich, "it was not to suggest it but to condemn it"; for the word was used "as a superlative of opprobrium."

*Couldn't the teacher have discussed the article without using the controversial word?* Not in this situation. The vulgar term was important to the development of the thesis and conclusions of the author. Therefore, no proper study of the article could avoid considering the offensive word.

*Can't a school board protect students from language that parents find*

*offensive?* This would depend on the circumstances—the age of the students, the words used and their purpose. Here the word was used for educational purposes. The judge questioned whether quoting a “dirty” word that most high school students knew and was used nationally by young radicals would shock these seniors. “If the answer was that the students must be protected from such exposure,” wrote the judge, “we would fear for their future.” Thus he concluded that the sensibilities of offended parents “are not the full measure of what is proper in education.”

*May a teacher, then, assign any book that is legally published?* No, obscenity standards are not the same for students as for adults. Whether or not “offensive” language is protected by the Constitution depends on the circumstances. The judge acknowledged that “some measure of public regulation of classroom speech is inherent in every provision of public education,” but he noted that the restriction of Keefe in this case “demeans any proper concept of education.”

*The Parducci Case.*<sup>2</sup> In a 1970 case, Marilyn Parducci was dismissed for assigning the comic satire, *Welcome*

*to the Monkey House*, by Kurt Vonnegut, Jr. Two school officials described the content as “literary garbage” and the philosophy as condoning “the killing off of elderly people and free sex.” Three students asked to be excused from the assignment, several parents complained, and the school board dismissed Parducci. But Parducci felt her dismissal violated her First Amendment right to academic freedom, and Judge Johnson agreed. In his decision, the judge wrote: “Although academic freedom is not one of the enumerated rights of the First Amendment, the Supreme Court has on numerous occasions emphasized that the right to teach, to inquire, to evaluate, and to study is fundamental to a democratic society.”

Was the controversial story appropriate for high school juniors? Although the story contained several vulgar terms and a reference to an “involuntary act of sexual intercourse,” the judge, “having read the story very carefully,” found “nothing that would render it obscene.” Rather than causing disruption, the assigned story “was greeted with apathy by most of the students.” Since the school board “failed to show either that the assignment was

inappropriate reading for high school juniors or that it created a significant disruption,” the Court concluded that Parducci’s dismissal “constituted an unwarranted invasion of her First Amendment right to academic freedom.”

In sum, the *Parducci* and *Keefe* decisions acknowledge that academic freedom is fundamental to a democratic society. Judicial protection of academic freedom is based on the First Amendment, on the importance of academic inquiry to social progress, and on the belief that teachers and students should be free to question and challenge established concepts. Like other constitutional rights, however, academic freedom is not absolute; it must be balanced against the legitimate need to maintain reasonable discipline. In most instances, this means that a teacher's use of controversial material or language will be protected by the First Amendment unless school officials can demonstrate that: (1) It is not relevant to the subject being taught, (2) it is not appropriate to the age and maturity of the students, or (3) it disrupts school discipline.<sup>3</sup>

## **Expanding Student Freedoms**

Does the First Amendment protect students as well as teachers? Do students have a right to freedom of expression inside the public schools? The case of John and Mary Tinker may have determined the way present and future school officials will answer these questions.

*Tinker v. Des Moines*.<sup>4</sup> During the first half of this century, the Bill of Rights rarely protected students who challenged the constitutionality of school policies. The situation appeared to be unchanged by the trial court ruling in the *Tinker* case, in which several Iowa students were suspended for wearing black armbands in protest against the Vietnam War. In the opinion of Judge Roy Stephenson, school officials “not only have a right, they have an obligation to prevent anything that might be disruptive” to school discipline. Since officials in the *Tinker* case anticipated that the reaction of other students to the armbands “would be likely to disturb the disciplined atmosphere required for any classroom,” the judge found the armband prohibition to be reasonable.

The reasoning and conclusions of Judge Stephenson were in accord with

the decisions of most American courts and school boards since the advent of public education in the United States. But in its historic 1968 opinion, the U.S. Supreme Court reversed the decision of Judge Stephenson and extended the rights of all students.

At the beginning of its opinion, the Court wrote; "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." To support this assertion, Justice Fortas cited its previous Supreme Court opinion that indicated that the fact schools "are educating the young for citizenship is reason for scrupulous protection of constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes."

In the *Tinker* case, there was no evidence that the wearing of armbands interfered with the school's work or with the rights of other students. School authorities prohibited the armbands because they feared that wearing them would cause a disturbance. The Supreme Court rejected this reasoning. "In our

system," wrote Justice Fortas, "undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression." What about the risk that student freedom will lead to arguments and disturbances in the schools? In response to this concern, the Court pointed out that:

Any departure from absolute regimentation may cause trouble any word spoken in class, in the lunchroom, or on the campus, that deviates from the views of another person may start an argument or cause a disturbance. But our Constitution says we must take this risk: and our history says that it is this sort of hazardous freedom this kind of openness that is the basis of our national strength and of the independence and vigor of Americans who grow up and live in this relatively permissive, often disputatious society.

The Court noted that in our system, "students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate." Hence, school officials cannot suppress "expressions of feelings with which they do not wish to contend."

In addition, Justice Fortas emphasized that the principles of this case are “not confined to the supervised and ordained” academic matters, but also extend to the cafeteria, the playing field, and the campus.

When can schools limit student freedom of speech? In answer, the Court wrote that conduct by students, in or out of class, which “materially disrupts classwork or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech.”

The students in this case wore their armbands to express their disapproval of the Vietnam War. Although they provoked discussions and wanted others to adopt their views, they did not cause disorder or interference with schoolwork. “Under these circumstances,” concluded the Court, “our Constitution does not permit officials of the State to deny their form of expression.”

*The Shanley Case.*<sup>6</sup> In 1972, a federal appeals court protected the right of five Texas high school students to distribute a controversial “underground” newspaper that criticized the school

administration. The students had been suspended because school officials believed their paper, entitled *Awakening*, was “potentially disruptive” and was distributed “without the specific approval of the principal” as required by school board policy.

In holding the board policy unconstitutional, Judge Irving Goldberg noted that courts “laid to rest more than a decade ago” the notion that state authorities could subject public school students to whatever rules they wished. Of paramount importance, wrote the judge, is “the constitutional imperative that school boards abide by constitutional precepts.”

Under carefully limited regulations, administrators may review materials before distribution only “to prevent disruption and not to stifle expression.” Expression by students cannot be prohibited simply because other students, teachers, administrators, or parents disagree with its content.

Restricting the controversial paper was clearly improper in this case. *Awakening* contained no remarks that were legally obscene or libelous and its distribution caused no material or substantial disruption. Moreover, the

discussion of controversial topics, such as drugs, the draft, or birth control, is no reason to restrict freedom of expression. "It should be axiomatic at this point in our nation's history," wrote the Court, "that in a democracy 'controversy' is, as a matter of constitutional law, never sufficient in and of itself to stifle the views of any citizen." Justice Goldberg observed:

Perhaps newer educational theories have become in vogue since our day, but our recollection of the learning process is that the purpose of education is to spread, not to stifle, ideas and views. Ideas must be freed from despotic dispensation by all men, be they robed as academicians or judges or citizen members of a board of education.

School officials also expressed concern about the critical and negative attitude of the newspaper. In response, the court noted that "negativism" is often "in the eye of the beholder, and presumably the school administration's eye became fixed upon the criticism by the students." Aversion to criticism, however, is not a constitutional justification for restricting student expression.

The First Amendment's protection of speech and press is part of the Bill of Rights precisely because those regulated "should have the right and even the responsibility" of commenting upon the actions of their regulators.

"One of the great concerns of our time," observed the Court, "is that our young people, disillusioned by our political processes, are disengaging from political participation. It is important that our young people become convinced that our Constitution is a living reality, not parchment preserved under glass." Over 30 years ago, the Supreme Court wrote that school boards have important functions, "but none that they may not perform within the limits of the Bill of Rights." Therefore, "it is incredible to us that in 1972 the First Amendment was deemed inapplicable under these circumstances to high school students."

In this case, the school policy was also unconstitutional because it lacked the safeguards required by due process. The rules vaguely applied to all written expression ("of any kind, sort, or type"), they lacked any objective standards for evaluation, and there were no provisions for prompt review and

appeal. Delays in reviewing newspapers “carry an inherent danger that the exercise of speech might be chilled altogether during the period of its importance.” This illustrates the many frustrating and petty ways “the constitutional ideal can be thwarted” by a school administration.

In a concluding statement, the Court wrote:

Perhaps it would be well if those entrusted to administer the teaching of American history and government to our students began their efforts by practicing the document on which that history and government are based. Our eighteen-year-olds can now vote, serve on juries, and be drafted: yet the board fears the awakening of their intellects without reasoned concern for its effect upon school discipline. The First Amendment cannot tolerate such intolerance.<sup>7</sup>

### **The Hidden Curriculum**

These cases illustrate the dramatic expansion of freedom of expression in the public schools during the past decade. State and federal judges throughout the country are now applying the Supreme Court’s dictum that neither

students nor teachers shed their constitutional right to freedom of expression at the schoolhouse gate. Despite this judicial ruling and the obligation of schools to teach the Constitution and Bill of Rights, the actual practice in many public schools is far different. In fact many schools are teaching legal cynicism.

This, of course, is not their intention. But when an educator tells students to “obey the rules” and “respect authority” and simultaneously violates the constitutional rights of a student or teacher, he or she is teaching a lesson in legal hypocrisy. As we have learned—from the revelations of Watergate and from scholarly studies—this “hidden curriculum” is a powerful form of experiential education that has an effect long after graduation.<sup>8</sup> It is also a destructive kind of education that should disturb all teachers—especially social studies teachers—whether the focus of their concern is “law and order” or “equity and justice.”

It might be pointed out, however, that educators *are* concerned about the implications of Watergate. Many schools have revised their approach to teaching about the Constitution, others have



introduced new materials on the American legal system, and some have brought lawyers into the classroom. Educators seem to be doing everything they can – everything, that is, except teaching the way courts have applied the Constitution to the classroom and applying the Bill of Rights to students and teachers in the schools.

### **A Legacy of the Past**

Why don't most educators teach and apply the Constitution? One reason is that many do not understand when or how the Bill of Rights is applicable to the schools. This is because these rights did not apply to them when they were students and because they learned almost nothing functional about the subject during their schooling. Even courses that taught the history and principles of the Constitution rarely considered their application to the public schools. Thus, since many teachers and administrators have had almost no education or personal experience in this area, they are poorly prepared to apply the Bill of Rights in the schools today.

In addition, some students and teachers believe that courts will not protect their rights and that their only

options are conforming or quitting, in the past, this was often true. When students walked into schools or when individuals signed teaching contracts, they gave up many of their rights as citizens. A generation ago, courts tended to uphold almost any restriction upon the freedom of teachers and students that could be considered "reasonable." School boards had "wide discretion" in regulating student and teacher behavior: and if individuals challenged these regulations in court, they had to overcome the judicial assumption that "all" school board policies were "presumed" reasonable. Teachers were "legally" dismissed for almost any violation of community expectations, and students were expelled for peacefully disobeying school rules that abridged their constitutional rights.

### **Cases in the Curriculum**

During the past decade, teachers (such as Keefe and Parducci) and students (such as Tinker and Shanley) have attacked such practices by taking their cases to court. These are but a few of the dozens of students and teachers who have used the laws and courts to successfully challenge unconstitutional

restrictions on their freedom of expression.

Through their efforts, courts have expanded the rights of all students and teachers in the public schools.

Cases such as these, which illustrate the application of the First Amendment to the school community should be included in every social studies curriculum. What better way to show that constitutional rights are alive, relevant, and important?

In the past, teaching about the Constitution usually focused on old and dusty cases such as *Marbury v. Madison* or the *Dred Scott decision* great historic precedents that concerned the conflicts of a different day. Although more recent materials often include information on criminal and civil rights and explore such questions as the limits of free speech on a public street or in a crowded theater, how much more interesting and useful it would be for students to learn how the First Amendment applies specifically to them and to their school.

### **Educators' Objections**

Why are the decisions in these cases, which are now part of the law of the land, seldom found in the school

curriculum? First of all, many teachers don't know about the cases - or if they do, they don't know where to find them. However, there are now books available that clearly inform teachers about what these cases hold and where they can be found.<sup>9</sup>

Second, some educators see these decisions as too controversial. They fear that if the curriculum includes cases in which courts have found school rules unconstitutional, this might lead students to question their own school's rules and practices. But it is doubtful that schools will succeed in preparing students to be law-abiding citizens in the general community if they fail to inform them of their constitutional rights in the school community. By not educating students about their rights as well as their responsibilities, we teach them to disrespect law and to be cynical of educational authority.

Third, since many teachers see themselves as having few rights, they are often unsympathetic to requests that students' rights be taught. "After all," commented one teacher, "I don't see why my students should have any more rights than I do." Furthermore, teachers sometimes view their rights as inherently

in conflict with those of students. They believe in a “fixed pie” theory of legal rights—that there is only “a limited amount of rights,” and if students get more, teachers have less. In most cases, however, the rights of students and teachers need not be competitive. In *Parducci*, for example, the court applied the principles of the *Tinker* case (which expanded the rights of students) to protect the academic freedom of an Alabama English teacher. By understanding the reciprocal relationship among all individual rights, both teachers and students can help enlarge and protect the complementary rights possessed by each group.

Fourth, some educators feel students already have too much freedom. Others believe that students will use the rhetoric of constitutional rights as a cover for asserting selfish interests or as an excuse for simplistic thinking. However, a careful study of civil liberties cases forces students to go beyond glib rhetoric and to realize that many constitutional conflicts are not between right and wrong, but involve a tough choice between competing values. In fact, after considering the complexities involved in certain free

speech cases, students often have a more realistic appreciation of the difficult role played by school officials in balancing the legitimate interests of diverse groups in the public school community.

### **Model What We Teach**

In this post-Watergate era, the consequences of legal illiteracy—in school as well as in government—are increasingly apparent. Some steps that need to be taken seem equally clear. We should educate all “citizens” of the school community—teachers and students alike—about their rights as well as their responsibilities. We should begin by incorporating into every social studies curriculum recent judicial decisions that have applied the Bill of Rights to the public schools. By exposing students to real controversies—controversies they can relate to and can imagine happening in the schools—we can ensure that a study of the Constitution will not seem abstract, dull, or “legalistic.” In addition, the “hidden curriculum” of school policy and practice should become an operating model of what we teach about citizenship and the rule of law.<sup>10</sup>

Educating students and teachers about the application of the Constitution to the public schools is not easy. For many it will require a new orientation in their thinking and teaching. Furthermore, there is a risk that some individuals will abuse their freedom and cause trouble. But as the Supreme Court wrote: "Our Constitution says we must take this risk." And as a federal judge pointed out, the risk taken if a few abuse their rights "is outweighed by the greater risk run by suppressing" these rights in our schools.

There is not much danger that many educators will deliberately suppress the Bill of Rights. But there is a danger that we may abdicate a responsibility that is uniquely ours—to teach and practice these principles in the public schools.

#### NOTES:

1. *Keefe v. Geanakos*, 418F.2d 359 (1969). Unless otherwise indicated, quotations in this article are from the opinion of the court in the case being discussed.
2. *Parducci v. Rutland*, 316 F.Supp. 352 (1970)
3. The recent West Virginia textbook controversy between the majority of the school board and a militant minority of local citizens poses a different set of questions that are beyond the scope of this article.
4. *Tinker v. Des Moines Independent School District*, 258 F.Supp. 971 (1966); 393 U.S. 503 (1969).

5. In a strong and eloquent dissenting opinion, Justice Hugo Black warned that the opinion of the majority would encourage "a new revolutionary era of permissiveness." While *Tinker* had led to increased litigation concerning student rights, there is no evidence that it has presented administrators from maintaining reasonable discipline in the schools.

6. *Shanley v. Northeast Independent School District*, 462 F.2d 960 (1972).

7. Concerning the Supreme Court's decision in the *Tinker v. Des Moines*, Judge Goldberg made this metaphoric observation: "*Tinker's* dam to school board absolutism does not leave dry the fields of school discipline... It sets canals and channels through which school discipline might flow with the least possible damage to the nation's priceless topsoil of the First Amendment.

8. See, for example, Joel F. Henning, "Learning About Justice," *Vital Speeches*, Vol. XXXX, No. 5, December 15, 1973, and H. H. Remmers and R. D. Franklin, "Sweet Land of Liberty," *Phi Delta Kappan*, October 1962.

9. For summaries of the court holdings and references to dozens of cases on the application of the Bill of Rights to public school students, see, for example, Alan Levine, *The Rights of Students*, New York, Avon, (1973) or David Schimmel and Louis Fischer, *The Civil Rights of students*, New York, Harper & Row, (1975). The Levine book is good, inexpensive reference; the Schimmel and Fischer paperback was prepared as a text for pre- and in-service teachers and can easily be used as a model for teaching high school students.

These cases can be seen as part of the expanding field of law-related education in the public schools. A number of organizations are developing such educational programs including the American Bar Association's Committee on Youth Education for Citizenship, the Constitutional Rights Foundation, Law in a Free Society, and the Law in American Society Foundation.

10. These steps do not depend on official administrative action. As social studies

teachers know, there is much that individual educators can do. For example, they can: (1) Learn more about their rights and the rights of students—and how to teach and protect them. (2) Help students understand why individual rights have corresponding responsibilities and must be balanced against competing educational interests and

the rights of others. (3) Become familiar with the hidden curriculum, and volunteer to help formulate school policies that are in accord with current judicial policies. (4) Speak out when the constitutional rights of students or teachers are violated—for the Bill of Rights is not self-enforcing.

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**MOOT COURT—**  
**PARDUCCI V. RUTLAND**  
**316 F. SUPP. 352 (1970)**  
by Carlton S. Martz

*Carlton S. Martz is Assistant Director of Curriculum, Youth and the Administration of Justice Project, Constitutional Rights Foundation, Los Angeles, California.*

Moot courts combine role-playing with the case study approach in an appellate court setting. It is at this point in the judicial process that critical constitutional issues come into sharp focus and are legally resolved. The following moot court activity on the Parducci case raises an important academic freedom question: What kind of literature is inappropriate for high school students to read? The information used to develop this moot court simulation was adapted from a discussion of the Parducci case 11 Chapter 3 ("Freedom of Speech in the Classroom") of *The Civil Rights of Teachers* by Louis Fischer and David Schimmel. This chapter also includes information on several cases concerning

offensive language in the classroom both written and spoken.

1. This case involved a Montgomery, Alabama, high school English teacher, Marilyn Parducci, who assigned her eleventh-grade class to read a short story by Kurt Vonnegut, Jr., called, "Welcome to the Monkey House." The next day, school administrators told Ms. Parducci not to teach the story. The administrators claimed that it was "literary garbage," obscene, and immoral. Ms. Parducci believed that the story had merit and was suitable for her students. She went ahead and taught the work in her classes despite the orders of her supervisors. After a hearing before the Montgomery school board, Ms. Parducci was fired. However, she felt that her First

Amendment right to academic freedom was violated. As a result, she went to federal court in order to get her job back.

2. One of the issues before the federal court was whether or not "Welcome to the Monkey House" is appropriate reading for high school juniors. If it is, then the school board had no grounds to dismiss Ms. Parducci. If the story is inappropriate because it is obscene or immoral, then the school board probably acted properly in firing Ms. Parducci. In this case, a federal court ruled that the Kurt Vonnegut story was not obscene or otherwise inappropriate for eleventh graders to read. Ms. Parducci thus regained her job. The following moot court activity will allow your students to simulate the court hearing which took place in this case.

3. Assign your class to read "Welcome to the Monkey House" (or some other controversial piece of literature). After students have read the story, have them choose membership in one of the following role groups:

- a law firm representing Ms. Parducci

- lawyers representing a civil liberties organization supporting Ms. Parducci (amicus curiae)
- a law firm representing the Montgomery, Alabama, school system
- lawyers representing a group of Montgomery parents opposed to immoral and an-American books in the schools (amicus curiae)
- three federal court appellate judges who will decide the case

4. Each of the above lawyer role groups should prepare a legal brief containing the best arguments for its position on this question:

*Should the dismissal of Ms. Parducci by the Montgomery school board be upheld on the grounds that the story she taught her students was not appropriate reading for high school juniors?*

5. References:

- a. "Welcome to the Monkey House" (from *Welcome to the Monkey House, A Collection of Short Works* by Kurt Vonnegut, Jr.,

Delacorte Press, New York, 1968)

- b. First Amendment
- c. Fourteenth Amendment
- d. *Epperson v. Arkansas*, 393 U.S. 97 (1968)—See pp. 174-188 in *The Civil Rights of Teachers*.
- e. *Mailloux v. Kiley*, 393 F.Supp. 1387 (1971)—See pp. 34-37 in *The Civil Rights of Teachers* (This case was decided after the *Epperson* case, but it provides some standards for students to use in their moot court arguments.)

6. One student from each of the lawyer group should be selected to present oral arguments to the three federal judges.

7. Following the conclusion of the oral presentations, the three students role-playing federal appellate court judges meet, discuss the arguments of the case, and reach a decision on the question in #4 above. Each of the judges should be required to state the reasons for the decision he or she has reached.

8. The Decision: The real federal court in this case sided with Ms.

Parducci. The Court said that the school board failed to prove that “Welcome to the Monkey House” was obscene or otherwise inappropriate for eleventh-grade students. The Court stated that “having read the story very carefully,” it found “nothing that would render it obscene.” The Court also concluded that Ms. Parducci’s dismissal as a teacher was “an unwarranted invasion of her First Amendment right to academic freedom.”

#### 9. Inquiry Questions:

- Dropping your roles, how do you feel about the decision reached by your moot court judges? How do you feel about the decision reached by the real federal court in this case?
- What standards should determine the limits of academic freedom in high school classrooms (e.g.. the appropriateness of the material to the age group)?
- Do you think the federal court would have decided this case differently if

junior high or elementary school students had read the story? Why or why not?

- Who should decide whether or not certain controversial books or other learning materials

should be used in the public schools?

- Write a definition of “academic freedom.” Explain why it is important to have academic freedom in the public schools of the United States.



## THREE CASES

### Stafford, Texas: Discussion of Controversial Issues West Virginia: Selection of Textbooks Webster, New York: A Gay Liberation Speaker

#### 1

#### **One Teacher and the Right To Discuss Controversial Ideas**

*by Art Wiese*

This news story by Art Wiese appeared in *The Houston Post*, Sunday, July 28, 1974. Copyright © 1974 *The Houston Post*. Reprinted by permission.

Whatever else might be said of him, Henry Keith Sterzing is a determined man.

It's been more than six years since a major teachers' rights battle erupted when the Fort Bend Independent School District trustees fired him as a 12th grade political science and economics instructor at John Foster Dulles High School in Stafford.

But Sterzing has never stopped fighting to have that decision overturned. He now seems closer to victory than ever before.

A lot of things have changed since February 27, 1968, when the school board unexpectedly dismissed him for what it insisted was "insubordination."

Sterzing himself was a 29-year-old bachelor at the time, a self-described

conservative Republican and probably the most controversial teacher ever employed at Dulles High.

Now 35 and married, with two children, Sterzing is a Democrat. (He switched his party registration last October after President Nixon fired Special Watergate Prosecutor Archibald Cox in what has become known as the "Saturday night massacre")

He isn't even a teacher—or a Texan—any more. He's deputy chief of the personnel office for the Voice of America, the government's worldwide radio system for broadcasting into Communist countries. Each morning he commutes from his home in suburban Laurel, Maryland, to his headquarters in Washington.

Sterzing doesn't intend to make his present job a career, though. If he finally wins his struggle for reinstatement, he says he wants to go back to teaching high school seniors in Stafford, even though returning would admittedly cost him "a substantial cut in salary."

Keith Sterzing was nothing out of “Our Miss Brooks” or “Mr. Novak.” His educational methods were, to say the least, unorthodox.

He displayed Confederate flags in his classroom. He belonged to the American Federation of Teachers, being apparently the only member of that AFL-CIO union in the school district.

With his personal conservative leanings and his background as a Texas A&M graduate and an ex-Marine (he still sports a thin crew cut), Sterzing hardly fits the usual image of a boat-rocker.

But he always liked to encourage his students to freely express their feelings, as he does himself. . . .

On several occasions he criticized “superpatriots” but he asked a John Birch Society member to address his class. And he once said his grandmother was a black and he saw nothing wrong with racial intermarriage.

Sterzing’s grandmother wasn’t black, but he said he was “trying to stimulate my students to think, to realize that I would be the same guy no matter what my racial or ethnic background.”

In September 1967, as he was beginning his second year at Dulles High,

Sterzing was called before the school board to explain some of his controversial remarks, which an angry mother had read-in somewhat distorted form—in her child’s class notes.

How the meeting ended is still being disputed. Sterzing says the board said it was not telling him what to do, but it did urge him to try and avoid controversial subjects in the future. School administrators claim he was flatly ordered to stop advocating sensational ideas—even if only as an effort to get his students to look more deeply at important issues.

Five months later, two parents complained about the materials Sterzing was using in a lesson on race relations, including an essay by Dr. Benjamin Spock on discrimination, an article by B’nai B’rith on prejudice, and an anthropologist’s study downgrading the significance of racial differences.

Sterzing visited the parents to offer explanations, but within two weeks he was fired—without a word of further explanation.

The case, which Sterzing’s defenders portrayed as a classic challenge to freedom of speech and free

exchange of ideas, made the front pages of the Houston newspapers.

The American Civil Liberties Union (ACLU) appealed the dismissal to State Education Commissioner J. W. Edgar, who ruled the board's decision was unjustifiable. Nevertheless, Edgar said he was powerless to reverse it.

Sterzing then appealed to the State Board of Education, which agreed with Edgar that nothing could be done to save the teacher's job.

Next, with the help of a new lawyer (Leonard J. Schwartz of Columbus, Ohio, who was a third year law student at the University of Texas when he first became interested in the case), Sterzing filed suit in federal court in Houston against the school board.

U.S. District Judge Carl O. Bue Jr. handed down his decision in 1972, finding that the board had violated the First and Fourteenth Amendments to the Constitution in its dismissal. He ordered the board to expunge from its records any mention of the firing. He also awarded Sterzing \$5,000 in lawyers' fees and \$20,000 in damages and said the school district would have to pay the court costs.

But Bue did not reinstate Sterzing as a teacher at Dulles, saying that to do so might "revive antagonisms."

Dissatisfied with the results, Sterzing appealed to the Fifth Circuit Court of Appeals in New Orleans.

On June 24, a three-judge panel from the fifth circuit overturned Bue's ruling, saying reinstatement could not be rejected simply because it might be controversial.

"Enforcement of constitutional rights frequently has disturbing consequences," the three judges wrote in their opinion. "Relief is not restricted to that which will be pleasing and free of irritation."

The case was remanded to Judge Bue, who was ordered to again consider reinstatement, possibly coupled with a lowering of the \$20,000 in damages.

Dr. H. W. Heitman, president of the school board, said last week the trustees are waiting to see what happens when Bue reviews the matter again. "We wish we could get it settled," he said.

None of the trustees who fired Sterzing in 1968 is still on the board.

Sterzing says his at least partial victory is more than just symbolic. "I

always wanted to be a teacher, I was trained to be a teacher and I intend to be a teacher again," he said.

"This matter has cost the school board thousands and thousands of dollars over the years, but so far they have succeeded in getting rid of me in a very unfair, arbitrary, and unconstitutional manner. I simply can't let them get away with that."

The struggle has left its scars on Sterzing. His now famous case is cited 17 times in an ACLU handbook on teachers' rights.

He remembers the five months he spent without work after his dismissal. And the money he had to borrow from his relatives and a local bank (after a loan officer questioned him testily about whether he was disloyal to his country because of his classroom conduct).

Then there have been the six years without teaching—five as a civilian management employee of the Air Force in Okinawa and Taiwan, plus the past 13 months with the Voice of America.

But Sterzing seems remarkably free of bitterness. He doesn't anticipate any problems if he returns to Dulles

High, as he fully expects to, probably in August 1975.

"I just want to get back to teaching," he says. "That's all I ever really wanted to do."

## 2

### **The West Virginia Textbook Controversy: A Personal Account**

*by Todd Clark*

Todd Clark is National Education Director of the Constitutional Rights Foundation. Los Angeles, California, and served as Chairperson of the NCSS Academic Freedom Committee in 1974.

In early December of 1974, I was asked to represent the National Council for the Social Studies on a fact-finding commission organized by the National Education Association at the request of the Kanawha County, West Virginia, Association of Classroom Teachers. Three days of hearings were held on December 9, 10, and 11 in Charleston, West Virginia, and in January 1975 a report of our findings was released.

Participation on the Commission was an experience that provided many insights into the problems of Kanawha County and, I believe, into the problems of education in America.

All of us on the Commission had read newspaper accounts of the

controversy before we arrived. We knew that a language arts adoption involving more than 300 separate books from several publishers had caused probably the most violent outburst over textbooks that has ever occurred in the history of American education. There had been many stormy meetings. There had been acts of individual violence. Dynamite had been used against the property of the school district. Coal miners had gone out on wildcat strikes as a protest against the books, and public demonstrations had been held that involved thousands of people supporting both sides of the issue. Numerous acts of intimidation against teachers and others who supported the books had occurred. The Association of Classroom Teachers of Kanawha County requested that the National Education Association support the professional educators and take testimony from all involved at hearings, which would also serve as a public forum on the dispute.

After reading what had transpired, I expected to find a fairly clear-cut conflict involving academic freedom compounded by the unique cultural characteristics of the county. After listening for three days to the

people of the county explain their views, the issues were no longer clear-cut. It became increasingly difficult to identify the heroes and the villains and was much easier to recognize, as the editor of one of Charleston's newspapers pointed out, that there was right and wrong on both sides. The foremost fact that emerged was that those involved differed deeply and sincerely over philosophies of education. The conflict governing the adopted materials and whether or not they should be used by the school district was the issue that had caused basic questions of philosophy and decision-making to be raised. There were also individuals on the side of the book protesters who seemed to be using the situation to further their own needs for status and power. Several outside organizations connected with the extreme right wing of American religion and politics were continually agitating the book protesters whose mind-set was based on a profound religious literalism. In the background and certainly important as causal factors in the dispute were previous conflicts related to past actions of the County Board of Education and a deep-seated unhappiness toward government in general.

The Kanawha County School District covers over 900 square miles and includes the city of Charleston, West Virginia's state capital; a number of small communities; and an enormous area made up of Appalachia's hills and hollers. Of the county's 229,000 people, 65,000 live in Charleston and another 65,000 live in small towns and cities. Nearly 100,000 people inhabit the countryside, scattered over a rural area that has a strong fundamentalist religious tradition, in addition, there is a traditional suspicion of outsiders based on a long history of exploitation by those who came into the area from the outside. Over the years a general decline in school population has caused the County Board of Education to close and consolidate many schools to ensure that the size of those that remained made them viable educational institutions.

Many protesters alleged that these consolidations had been carried out by the Board of Education with little or no concern for the wishes of the communities affected. It was obvious that these school closings, carried out over a period of perhaps fifteen years, were still a source of irritation to many individuals. The community had also

experienced a difficult battle over sex education that had left many scars and created an attitude of distrust and suspicion towards professional educators among those who had opposed the program. There seemed also to be a feeling of deep frustration on the part of the protesters regarding their own powerlessness to influence not only school policy but the policies of their government in general. One of the fundamentalist preachers who testified before the Commission referred in eloquent language to his growing conviction, shared by many, that no public figures could be trusted either to behave honestly or to respond to the wishes of the people. He referred to Watergate, to the indictment and conviction of both major and minor West Virginia political figures, and finally to this conflict that came about because the school board had adopted materials that he deemed unsuitable for use with children.

While these complaints were somewhat unique to Kanawha County, I believe they are also typical of public attitudes toward American government and education throughout the country. Taken together, they reflect growing

public dissatisfaction with the philosophy of many professional educators and find expression in growing pressure on the schools to expand the degree to which the taxpaying public participates in making decisions that affect their children. Parents seem to want the schools to help them set standards and uphold values consistent with wishes of individual communities. The philosophy of education held by many Americans seems to call for a program that emphasizes basic skills and patriotic indoctrination, typical of our schools in the past.

For the Kanawha County protesters, a minority whose size is impossible to assess accurately, but who probably make up between 20 and 40 percent of the population, the principal objections to the books were based on the fact that they contained profanity, which the fundamentalists considered blasphemous; the writings of such individuals as Malcolm X, Eldridge Cleaver, and Charles Manson; and a number of activities in which younger children were asked to imagine that they were God or to decide solutions to open-ended activities. The protesters were further offended by the inclusion of

stories that used dialects common to various groups in the United States.

Newspaper advertisements had been widely circulated throughout the county that took many of the objectionable materials out of context, especially those that contained profanity. While such use of materials can never be condoned as an ethical practice in like disputes, it seemed to illustrate the degree to which the protesters based many of their conclusions on an absolute literalness regarding matters both theological and educational. To them a word is a word regardless of its setting. There was a further complaint that many of the writings in the books were either morbid in their content or emphasized the seamy side of life.

Underlying all of the expressed objections to the materials and to the unrepresentative nature of the decision-making process, there were two other themes. First was the sincere religious fundamentalism of many protesters. Some of the testimony presented could have come from the transcripts of the Scopes trial held some 50 years ago in Dayton, Tennessee. A literal belief in the Bible as God's word was emphasized by those who testified through frequent

quotations from the Scriptures and admonitions that this conflict was the classical biblical confrontation between Good and Evil. The second theme, never articulated, was the feeling that I believe is held by most Americans—that it is the responsibility of schools and educators to uphold and inculcate traditional values of home and community. While it is easy to dismiss the second concern when it is tied to the first, I believe it plays a part in educational conflict throughout America. In fact, even in Kanawha County, those parents who support the books, again an undefined number, do so for basically the same reasons; they want the schools to reflect their views: in this case, that such materials are essential to the education of children in a diverse and pluralistic society. The growth of the alternative school movement illustrates a means by which such diversity can be acknowledged. Within a public school system, varied programs reflecting different educational philosophies can be established.

As is typical of conflict over the role of an American institution, both sides referred constantly to democratic principles and to their rights as free

citizens. The fundamental difference between the two sides and the most critical issue not only for Kanawha County but for all of American education appeared to be the question of minority rights. If one begins by concluding that a minority of a community, whether black, brown, or fundamentalist, has the right to make basic decisions regarding the kinds of books and teaching methods used in their children's schools, that is one thing. But, if one posits that diversity is a strength only if the population at large understands and appreciates the contribution of every group in our society, the battle lines are drawn. Unfortunately in Kanawha County, the issues are not that clear. Protesting parents claim that their principal objection to the books is not that they try to present the diversity of our society, but that they include profanity and blasphemy. In response to this complaint, these parents are now free to approve or disapprove the use of the challenged books by their own children. If they continue to demand, as some are doing, that no one's children should be free to use those books and accomplish that goal through public protest and



intimidation, the minority will be forcing its will on everyone. If on the other hand, as many parents indicated to us, they have no wish to force their views on others, it is more difficult to find fault with their position even though we may believe it will cripple the capacity of their children to make sense out of life in our society.

Can other communities who may be faced with similar problems in the future learn from what has happened in Kanawha County? I think so. It appears vital that professional educators and boards of education acquire a better understanding of the value structure of their own community and make every effort to develop educational goals or alternative programs that recognize these values. When these values run counter to law or to the commitment of our society to foster equality of opportunity and freedom of inquiry, the schools must act to raise the consciousness of their citizens to support programs that respond to these needs. While such steps may not always be effective, they will at least define the issues more clearly than they have been in West Virginia. If conflict is based, as it appears to be in Kanawha County, on a lack of support

for the schools and the failure of a minority to at least be adequately involved in the decision-making process, other communities can avoid making the same mistakes. But after both of these problems have been addressed, if crises still arise, educators and others who believe that freedom of expression must exist in public education will need to fight to protect a right so basic that American democracy could not survive without it.

### 3

#### **What Happened When a Speaker for Gay Liberation Addressed High School Students**

*by Charles Kochheiser*

Charles Kochheiser is Social Studies Chairman, H. W. Schroeder High School, Webster, New York.

Schroeder High School is a 900-student high school, grades 10-12, located in Webster, New York, a middle/upper-middle class suburb of Rochester and the home of the main production facilities of the Xerox Corporation.

In its end-of-the-year issue, the local newspaper described the appearance of a Gay Liberation speaker at Schroeder High School as "one of the more inflammatory stories of the year."

It had begun innocently enough. In adhering to NCSS guidelines, students in the Minority Studies classes had been asked to share in the selection of class activities. Their consensus viewpoint favored an exploration of various "liberation" movements, including Black Liberation, Women's Liberation, and Gay Liberation. The students, furthermore, indicated a desire to have at least one guest speaker for each of the liberation movements studied.

In compliance with the several steps outlined in the Webster Board of Education's regulation concerning procedures for dealing with areas of controversy,\* the teacher had identified the potential for controversy, discussed the proposed speaker with the department chairman in social studies, and the latter had made appropriate verbal and written requests to the building principal. With his approval, and through the assistance of one of the student teachers, a spokesman from the Gay Liberation group at the University of Rochester agreed to speak to the question: "Liberation from what? to what? For what?" He spoke to three of the social studies classes on October 24, 1973.

\*This regulation had come into being as a consequence of parent inquiries regarding pieces of literature in the high school program that was alleged to be controversial.

On the day following the class presentations, students were invited to respond. Almost all of the students indicated they were glad the Gay Lib speaker had been invited. Many found the presentation insightful, citing specific ways in which they had found the content informative. Other student reactions evidenced considerable critical thought with references to generalizations, bias, stereotypes, and inadequacy of data. A typical student response follows:

That really took guts to get up and tell about gays. It was a good thing to educate straights to the current situation. I don't agree with homosexuality and I think gays are backwards, but there are gays and you can't ignore them, so at least you can try to understand them. I do question his exaggerations about the number of probable gays in this school. How would he know'?

Still another student commented:

It was something really different. I guess I anticipated some weird jerk beckoning from a car or something. It was good to see he wasn't a criminal or crazy. But it was pretty strange. I wasn't afraid but I can't explain how I felt.

The immediate parent and community response, however, was quite negative. Numerous callers took exception to the speaker's appearance, his life style, the content of the presentation, or a combination of the above. At this point, we (the department and the building principal) decided that whatever the eventual level of community furor, we would attempt to meet it head-on. Accordingly we took advantage of the fact that the presentation had been videotaped, and invited irate and/or interested persons to come to the school, view the tape, and share their concerns. A group of community clergymen, a large delegation of parents, and many small groups of parents and residents, as well as district administrators, several board members, and Schroeder faculty took advantage of this videotape review

critique between October 29 and the Thanksgiving recess.

The aforementioned large delegation of parents seemed to be anxious to take advantage of this particular situation to air their general reservations about the "freedom with responsibility" thrust of the school. In speaking to the issue of controversy, a few from this large delegation of parents and residents went so far as to suggest that there should be no attempts to deal with controversy in the social studies whatsoever. The small groups were often rousing examples of the "town meeting" democracy at work. There were stimulating pro and con exchanges among the members of the community with the attending school representatives relegated to the role of listeners!

We invited a number of professionals working out of the Rochester Mental Health Center, Division of Youth, to review the videotape. Their response was to volunteer the services of two of their staff who could deal with homosexuality as part of the pattern of sexual development. They also wanted to define, as best they could, normal and abnormal and apply these meanings to

homosexuality. The students opted in favor of such a presentation, and the two psychologists spoke the following week.

In the meantime, a minister from a local church launched a vigorous radio campaign against the school's social studies department, using a "Faith and Hope Time" program as his vehicle. As part of one such broadcast, he said:

We condemn this type of thing. We will not tolerate this type of thing, and I will continue to voice my opinion against the school authorities allowing this so-called freethinking and progressive thought. We pay our taxes and we are responsible for what goes on in the school district . . . Now as a responsible adult, one who loves morality, one who loves the word of God, who is a good patriotic American, I'm calling on you to write that high school and let them know you protest any such goings-on in their high school.

During the first two weeks following the presentation, about 25 letters of protest decrying the appearance of the Gay Lib speaker were directed at the department chairman and the principal. The letters suggested, among

other things, that students should not be involved in selecting instructional activities, homosexuality was immoral and illegal and not a lit subject for instruction, parent approval should be mandatory for student participation, and the religious viewpoint should be afforded an opportunity to be heard. One letter even arrived from the panhandle of West Virginia advising us to resign inasmuch as such low type, morally perverted characters should not be allowed in a classroom.

It was during this period, too, that a harassment effort commenced with a series of anonymous calls to the department chairman's home and school office.

At the November 12 meeting of the Board of Education about 30 persons showed up to express opinions about the legitimacy of inviting a Gay Lib spokesman to the schools. The local newspaper summarized the opposing viewpoint as follows:

This [the appearance of the speaker] did not sit too well with segments of the community, and a large number of residents—each of whom identified herself or himself as a "Christian"—

spoke out against the appearance at Schroeder.

The newspaper account continued with a statement from the same minister responsible for the radio broadcasts:

We can't begin to determine the psychological and emotional damage wrought from this speaker. I don't know how those responsible can expect to bring in a homosexual and not expect advocacy . . . I don't think that the school board should tolerate it. Those school authorities responsible should be admonished.

The adage that for every action there is a reaction began to be in evidence by mid-November. Taking exception to the school's critics, "letters to the editor" (about 30 altogether) began to run two to one in support of Schroeder's academic freedom stance. And, whereas the initial letters to the school contained only protests, they were now comprised of statements of support, particularly from Schroeder parents and religious groups.

A portion of the November 19 school board meeting was devoted to a

review of the existing regulations. Consideration was given to the inclusion of a provision guaranteeing parent consent for student participation in any instruction deemed controversial. The Board felt, however, that such a move would be unwise and unworkable. The only real modification of existing policy agreed to was that "proper framework should be laid in advance with participating students by individual teachers." The school board then agreed that the regulation, with this minor modification, be presented for final discussion and a vote at the December 10 meeting.

Prior to the December 10 session, a full-page advertisement in one of the local papers—organized by the minister previously mentioned—urged residents of the community to attend the meeting and speak in favor of a revised regulation allowing for (1) parent approval prior to the student's involvement in controversial instruction, and (2) stipulation that the Board be informed prior to any controversial instruction.

At its December 10 meeting the Board of Education listened for over two-and-a-half hours to 35 speakers

voicing opinions on both sides of the issue. Several flatly opposed having students hear from homosexuals in the schools under any conditions, labeling them sinners and criminals. Others advocated prior approval from parents and equal time for the religious viewpoint. However, a majority of speakers came out in favor of the existing policy, and the Board ultimately reaffirmed by a unanimous vote its standing policy (with the slight modification mentioned previously). In doing so the members said they were unwilling to take further steps that might jeopardize academic freedom. They indicated a willingness to put their faith in the hands of professional teachers and administrators as to what specific matters should be presented.

The following week a Rochester news editorial concluded: "The Webster School Board made the correct decision when it refused to bow to pressure to change its outside speaker policy...It is better that students are introduced to these kinds of issues in school where they should be getting a balanced view, than to be unprepared later. Webster has set a responsible example to be followed

when similar issues are raised in other districts."

In retrospect, several concluding points might be worth mentioning:

(1) As noted previously, the student response was one of the more gratifying aspects of the entire episode. The students involved in the initial presentation listened, learned, and questioned. This is what citizenship education is all about. As community furor continued over three school board meetings, the typical student response was one of astonishment that adults could get so "uptight" over the episode. Too, a number of the more articulate letters to the newspaper came from Schroeder students. Finally, the Superintendent's Student Advisory Council issued a letter of support for the high school's position.

(2) We were admittedly overwhelmed by the initial vehemence and hostility on the part of the community-at-large. We think it is important to step back and try, difficult as it may be, to discern the size of the opposition. In this particular case, the minority was quite vocal; but it was a minority. This is not to suggest, of course, that the concerns of the minority

be ignored. We did listen, and we cannot help but be more sensitive to the diversity of values within the community.

(3) Meeting the controversy head-on seemed the only appropriate strategy, and we are sure it was. The time commitment in such an endeavor, though, was crushing. It seemed that the better part of our administrator/supervisor time during November was taken up with face-to-face meetings with parents and residents. There were compensations, however. As one minister noted: "This openness in dealing with the issue is truly refreshing. People are discussing concerns at church, at bridge clubs, at bowling alleys and at work. It isn't often we have this kind of honesty."

(4) The entire affair proved to be a difficult problem—solving exercise for the school's critics. Among the opponents there seemed to be very little

consensus as to "what was controversial," and what, if any, restrictions should be placed on academic freedom.

(5) It appears academic freedom won the day, and certainly in many respects this was true. There have been, however, some indirect effects that cloud the picture. A year later we find ourselves a bit gun-shy; that is, we reflect more frequently on what might or might not be controversial. To the extent that this is merely increased sensitivity it may be to the good; however, it may represent a vacillation in the direction of censorship. Too, there have been those within the district's professional staff who feel the stipulations within the regulation itself, reasonable as they may appear to be on the surface, present more of a challenge to the concept of academic freedom than the aroused citizenry did.

**Sterzing vs. Ft. Bend independent School District**  
Civil number 69-H-319 (S.D. Tex. May 5, 1972)

**Findings and Conclusions**

THE COURT: Preliminarily let me state to all present, and particularly to counsel, that this Court has been most impressed with the thoroughness and professionalism with which this case has been briefed, presented and argued.

It is not an easy case; it is a case that can generate intense personal feelings. It is not a case in which any decision can possibly satisfy all. But the court can only do what it can do with the record of the proof that has been presented. That being said, the Court has weighed carefully the evidence that has been reviewed, and certain informal findings and conclusions are hereby reached.

In view of the lateness of the hour there are no copies of these findings and conclusions available for distribution.

From September 1966 until February 26, 1968, Henry Keith Sterzing, plaintiff herein, was employed as a civics instructor at the John Foster Dulles High School, in Stafford, Texas, which is part of the Ft. Bend Independent School District, a defendant herein.

At the end of the 1966-67 school year Mr. Sterzing was re-employed by the Board of Trustees for an additional year.

In September 1967, shortly after the start of the 1967-68 school year, Mr. H. L. Jenkins, principal of the John Foster Dulles High School, advised Mr. Sterzing that there had been some complaints by parents about the manner in which Mr. Sterzing was teaching his civics classes; specifically, complaints concerning Plaintiff's truthful



response to a student's classroom question that h was not opposed to interracial marriages.

Principal Jenkins at about the same time instructed Jane Schneider, chairwoman of Mr. Sterzing's social studies department, to instruct plaintiff to teach his current events course within the text and not discuss controversial issues. Therefore Mrs. Jane Schneider, his department head, advised Mr. Sterzing that the school board, or school administration, wanted him to confine his teaching to the text. Mrs. Schneider and Mr. Sterzing discussed the problem and they both agreed that it was extremely difficult to avoid controversial issues, especially in the teaching of senior political science and civics. The agreed course of action between the department head and Mr. Sterzing was to use textual material as a basis for the course and to build and supplement with other pertinent material, and further to use care in presenting controversial issues.

Shortly after this conversation with Mrs. Schneider, and still in September 1967, Mr. Sterzing was advised by Mr. James N. Radcliff, director of secondary education for the Ft. bend Independent School District, that a group of parents planned to attend the school board meeting scheduled for September 27, 1968 in order to protest the manner in which Mr. Sterzing was teaching his classes.

In recognition of what was about to be put in issue, Mr. Sterzing wrote on the blackboard for each of his classes on September 27, 1968, the following:

“Academic freedom in the classroom. Watch local government in action tonight at 7:30, in the School Administration Building. Question of public policy, shall a teacher in local school be discharged or retained at his teaching position.”

A group of parents did not materialize at the September 27, 1968 board meeting, but at the board meeting Mr. Sterzing and Mr. Jenkins suggested that the board go into executive session to discuss Mr. Sterzing's teaching.

Mr. Sterzing was not on the board's agenda and it had not planned to discuss any matter concerning him at that meeting. In executive session Mr. Jenkins advised the board of several complaints he had received from parents of children in Mr. Sterzing's classes, concerning comments made by Mr. Sterzing during class. These comments were diverse but in each instance reflected Mr. Sterzing's opinion on a sensitive social or political issue.

After hearing these complaints and Mr. Sterzing's account with respect to each, the board suggested to Mr. Sterzing that he might be wise to confine his teaching to the text and to avoid controversial issues, to the extent possible.

Mr. Sterzing replied that he could not teach in this manner.

It was further suggested that Mr. Sterzing should take a more positive approach to teaching, although the board never defined that term. Mr. Sterzing explained that it was impossible to teach High School senior class current events and avoid discussion of controversial issues. There was no actual resolution of the issues presented and no definitive instructions issued.

Between September 1967 and February 1968 the plaintiff distributed an article to his classes written by Eric Schnapper denouncing the repression of anti-war dissent in the armed forces. Also, between September 1967 and February 1968 Mr. Sterzing distributed to his classes the fund solicitation letter from students at the University of Texas who had been arrested at Ft. Hood in Killeen, Texas in connection with their anti-war protest

during a speech by President Johnson. The presentation of the letter was accompanied by Mr. Sterzing's statement that that was not an appeal for funds from his students, but was for use as an original source document to aid their understanding of the manner in which interest groups arouse public support.

Early in February 1968 Mr. Sterzing taught in each of his classes a six-day unit on race relations. In connection with this unit he distributed to his classes three articles and showed three films on the subject of race relations. The films were properly cleared by Mr. Sterzing through school channels and were, in fact, ordered through and paid for by the school authorities. The course curriculum and some of the actual reading materials were made available to Mr. Sterzing's new department head, Mrs. Ann Taylor.

At the conclusion of the six-day unit on race relations Mr. Sterzing gave each of his classes a true-false and multiple choice test over the textual material, class lectures and audio-visual materials. Before administering the test Mr. Sterzing showed such test to Mr. Elkins, assistant superintendent.

Parents of several of Mr. Sterzing's students, including Mr. Roy Kelly and Mrs. Manford, objected to several statements made in class by Mr. Sterzing regarding race and prejudice and with regard to the examinations. They communicated their objections to school officials and school board.

With the understanding of school officials, who indicated that he should not discuss the material in question, Mr. Sterzing made personal visits to two of these parents and explained his position to clarify the misunderstanding. The results did nothing to alleviate the problems.

On February 15, 1968, at such visit. Mr. Kelly told Mr. Sterzing he would do his best to get him fired as soon as possible, because plaintiff was teaching Mr. Kelly's daughter items inconsistent with what Mr. Kelly thought she should believe.

After these tests were given by Mr. Sterzing to his classes, and on February 28, 1968, Mr. Kelly, a defendant therein, appeared at the school board meeting. He reviewed the written materials described above and also reviewed the tests given by Mr. Sterzing over the unit on race relations.

Mr. Kelly took the position that the materials were of a propagandistic nature and were given to a captive audience without the opportunity to express opposing viewpoints being given to the students.

On February 27, 1968, without affording Mr. Sterzing notice or opportunity to be heard in his own defense, the board voted to discharge Mr. Sterzing, effective immediately. The dismissal was asserted to be based upon insubordination.

On February 28<sup>th</sup>, 1968, Mr. Sterzing was informed of the board's action and forbidden to enter the school grounds thereafter, except at a set and supervised occasion to remove his personal belongings.

Subsequently, the board affirmed the termination of Mr. Sterzing's employment and voted to pay him through the remainder of his contract term, ending June 1, 1968. Mr. Sterzing thereafter received such payment.

Plaintiff appealed to the Texas Commissioner of Education. After a hearing the Commissioner rendered official findings and conclusions, including:

- A. Plaintiff's dismissal was purportedly based upon insubordination;
- B. The dismissal was without justifiable cause;

C. The Commissioner of Education had no jurisdiction to order reinstatement of Plaintiff.

The Texas Board of Education thereafter affirmed the commissioner's determination.

Mr. Sterzing attempted to secure a teaching position at numerous schools in Texas, but at least in large part, as a result of Defendant's dismissal of him he was unable to secure a teaching job thereafter. He eventually obtained a civilian job with the Air Force, which required overseas service. He is presently serving on Taiwan, with his present contract expiring in 1974. [His salary in the Air Force since 1968 up to the present time has been in the range of \$15,000. Thus, at all such times Mr. Sterzing has been earning in excess of what he would have earned as a teacher, had he remained in the Ft. Bend School System. However, Mr. Sterzing at all times has desired, and still desires, to remain in the teaching profession.]

Viewing all of the evidence in this case it becomes apparent to this court that much of what has precipitated this lawsuit need never have occurred, had all parties been fully informed of the circumstances under which events took place.

Between September 1967 and February 1968 there was a serious lack of communication through channels from the individual teachers as such as Mr. Sterzing, up to the principal, Mr. Jenkins, and the assistant superintendent, Mr. Elkins, and the curriculum chairman, Mr. Radcliff.

For example, it seems strange, indeed, to this court that the principle had never visited the classroom of Mr. Sterzing and was wholly unfamiliar with his teaching methods. Yet it is this pattern of unfamiliarity which seems to permeate the so called

chain of command, culminating with the board, which then proceeded to act and reach decisions without the benefit of firsthand knowledge as to what was going on in Mr. Sterzing's classroom.

The Court is obliged to reach a decision on the record in this case. It cannot engage in surmise and conjecture. The Court had read the articles and reviewed the disputed tests. Inasmuch as there is only minimal proof apart from that of Mr. Sterzing's testimony concerning the nature of his class discussions it can only be concluded that, viewed overall, something approaching fair treatment of the various viewpoints on controversial issues was approached when all aspects of the course are considered. If it wasn't, Mr. Sterzing was wrong. And this Court stresses to him now that he should bear it in mind in his teaching in the future.

**1990-91 FUTURE PROBLEM SOLVING PROGRAM  
ALTERNATE TO STATE FPS BOWL**

<h2 style="margin:0">CENSORSHIP</h2>
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The First Amendment of the Bill of Rights of the American Constitution reads:

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

The Bill of Rights was added to the United States Constitution in 1791. Since that time, it has been the guarantee of personal freedoms for all Americans. None of the ten amendments, which make up the Bill of Rights is seen as more important than the First Amendment, which gives individuals the right to openly and freely express their ideas and beliefs.

Now, 225 years later in 2016, almost all of the world's democratic nations have adopted a similar statement of rights for their citizens. With the tremendous advances in communication technology made in the last fifty years, people all over the democratic world do indeed express themselves to one another freely and openly - and frequently.

However, some of the issues that faced Americans in the earliest days of the amendment still exist. Legal scholars and common people alike still wonder and debate what, if any, should be the limits on what may be expressed. Should extreme violence be allowed on screens and in printed matter? Should school children be exposed to ideas that are not consistent with their religious upbringing? Should school children be prohibited from hearing some ideas, because they are in opposition to someone else's beliefs? Should groups supporting racial hatred be allowed to try to convert others with their messages of hatred and bigotry? Many questions exist regarding how freely one can express oneself without stepping on someone else's freedoms.

There are those that believe that the First Amendment (and similar documents in other countries) must be taken exactly as it is written. These people believe that any and all views, no matter how offensive or repugnant, have the right to be expressed freely and openly. Another group of people support this stance, except when it comes to children. This second group believes that children are far too impressionable and too easily influenced to be exposed to extreme ideas. Therefore, they support restrictions on certain materials to keep them out of the hands and range of young people. Still another group believes that there are some materials that are so terrible and so hateful that they should be banned completely for all citizens.

You and your team of Future Problem Solvers have been applauded for the solutions you have proposed for other problems. You are now being asked to look at the issues related

to censorship and to make recommendations. Please use your problem solving skills to develop a best solution.

NOTE: This Fuzzy Situation is intentionally broad to allow students who are preparing for a State FPS Bowl (or students who are using it just for practice) to brainstorm with as much diversity as possible. The Fuzzy Situation for the State FPS Bowl will be much more narrow, focusing on a subarea of the broad topic of Censorship. It will be designed to challenge FPSers to think “on their feet,” as they adapt their research and implement the problem solving skills they have learned throughout the year.



# **GLOBAL EDUCATION**

# **Sister Cities International: A Global Citizen Diplomacy Network**

By

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**EDUCATION**

<b>Institution</b>	<b>Concentration</b>	<b>Degree</b>	<b>Date</b>
Ohio State University	Social Studies Education Curriculum & Instruction	• Ph.D.	1972

University of Dayton	Political Science	• M. A.	1968
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Fairmont State College	Social Studies Comprehensive	• B. S.	1966
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Ronald G. Helms is a full professor with national portfolio, one of two national auditors for **NCSS\_NCATE** Program Reviews, a member of **NCATE Board of Examiners, National Board for Professional Teacher Standards** facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a \$916,000 **Teaching American History** Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 43 years and currently is

serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 110 national presentations, over 110 state presentations, over 80 Invited Speaker presentations, and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 130 educational articles.

Helms national service includes; Kappa Delta Pi, *The Educational Forum*, Educational Review Panel, Phi Delta Kappa Foundation, Author Seminar-Lecture Program, National Education Association, Educational Web Page **Consultant, The Population Connection Organization**, Education Foundation National Lecturer Program. 1997 - - Present.

Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico,

Canada, Puerto Vallarta, Costa Rico, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.

# **Sister Cities International: A Global Citizen Diplomacy Network**

## **Introduction**

Sister Cities International (SCI) is a nonprofit citizen diplomacy network that creates and strengthens partnerships between U.S. communities and international communities. Sister Cities International was founded by President Eisenhower during a White House Summit on Citizen Diplomacy on September 11-12, 1956. Sister Cities International strives to build global cooperation at the municipal level, promote cultural understanding and stimulate economic and educational development.

Sister Cities International is the international membership association headquartered in Washington, DC. As the official organization which links jurisdictions from the United States with communities worldwide, Sister Cities International recognizes, registers, and coordinates sister city, county, municipalities, oblasts, prefectures, provinces, regions, state, town, and village linkages. Currently, Sister Cities International represents over 2,500 communities in 126 countries around the world.

Sister Cities International creates and strengthens these sister city partnerships in an effort to increase global cooperation, promote cultural understanding, and stimulate economic development. Sister Cities International leads the movement for local community development and volunteer action, by motivating and empowering private citizens, municipal officials, and business leaders to conduct long-term programs of mutual benefit (<http://www.sister-cities.org/about/faqs.cfm>.)

Sister Cities International is a leader for local community development and volunteer action. Sister Cities International motivates and empowers private citizens, municipal officials, educators, and business leaders to conduct long-term sister city programs.

Sister Cities International goals: (<http://www.sister-cities.org/about/mission.cfm>)

Membership with Sister Cities International is the best way a local community to establish meaningful and lasting global connections. Sister Cities International opens numerous doors to the world, enriching the local community through educational exchanges, business development opportunities, and information sharing on issues such as healthcare and the environment. Through Sister Cities International, local citizens gain a sense of pride from being involved in solutions to global challenges and from learning about, and connecting with, people from other cultures.

Sister Cities International is an excellent way for the local community to establish close relations with one or more international communities. These partnerships allow the local community to creatively learn, work and solve problems through cultural, educational, municipal, business, professional and technical exchanges and projects.

As an official member of Sister Cities International, the local community will be entitled to many benefits. Some of these benefits include:

- Official listing in the Sister Cities International Directory, as well as a subscription to all Sister Cities International publications including quarterly

- issues of the Sister Cities International Newsletter, our new e-Newsletter, and instructional guides covering all aspects of local program development.
- Opportunity for the program(s) to receive Sister Cities International-administered grants and participate in programs such as **Wheelchairs for Peace** and the opportunity to apply to the **Sister Cities International Network for Sustainable Development**.
  - Special access to the **Members Only** section of the greatly enhanced Sister Cities International Web site, [www.sister-cities.org](http://www.sister-cities.org).
  - Instantaneous translation in 10 different languages for e-mails and documents.
  - The opportunity to network with all members of Sister Cities International in order to share and access other program information through a comprehensive database and search engine.
  - Recognition through Sister City International's competitive Annual Awards Program.
  - The opportunity for youth to be involved at both the local and international level by competing in the Young Artist Competition.
  - Voting rights for your community at the Annual Conference.
  - The opportunity to participate in all Sister Cities International activities and governance processes.
  - Discounted membership rates for our Annual Conference.
  - Personal attention from your State Coordinator.
  - Private consultation services from Professional Staff experts (<http://www.sister-cities.org/about/faqs.cfm#faq0>).



- ***Develop*** municipal partnerships between U.S. cities, counties, and states and similar jurisdictions in other nations.
- ***Provide*** opportunities for city officials and citizens to experience and explore other cultures through long-term community partnerships.
- ***Create*** an atmosphere in which economic and community development can be implemented and strengthened.
- ***Stimulate*** environments through which communities will creatively learn, work, and solve problems together through reciprocal cultural, educational, municipal, business, professional and technical exchanges and projects.
- ***Collaborate*** with organizations in the United States and other countries which share similar goals.

Sister Cities International programs are developed around key platforms:

(<http://www.sister-cities.org/about/history.cfm>)

- Global citizen initiative
- Sustainable communities
- Muslim World Partnership initiative
- Strengthen the existing Sister Cities partnerships between the U.S. and Muslim world and form new partnerships.
- Demonstrate through these Sisters Cities partnerships that mutual respect, understanding and cooperation can be built and sustained between the United States and the Muslim world.
- Tell the remarkable stories of these partnerships and programs to help inform and educate the American public about the positive impact of citizen diplomacy.

There are currently 93 U.S. Muslim world members from Afghanistan to Uzbekistan

(<http://www.sister-cities.org/programs/islamic/partnerships.cfm>.)

## **Welcome to the 2011 Global Sister Cities and Twinning Summit**

In September 2011 citizen diplomacy leaders from more than 30 countries convened in Cairo, Egypt for the first-ever Global Sister Cities and Twinning Summit hosted by Sister Cities International. The summit focused on the current and future role of sub-national and grassroots dialogue for building sustainable nations and solving intractable global issues. ([http://www.sister-cities.org/.](http://www.sister-cities.org/))

According to Jim Dumas, the executive vice president and interim CEO of Sisters Cities International, the organization hopes that by the end of the three-day conference participants would have a greater understanding of the organization and know how to collaborate with one another. “Sister Cities International is a grassroots organization decentralized to 600 cities; those are our members and we have 2000 partnerships all over the globe,” Dumas told Daily News Egypt on the sidelines of the conference, “Based on mutual interest it’s not about one country teaching other city, it’s about creating an atmosphere in which economic and community development can be implemented and strengthened.”

“I am expecting to benefit a lot I am sure we have more chances in developing Mombasa and Kenya as a whole so that’s why I felt it is very important to be here to lobby for more issues which are affecting us in Kenya with people from other parts of the world,” said Amena Zuberi, chairperson of Tangana Women Development Group and chairperson for Long Beach Mombasa Sister Cities and the campaign leader for the Mombasa Water

Advocacy; a program between the state of California and Momabasa for water sanitation projects in Kenya .

“We are working on a sanitation and health projects with the state of Sonoma based on a friendly partnership, the project was proposed five years ago but was only implemented a year ago,” said engineer Soad Karny, head of environmental affairs in the Aswan governorate.

(<http://thedailynewsegypt.com/development/first-global-sister-cities-and-twinning-summit-kicks-off-in-cairo.html>.)

### **The Centerville Sister City Committee**

The Centerville Sister City Committee was established in 1973 to promote international relations with people in selected foreign nations. The committee sponsors cultural exchange visits between the City of Centerville and our sister cities in Canada and Germany. The program helps build international friendships and cultural understanding.

Waterloo is located west of Toronto in the heart of Ontario's agricultural region.

Bad Zwischenahn is located in the northeastern part of country, close to Hamburg, Germany. Bad Zwischenahn is in an industrial area, and is among the richest nursery producers in the world

([http://www.ci.centerville.oh.us/index.php?option=com\\_content&task=view&id=658&Itemid=1898](http://www.ci.centerville.oh.us/index.php?option=com_content&task=view&id=658&Itemid=1898).)

I have been associated with the Centerville Sister City Committee since 1978, and was instrumental in selecting Waterloo, Ontario and then Bad Zwischenahn, West Germany. The Canadians were already familiar with Centerville and the greater Dayton, OH area due to the location of I-75 as a north-south corridor to Florida. Many citizens from Waterloo had taken time to visit in Centerville, and my family had taken several vacations in the Stratford, Waterloo, and Toronto area. Following initial contacts through Sister City International, Centerville formally became a Sister City to Waterloo in 1979.

John Spoor, a native from the Netherlands, and now a U.S. citizen was instrumental in visiting Bad Zwischenahn. Following initial contacts through Sister City International, Centerville formally became a Sister City to Bad Zwischenahn in 1980 (Centerville Times, November 12, 1980.)

It is important to note that the Centerville City Mayor and Council were instrumental in funding the Centerville Sister City Committee's efforts and on-going business expenses. Bad Zwischenahn's and Waterloo's mayors and councils were instrumental in funding the local Sister City Committee's efforts and on-going business expenses.

Funding is always an important consideration, and given two sister cities, the Centerville Sister City Committee developed an annual budget of nearly \$5,000.00 which is approved by the Centerville City Council.

It is important to note that all international visit expenses are the responsible of each member of the international visiting delegation. Initially, and in following years, the Centerville Sister City Committee's delegation, which always is open to the public, would visit Waterloo during even years, and Waterloo would visit Centerville during odd years. The Sister City exchanges with Bad Zwischenahn are scheduled every five years. The Centerville Sister City Committee has functioned for nearly 40 years; many citizens have had to opportunity to serve as mayor, council, and Centerville Sister City Committee. A few Centerville Sister City Committee members have become either council members or mayor.

Official Sister City exchanges with Waterloo, Ontario always includes the use of local hotel properties for guests and are visits for three-four days. Official Sister City exchanges with Bad Zwischenahn, Germany always includes home hosting for guests and is visits for three-four days. The Bad Zwischenahn visits to Centerville are a launching point for the Germans to tour the U.S. for several weeks, or for the Americans to tour Eastern or Western Europe for several weeks.

The first several visits to Waterloo, Ontario commencing in October 1979 were centered on the ten-day Waterloo-Kitchener Oktoberfest annual celebration. Waterloo and Kitchener have large German heritage population, and the demographics resulted in the world's second largest Oktoberfest celebration. There is also a strong German heritage population in Centerville, and many Centerville citizens have participated in local German clubs and various local Oktoberfest celebrations in the Greater Dayton area.

Since 1969, Kitchener-Waterloo Oktoberfest has developed its own traditions, becoming the largest Bavarian festival in North America with the greatest Thanksgiving Day Parade in Canada. Thousands of visitors celebrate annually in the Festhallen, and by attending one or more of the 40 family and cultural events. Through the celebration of this Spirit of Gemuetlichkeit, the local economy is stimulated and over 70 charities and not-for-profit organizations raise funds to support the high quality of life enjoyed in Kitchener-Waterloo ([http://www.oktoberfest.ca/aboutus\\_history.php](http://www.oktoberfest.ca/aboutus_history.php).)

When visiting Bad Zwischenahn, the Centerville delegates are treated to a local feast. Local smoked eels are a delicacy, particularly when served with locally produced schnapps called *Ammerländer Löffeltrunk*. There is a specific local tradition (also called *Ammerländer Löffeltrunk*) to drink it from a tin spoon along with a special drinking cheer. Beside drinking, the *Ammerländer Löffeltrunk* is also used to clean one's hands after eating the smoked eel ([http://www.bad-zwischenahn.de/index\\_1280.html](http://www.bad-zwischenahn.de/index_1280.html).)

Very typically, the Centerville Sister City Committee will invite the Canadians and Germans to Centerville during the Americana Fourth of July Festival. The Americana Fourth of July Festival started in 1972 as a sidewalk sale promoted by the Centerville downtown merchants. As years passed, the merchants association received permission from the City to close the streets for a 4th of July Festival.

In the fall of 1979, a few members of the Board of Directors of the Centerville-Washington Township Chamber of Commerce proposed the formation of a Corporation under the Chamber to enlarge the festival. Their plans included a [parade](#), [street fair](#), [car show](#), hot air balloon rides, skydivers and [fireworks](#). The proposal was accepted and the Americana Festival Corporation was formed. The corporation's board adopted a \$20,000 budget and work on the new and improved festival began immediately. The festival is funded by significant contributions from both the city and township governments and by cash and in-kind donations from area businesses and institutions. The festival now includes a mile long, 90-minute parade with more than 100 units, a street fair with more than 300 arts and crafts booths, an antique and classic car and truck show which attracts more than 150 vehicles, a special cost-free area just for children at Benham's Grove, a scholarship program, a 5K family run with more than 1,200 runners of all ages and physical abilities participating, entertainment and fireworks  
(<http://www.americanafestival.org/about-us>.)

The Centerville Sister Cities Committee hosts festive meal events at Benham's Grove. Benham's Grove combines the best of two centuries - a spacious, Victorian-era home set on expansive landscape grounds that has been refurbished with the 20th century conveniences essential to today's meetings and special events. The three separate buildings and grounds can be used alone or in various combinations to provide the ideal setting for a wide variety of functions - large or small, formal or casual, indoor or outdoor  
([http://www.ci.centerville.oh.us/index.php?option=com\\_content&task=view&id=486&Itemid=1866](http://www.ci.centerville.oh.us/index.php?option=com_content&task=view&id=486&Itemid=1866).)

The Centerville Sister Cities Committee also hosts meal events at Yankee Trace. The Golf Club at Yankee Trace is the finest golf facility in the area, possessing a 27-hole, championship golf course. The Clubhouse is designed to make guests feel as if they are visiting a fine private club. Providing this private club atmosphere our friends from Waterloo and Bad Zwischenahn is a highlight of each international exchange (<http://www.yankeetrace.org/index.php/About-Yankee-Trace.html>.)

The Centerville Sister Cities Committee plans and implements regular international exchanges to Bad Zwischenahn and to Waterloo. These exchanges are open to the public and involve no use of government funds. All international delegates from the mayor and council to citizens fund their own travel expenses. The Centerville Sister Cities Committee plans and implements regular international exchanges to Bad Zwischenahn and to Waterloo for various youth groups and sporting groups. These groups also fund their own expenses.

The Centerville Sister Cities Committee sends an annual delegation to the Sister Cities International Annual Conference. I have represented Centerville as a delegate at several Sister Cities International Annual Conferences. I received Sister Cities International Annual Conference Award for Youth Leadership at the Phoenix ([The Pointe Hilton Resort](#) [largest resort in the southwest]) Sister Cities International Annual Conference in 1983, and I received the Conference Award for Outstanding Multimedia at the Miami



(Hotel [Fontainebleau](#)) Sister Cities International Annual Conference in 1998  
([http://www.sister-cities.org/conference/prev\\_conf.cfm](http://www.sister-cities.org/conference/prev_conf.cfm).)

### **Conclusion**

For nearly 50 years, Sister Cities International has been one of the most recognized international organizations. In every region of the world, sister city affiliations play a significant role in supporting long-term community partnerships through reciprocal exchange programs. Sister Cities International strives to ensure that each project undertaken by its members reflects the diversity of its network. Specifically, Sister Cities International promotes the inclusion of ethnic and racial minorities, people with disabilities, youth, women, and people of diverse socio-economic status in all sister city activities.

Sister Cities International promotes and supports new sister city partnerships in all parts of the world, reaching areas traditionally underserved by other community development organizations. As international cooperation gains importance, city-to-city programs become increasingly significant to overall global development (<http://www.sister-cities.org/about/network.cfm>.)

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# **Holocaust Studies: The U.S. Holocaust Memorial Museum**

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1

**Global Education Journal**

<http://www.franklinpublishing.net/globaleducation.html>

Send all manuscripts in electronic form to Dr. Ludwig Otto, Publisher & CEO,  
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Phone: 817-548-1124, or email submissions to  
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**EDUCATION**

<b>Institution</b>	<b>Concentration</b>	<b>Degree</b>	<b>Date</b>
Ohio State University	Social Studies Education Curriculum & Instruction	• Ph.D.	1972

University of Dayton	Political Science	• M. A.	1968
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Fairmont State College	Social Studies Comprehensive	• B. S.	1966
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Ronald G. Helms is a full professor with national portfolio, one of two national auditors for **NCSS\_NCATE** Program Reviews, a member of **NCATE Board of Examiners, National Board for Professional Teacher Standards** facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a \$916,000 **Teaching American History** Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 43 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 110 national presentations, over 110 state presentations, over 80 Invited Speaker presentations, and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 130 educational articles.

Helms national service includes; Kappa Delta Pi, *The Educational Forum*, Educational Review Panel, Phi Delta Kappa Foundation, Author Seminar-Lecture Program, National Education Association, Educational

Web Page **Consultant, The Population Connection Organization,**  
Education Foundation National Lecturer Program. 1997 - - Present.

Helms international service includes several leadership roles to  
Germany, Ontario, and China. Helms foreign travel includes the  
following: Mexico, Canada, Puerto Vallarta, Costa Rico, British Isles,  
Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe,  
Iberian Peninsula, Scandinavia, and Western Europe.

# **Holocaust Studies: The U.S. Holocaust Memorial Museum**

**By  
Ronald G. Helms, Ph.D., Professor**

## **Introduction: Mission Statement**

(<http://www.ushmm.org/museum/press/kits/details.php?content=99-general&page=05-mission>)

The United States Holocaust Memorial Museum is the United States' national institution for the documentation, study, and interpretation of Holocaust history, and serves as this country's memorial to the millions of people murdered during the Holocaust.

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims — six million were murdered; Gypsies, the handicapped and Poles were also targeted for destruction or decimation for racial, ethnic, or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war and political dissidents, also suffered grievous oppression and death under Nazi tyranny.



The Museum's primary mission is to advance and disseminate knowledge about this unprecedented tragedy; to preserve the memory of those who suffered; and to encourage its visitors to reflect upon the moral and spiritual questions raised by the events of the Holocaust as well as their own responsibilities as citizens of a democracy.

Chartered by a unanimous Act of Congress in 1980 and located adjacent to the National Mall in Washington, DC, the Museum strives to broaden public understanding of the history of the Holocaust through multifaceted programs: exhibitions; research and publication; collecting and preserving material evidence, art and artifacts related to the Holocaust; annual Holocaust commemorations known as Days of Remembrance; distribution of education materials and teacher resources; and a variety of public programming designed to enhance understanding of the Holocaust and related issues, including those of contemporary significance.

### **The USHMM: Significant dates**

<http://www.ushmm.org/research/library/faq/details.php?topic=06#01>

1978, November 1	President Jimmy Carter establishes the President's Commission on the Holocaust.
1979, April 24	The first Days of Remembrance Ceremony is held in the Capitol Rotunda.

- 1979, September 27      The President's Commission on the Holocaust submits its report concerning Holocaust remembrance and education in the United States.
- 1980, October 7         President Carter signs Public Law 96-388 establishing the United States Holocaust Memorial Council.
- 1983, April 13         Land for the museum building is transferred from the government to the Council in a ceremony held at the Capitol.
- 1984, April 30         A symbolic ground breaking ceremony is held at the future site of the Museum.
- 1985, October 16       Actual ground breaking ceremonies take place. Two milk cans containing soil and ashes from different concentration and extermination camps are symbolically buried on site.
- 1986, October 8        15th Street, adjacent to the future Museum entrance, is officially renamed Raoul Wallenberg Place.
- 1988, October 5        The cornerstone for the Museum is laid. President Reagan speaks at the ceremony.
- 1989, July 17         Contract for Museum's construction awarded to Blake Construction Company.
- 1989, August 2         Construction on the Museum begins.

- 1990, April 17 Two milk cans containing soil and ashes from different concentration and extermination camps are buried under the basement level of the Hall of Remembrance.
- 1993, April 21 A Tribute to Liberators and Rescuers is held at Arlington National Cemetery.
- 1993, April 22 The United States Holocaust Memorial Museum is dedicated. Speakers at the ceremony include: Bill Clinton, Chaim Herzog, Harvey Meyerhoff, and Elie Wiesel
- 1993, April 26 The Museum opens to the public. His Holiness the Dalai Lama is the first visitor.
- 1994, June 6 The Museum dedicates the plaza on Raoul Wallenberg place to General Dwight David Eisenhower and to the soldiers who fought under his command.
- 2000, October 12 President Clinton signs Public Law 106-292 granting permanent status for the Museum.
- 2003, November 1-2 As part of a year-long celebration of the Museum's 10th Anniversary, over 2,200 survivors and their families gather in Washington for the Tribute to Holocaust Survivors: Reunion of a Special Family.

Other (<http://www.ushmm.org/research/library/faq/details.php?topic=06#01>) questions that are often asked are as follows:

How much did it cost to build the Museum?

The Museum cost approximately \$168 million to build (\$90 million for the building's construction and \$78 million for the exhibits).

How were the funds raised for the Museum's construction?

Built on land donated by the federal government and funded with more than 200,000 private donations, the Museum is the product of a strong partnership between the government and private philanthropy. As required by law, all funds for planning, constructing and equipping the Museum were raised exclusively from private, tax- deductible contributions.

U.S. citizens and other visitors often assume that the USHMM is part of the Smithsonian Institution. The U.S. government had an initial involvement, and the majority of funding is derived from private sources

(<http://www.smso.net/USHMM>.)

The United States Holocaust Memorial Museum is a national institution situated in a prominent location adjacent to The National Mall in Washington, D.C. (in between 14th and 15th streets SW); however, it is not a constituent institution of the Smithsonian Institution. The museum is dedicated to documenting, studying, and interpreting the history of the Holocaust. It also serves as the United States' official memorial to the millions of European Jews and others killed during the Holocaust under directives of Nazi Germany. While the United States government provided some funding for both the building and continued operations of the museum, a majority of the funding comes from private sources, Jewish movie director Steven Spielberg being amongst the most notable donors.

The street that the museum is located on is named Raoul Wallenberg Place, after the Swedish diplomat who is believed to have saved 100,000 Jews in Hungary during the Second World War. The museum building sits on land that previously belonged to the United States Department of Agriculture. Two of the three annex buildings that sat on this property were demolished to build a museum whose design would be wholly about the Holocaust.

### **The Holocaust and Genocide**

The Holocaust: definition and preliminary discussion  
([http://www1.yadvashem.org/Odot/prog/index\\_before\\_change\\_table.asp?gate=0-2](http://www1.yadvashem.org/Odot/prog/index_before_change_table.asp?gate=0-2))

The Holocaust, as presented in this resource center, is defined as the sum total of all anti-Jewish actions carried out by the Nazi regime between 1933 and 1945: from stripping the German Jews of their legal and economic status in the 1930s; segregating and starvation in the various occupied countries; the murder of close to six million Jews in Europe. The Holocaust is part of a broader aggregate of acts of oppression and murder of various ethnic and political groups in Europe by the Nazis. Nevertheless, it has special significance due to the exceptional attitude with which its perpetrators – the Nazis – regarded their Jewish victims. In the Nazi terminology the Jews were referred to as “world Jewry,” a term unparalleled with respect to any other ethnic, ideological, or social group. The Nazis’ proclaimed goal was the eradication of European Jewry.

The biblical word Shoah (which has been used to mean “destruction” since the Middle Ages) became the standard Hebrew term for the murder of European

Jewry as early as the early 1940s. The word Holocaust, which came into use in the 1950s as the corresponding term, originally meant a sacrifice burnt entirely on the altar. The selection of these two words with religious origins reflects recognition of the unprecedented nature and magnitude of the events. Many understand Holocaust as a general term for the crimes and horrors perpetrated by the Nazis; others go even farther and use it to encompass other acts of mass murder as well. Consequently, we consider it important to use the Hebrew word Shoah with regard to the murder of and persecution of European Jewry in other languages as well. Various interpretations of these historical events have given rise to several other terms with different shades of meaning: destruction (used in Raul Hilberg's book), catastrophe (in use mainly in the research literature in Soviet Russia), and khurbn (destruction) and gezerot tash-tashah (the decrees of 1939-1945) (Used in ultra-orthodox communities).

HOLOCAUST: Select timeline

(<http://www.historyplace.com/worldwar2/holocaust/timeline.html>)

Jan 30, 1933 - Adolf Hitler is appointed Chancellor of Germany a nation with a Jewish population of 566,000.

Feb 27, 1933 - Nazis burn Reichstag building to create crisis atmosphere.

Feb 28, 1933 - Emergency powers granted to Hitler as a result of the Reichstag fire.

March 22, 1933 - Nazis open Dachau concentration camp near Munich, to be followed by Buchenwald near Weimar in central Germany, Sachsenhausen near Berlin in northern Germany, and Ravensbrück for women.

March 24, 1933 - German Parliament passes Enabling Act giving Hitler dictatorial powers.

April 11, 1933 - Nazis issue a decree defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents. One parent or grandparent classifies the descendant as non-Aryan...especially if one parent or grandparent was of the Jewish faith."

April 26, 1933 - The Gestapo is born, created by Hermann Göring in the German state of Prussia.

May 10, 1933 - Burning of books in Berlin and throughout Germany.

July 14, 1933 - Nazi Party is declared the only legal party in Germany; Also, Nazis pass Law to strip Jewish immigrants from Poland of their German citizenship.

In July - Nazis pass law allowing for forced sterilization of those found by a Hereditary Health Court to have genetic defects.

Sept 29, 1933 - Nazis prohibit Jews from owning land.

June 30, 1934 - The Night of Long Knives occurs as Hitler, Göring and Himmler conduct a purge of the SA (storm trooper) leadership.

July 22, 1934 - Jews are prohibited from getting legal qualifications.

Aug 2, 1934 - German President von Hindenburg dies. Hitler becomes Führer.

May 21, 1935 - Nazis ban Jews from serving in the military.

Sept 15, 1935 - Nuremberg Race Laws against Jews decreed.

Feb 10, 1936 - The German Gestapo is placed above the law.

March 7, 1936 - Nazis occupy the Rhineland.

June 17, 1936 - Heinrich Himmler is appointed chief of the German Police.



Aug 1, 1936 - Olympic games begin in Berlin. Hitler and top Nazis seek to gain legitimacy through favorable public opinion from foreign visitors and thus temporarily refrain from actions against Jews.

In Jan - Jews are banned from many professional occupations including teaching Germans, and from being accountants or dentists. They are also denied tax reductions and child allowances.

March 12/13, 1938 - Nazi troops enter Austria, which has a population of 200,000 Jews, mainly living in Vienna. Hitler announces Anschluss (union) with Austria.

July 25, 1938 - Jewish doctors prohibited by law from practicing medicine.

Oct 15, 1938 - Nazi troops occupy the Sudetenland.

Nov 9/10 - Kristallnacht - The Night of Broken Glass.

Nov 12, 1938 - Nazis fine Jews one billion marks for damages related to Kristallnacht.

Dec 14, 1938 - Hermann Göring takes charge of resolving the "Jewish Question."

Feb 21, 1939 - Nazis force Jews to hand over all gold and silver items.

March 15/16 - Nazi troops seize Czechoslovakia (Jewish pop. 350,000).

In May - The St. Louis, a ship crowded with 930 Jewish refugees, is turned away by Cuba, the United States and other countries and returns to Europe.

Sept 1, 1939 - Nazis invade Poland (Jewish pop. 3.35 million, the largest in Europe). Beginning of SS activity in Poland.

Sept 3, 1939 - England and France declare war on Germany.

Nov 23, 1939 - Yellow stars required to be worn by Polish Jews over age 10.

Jan 25, 1940 - Nazis choose the town of Oswiecim (Auschwitz) in Poland near Krakow as site of new concentration camp.

June 14, 1940 - Paris is occupied by the Nazis.

June 22, 1940 - France signs an armistice with Hitler.

In July - Eichmann's Madagascar Plan presented, proposing to deport all European Jews to the island of Madagascar, off the coast of east Africa.

July 17, 1940 - The first anti-Jewish measures are taken in Vichy France.

Aug 8, 1940 - Romania introduces anti-Jewish measures restricting education and employment, then later begins "Romanianization" of Jewish businesses.

Sept 27, 1940 - Tripartite (Axis) Pact signed by Germany, Italy and Japan.

Oct 3, 1940 - Vichy France passes its own version of the Nuremberg Laws.

Nov 15, 1940 - The Warsaw Ghetto, containing over 400,000 Jews, is sealed off.

June 22, 1941 - Nazis invade the Soviet Union (Jewish pop. 3 million).

Oct 23, 1941 - Nazis forbid emigration of Jews from the Reich.

Dec 7, 1941 - Japanese attack United States at Pearl Harbor. The next day the U.S. and Britain declare war on Japan.

Dec 8, 1941 - In occupied Poland, near Lodz, Chelmno extermination camp becomes operational. Jews taken there are placed in mobile gas vans and driven to a burial place while carbon monoxide from the engine exhaust is fed into the sealed rear compartment, killing them. The first gassing victims include 5,000 Gypsies who had been deported from the Reich to Lodz.

In Jan - Mass killings of Jews using Zyklon-B begin at Auschwitz-Birkenau in Bunker I (the red farmhouse) in Birkenau with the bodies being buried in mass graves in a nearby meadow.

Jan 20, 1942 - Wannsee Conference to coordinate the "Final Solution."

Jan 31, 1942 - SS Einsatzgruppe A reports a tally of 229,052 Jews killed.

In March - In occupied Poland, Belzec extermination camp becomes operational. The camp is fitted with permanent gas chambers using carbon monoxide piped in from engines placed outside the chamber, but will later substitute Zyklon-B.

May 18, 1942 - The New York Times reports on an inside page that Nazis have machine-gunned over 100,000 Jews in the Baltic States, 100,000 in Poland and twice as many in western Russia.

July 22, 1942 - Beginning of deportations from the Warsaw Ghetto to the new extermination camp, Treblinka. Also, beginning of the deportation of Belgian Jews to Auschwitz.

July 23, 1942 - Treblinka extermination camp opened in occupied Poland, east of Warsaw. The camp is fitted with two buildings containing 10 gas chambers, each

holding 200 persons. Carbon monoxide gas is piped in from engines placed outside the chamber, but Zyklon-B will later be substituted. Bodies are burned in open pits.

In Aug - The start of deportations of Croatian Jews to Auschwitz.

Aug 23, 1942 - Beginning of German Army attack on Stalingrad.

Aug 26-28 - 7,000 Jews arrested in unoccupied France.

Sept 9, 1942 - Open pit burning of bodies begins at Auschwitz in place of burial. The decision is made to dig up and burn those already buried, 107,000 corpses, to prevent fouling of ground water.

Sept 18, 1942 - Reduction of food rations for Jews in Germany.

Sept 26, 1942 - SS begins cashing in possessions and valuables of Jews from Auschwitz and Majdanek. German banknotes are sent to the Reichs Bank. Foreign currency, gold, jewels and other valuables are sent to SS Headquarters of the Economic Administration. Watches, clocks and pens are distributed to troops at the front. Clothing is distributed to German families. By Feb. 1943, over 800 boxcars of confiscated goods will have left Auschwitz.

Oct 5, 1942 - Himmler orders all Jews in concentration camps in Germany to be sent to Auschwitz and Majdanek.

Jan 18, 1943 - First resistance by Jews in the Warsaw Ghetto.

Jan 29, 1943 - Nazis order all Gypsies arrested and sent to extermination camps.

Feb 2, 1943 - Germans surrender at Stalingrad in the first big defeat of Hitler's armies.

June 6, 1944 - D-Day: Allied landings in Normandy.

Aug 4, 1944 - Anne Frank and family arrested by Gestapo in Amsterdam, then sent to Auschwitz. Anne and her sister Margot are later sent to Bergen-Belsen where Anne dies of typhus on March 15, 1945.

Late 1944 - Oskar Schindler saves 1200 Jews by moving them from Plaszow labor camp to his hometown of Brunnlitz.

Jan 17, 1945 - Liberation of Warsaw by the Soviets.

Jan 27, 1945 - Soviet troops liberate Auschwitz. By this time, an estimated 2,000,000 persons, including 1,500,000 Jews, have been murdered there.

April 23, 1945 - Berlin reached by Soviet troops.

April 29, 1945 - U.S. 7th Army liberates Dachau.

April 30, 1945 - Hitler commits suicide in his Berlin bunker.

May 7, 1945 - Unconditional German surrender signed by Gen. Jodl at Reims.

Nov 20, 1945 - Opening of the Nuremberg International Military Tribunal.

The legal definition of genocide (<http://www.preventgenocide.org/genocide/>) is as follows:

The international legal definition of the crime of genocide is found in Articles II and III of the 1948 Convention on the Prevention and Punishment of Genocide.

Article II describes two elements of the crime of genocide:

1) the mental element, meaning the "intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such", and 2) the physical element which includes five acts described in sections a, b, c, d and e. A crime must include both elements to be called "genocide."

Article III described five punishable forms of the crime of genocide: genocide; conspiracy, incitement, attempt and complicity. Excerpt from the Convention on the Prevention and Punishment of Genocide:

"Article II: In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article III: The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- (e) Complicity in genocide. "

**Conclusion:**

The USHMM opened to the public on April 26, 1993. The author visited the USHMM in May 1993, and it seemed that the first two-three years of visits were much more



“comfortable” than recent visits. This observation is actually a testament to the success of the USHMM in attracting U.S. and foreign visitors.

The USHMM is a premier Holocaust research institution in the world. Various educational research, fellowships, seminars, and courses are offered by the U.S.H.M.M. to scholars, professors, educators, students, and the general public ([http://www.ushmm.org/research/center/.](http://www.ushmm.org/research/center/))

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# WORLD CITIZEN QUIZ

Directions: Circle the letter that best completes the statement or answers the question.  
Part I.

1. There are currently about \_\_\_ nations on the planet Earth:  
a. 48            b. 81            c. 114            d. 160
2. The human population of planet Earth now exceeds \_\_\_ persons.  
a. 700M        b. 2.5B        c. 5B            d. 12B
3. What percentage of humanity lives north of the equator?  
a. 35%        b. 50%        c. 75%        d. 90%
4. What percentage of the Earth's population lives in less-developed countries?  
a. 20%        b. 50%        c. 75%        d. 90%
5. Approximately \_\_\_ of the world's population lives in cities.  
a. 20%        b. 40%        c. 60%        d. 80%
6. \_\_\_ million humans in the world survive on 30 cents or less per day, a level termed "absolute poverty."  
a. 50            b. 200            c. 500            d. 800
7. Every 60 seconds \_\_\_ people are dying in our world as a consequence of hunger and hunger-related disease.  
a. 7            b. 15            c. 24            d. 40
8. Global military expenditures in 1985 of \_\_\_ exceeded the income of the poorest half of humanity.  
a. \$850M        b. \$940B        c. \$4T            d. \$16T
9. For about \_\_\_ per year, the world could provide family planning to all who want it.  
a. \$4B            b. \$25B        c. \$200B        d. \$1T
10. Which of the following most efficiently converts energy?  
a. Wind generator                    b. automobile engine  
c. liquid fueled rocket                d. diesel engine
11. Approximately \_\_\_ of the Earth's surface is covered with seas.  
a. 70%        b. 55%        c. 40%        d. 25%
12. Of the world's 100 largest business corporations, over \_\_\_ are multinational corporations (businesses that operate in many countries).  
a. 10%        b. 25%        c. 50%        d. 75%

13. Today, a human can circle the world \_\_\_ times faster than possible 450 years ago on Magellan's voyage.  
 a. 500            b. 1,000            c. 12,000            d. 17,000
14. \_\_\_ people in the world do not have an adequate basic diet of food.  
 a. 46M            b. 103M            c. 500M            d. 930M
15. Of all the world's scientists and technical experts, between \_\_\_ are engaged in research and development for military purposes.  
 a. 5-15%            b. 25-50%            c. 69-75%            d. 80-90%
16. About \_\_\_ of the world's housing has been classified as substandard.  
 a. 90%            b. 75%            c. 50%            d. 20%
17. If current global population growth rates are maintained, the number of people in the world will \_\_\_ by the year 2000.  
 a. Remain about the same due to new birth control practices            b. increase by 15%  
 c. Double itself            d. increase by 50%
18. In 1900, only 1% of the planet's total human population had their basic physical needs met (enough food, adequate shelter, etc.). By 1980, the percentage of "haves" (those enjoying physical success) reached \_\_\_\_.  
 a. 10%            b. 35%            c. 50%            d. 75%
19. Among the nations of the world, the United States in population ranks:  
 a. 1            b. 2            c. 3            d. 4
20. The continent that has the lowest population growth is:  
 a. Africa            b. Asia            c. Europe            d. North America
21. Which of the following world religions has the largest number of adherents:  
 a. Buddhism            b. Christian            c. Hindu            d. Muslim
22. Nirvana is fundamental to:  
 a. Buddhists            b. Hindus            c. Muslims            d. Taoists
23. The largest trading partner of the United States in both exports and imports is:  
 a. Canada            b. Japan            c. Saudi Arabia            d. West Germany
24. "The Red Army" terrorist organization has its home base in:  
 a. France            b. Italy            c. Japan            d. Philippines
25. Walvis Bay is located in:  
 a. Canada            b. Greenland            c. Antarctica            d. Africa

26. Consider the total consumption in the United States of each of the following minerals: asbestos, antimony, nickel, and petroleum. Which mineral do we need to import the least of, percentage wise, to meet our domestic needs?

- a. Asbestos    b. antimony    c. nickel    d. petroleum

27. Most countries of the world have a lower CNP than the largest corporations in the United States.

- a. True    b. False

28. Islam is anti-Christian.

- a. True    b. False

29. Japan's leading import is \_\_\_\_\_.

30. The corporate headquarters for Coca-Cola is \_\_\_\_\_.

31-36. Identify the home countries of the following parent corporations:

31. Libbey \_\_\_\_\_

32. Volvo \_\_\_\_\_

33. Baskin-Robbins \_\_\_\_\_

34. Pepsodent \_\_\_\_\_

35. Nestle \_\_\_\_\_

36. Magnavox \_\_\_\_\_

# Automobile: Nation of Origin

Buick Encore \_\_\_\_\_  
Buick Regal \_\_\_\_\_

BMW 3 Series Sedan \_\_\_\_\_  
BMW Gran Coupe \_\_\_\_\_  
BMW Gran Turismo \_\_\_\_\_  
BMW i3 \_\_\_\_\_

Cadillac Escalade \_\_\_\_\_  
Chevrolet Camaro \_\_\_\_\_  
Chevrolet Traverse \_\_\_\_\_

Chrysler 300 \_\_\_\_\_  
Chrysler Town and Country \_\_\_\_\_

Dodge Challenger \_\_\_\_\_  
Dodge Charger \_\_\_\_\_  
Dodge Dart \_\_\_\_\_  
Dodge Durango \_\_\_\_\_  
Dodge Grand Caravan \_\_\_\_\_  
Dodge Journey \_\_\_\_\_  
Dodge Ram 1500 \_\_\_\_\_  
Dodge Ram 2500 \_\_\_\_\_  
Dodge Viper \_\_\_\_\_

Ford Edge \_\_\_\_\_  
Ford Escape \_\_\_\_\_  
Ford Expedition \_\_\_\_\_  
Ford F-150 \_\_\_\_\_  
Ford Fiesta \_\_\_\_\_  
Ford Focus \_\_\_\_\_  
Ford Mustang \_\_\_\_\_  
Ford Super Duty \_\_\_\_\_  
Ford Taurus \_\_\_\_\_

Honda Accord \_\_\_\_\_  
Honda CR-V \_\_\_\_\_  
Honda Odyssey \_\_\_\_\_

Hyundai Elantra \_\_\_\_\_  
Hyundai Santa Fe \_\_\_\_\_  
Hyundai Sonata \_\_\_\_\_

Jeep Renegade \_\_\_\_\_

Jeep Wrangler \_\_\_\_\_

Kia Cadenza \_\_\_\_\_  
Kia Optima \_\_\_\_\_  
Kia K900 \_\_\_\_\_  
Kia Soul \_\_\_\_\_  
Kia Sportage \_\_\_\_\_

Mazda 3 4-Door \_\_\_\_\_  
Mazda 6 \_\_\_\_\_  
Mazda CX-3 \_\_\_\_\_

Mercury Grand Marquis \_\_\_\_\_  
Mercury Mariner \_\_\_\_\_  
Mercury Milan \_\_\_\_\_  
Mercury Mountaineer \_\_\_\_\_

Mitsubishi Lancer \_\_\_\_\_  
Mitsubishi Outlander \_\_\_\_\_

Nissan Altima \_\_\_\_\_  
Nissan Sentra \_\_\_\_\_  
Nissan Versa \_\_\_\_\_

Pontiac Torrent \_\_\_\_\_  
Pontiac Solstice \_\_\_\_\_  
Pontiac Vibe \_\_\_\_\_

Subaru Crosstrek \_\_\_\_\_  
Subaru Forester \_\_\_\_\_  
Subaru Legacy \_\_\_\_\_  
Subaru Outback \_\_\_\_\_

Suzuki Hayabusa \_\_\_\_\_  
Suzuki Boulevard C50 \_\_\_\_\_

Toyota Camry \_\_\_\_\_  
Toyota Corolla \_\_\_\_\_  
Toyota Tundra \_\_\_\_\_

Volvo XC90 \_\_\_\_\_

VW Golf \_\_\_\_\_  
VW Jetta \_\_\_\_\_

## True/False Statements

1. Our country is a great, self-sufficient nation; our first concern should be to keep our position as “number one in the world.”

Our country" is part at the world community—and we should base our decisions on the notion of being a good neighbor.

Whenever our country can help world neighbors it should, so long as it does not diminish its citizens' standard of living.

2. Education is training to perform specific skills.

Education is helping persons learn the skills and attitudes needed to be adaptable.

Education is teaching young people a body of established wisdom—it's the transmission of knowledge.

3. It sounds nice to say that we can learn from the developing countries, but it's not realistic.

We can learn practical and important new ideas from developing nations, even though cultural, economic, and political differences exist.

We should work to understand people from the developing nations, but probably few, if any, practical or valuable ideas will ever result.

4. Controlled population growth is difficult; perhaps we need a system of selective population growth.

Continued world population growth is immoral; we need to stabilize at zero population growth.

Population growth is the lifeblood of civilization and commerce; to not have population growth means stagnation and decay.

5. Natural resources are unlimited—if we run out of something, we'll make a substitute.

Natural resources are plentiful, but honest efforts of conservation are important.

All natural resources are limited and some are nearly exhausted.

6. The environment is capable of taking care of itself; it can absorb pollution if man doesn't interfere with natural cycles of decay and breakdown.

Pollution may be undesirable, but we can clean it up without long-term damage, and the cleanup process helps the economy.

Pollution is unhealthy and throws the world's ecosystem out of balance.

7. Schools should become community centers with the entire community a learning resource.

Involving the community in the school and the school in the community is a good idea but not really practical.

Students must master the basic skills and this can best be accomplished with little or no interference from the community.

8. We need to demonstrate to other nations our system of customs, beliefs, and values.

We need to understand and accept that our customs, beliefs, and values are not universally shared.

As a whole, people in other nations haven't yet come up to the quality of our customs, beliefs, and values.

9. Getting to know people of another culture is a good idea, but little ever comes of it.

Positive cross-cultural experiences are one hope for a peaceful world in the future.

Creating opportunities for culturally different strangers to meet is frustrating and nonproductive.

10. Global education is best approached through issues education—studying topics such as population, health, food problems, arms control, and poverty.

Global education as best approached by a study of the areas of the world such as the Middle East, Africa, and Europe.

Global education is best approached by helping students develop the skills, knowledge, and attitudes they need to cope and manage the future—for instance, understanding the process of change, the world as an independent system, emerging trends, and the values of diversity.

11. The global problems facing us today will be solved. Technology provides the key.

Most of the global problems facing us today are insoluble. Our civilization will gradually decline and perish.

The global problems facing us today can be solved if people in different countries will work together.

12. Generally, an individual's actions are too small to have an effect on the world's ecosystem.

Governments should take increased responsibility since only collective actions can have an effect on the world's ecosystem.

The entire world is an ecosystem and every individual's actions have an effect on the system.



13. The earth is a self-renewing servant; each of us can take our share.

We should be stewards of the earth for the benefit of present and future generations.

Stewardship of our environment sounds good—but the problems are too complex to get a handle on.

14. People need to learn that their actions at the local level can have global implications.

People should be free to learn about world affairs, but there should not be any such requirement.

People need to learn to earn a living before worrying about global issues.

15. Global education should be the responsibility of every teacher in every discipline.

Global education should be the responsibility of the social studies or some other department.

Global education should not be the responsibility of the school.

16. Students can learn best if content and concepts are restricted to a single discipline.

Students can learn best if content and concepts are approached on an interdisciplinary basis.

Students can learn best if content and concepts are sometimes but not often approached from an interdisciplinary basis.

17. School-wide global education goals are important because they let the teacher know what is expected.

School-wide global education goals are not important because no one follows them.

School-wide goals provide a basis to ensure that coordinated global education programs exist.

18. Life in the future will be a continuation of the present—only better.

Life in the future will be radically different from the present—but will evolve gradually.

Life in the future will be radically different from the present and will change through massive economic and social upheavals.

19. "Bigger is better." We need more technology, greater economic growth, and larger cities, schools, and industries.

"Bigger is better" for most things, but we also need to be concerned about people.

"Bigger is not better." We need "human scale" institutions and technologies so that people do not become mere automatons.

20. It is important that students and teachers have effective and caring relationships with one another.

Caring student-teacher relationships should not be an issue of concern.

As long as students can pass the test, there is no reason for a trusting, caring relationship between teacher and student.

21. The school should not be concerned about students understanding the culture found within the school.

It is most important that students get to know and understand the cultures found within the classroom and school.

It is of slight importance that students get to know and understand the cultures found within the classroom and school.

22. It is most important that students understand about the impact of one action (technological, social, political, economic) on another.

For students an interdisciplinary view of the world is most important.

Most learning experiences should be through a single discipline.

23. The school should ensure that students have knowledge about world conditions and trends.

Knowledge about world conditions and trends is a low priority item.

Knowledge about world conditions and trends is the student's responsibility and should be done outside the formal school.

24. The school should help students develop the knowledge and skills necessary for working with others.

It is the job of parents, not the teachers, to help students have the knowledge and skills for working with others.

You cannot teach how to work with others; it just happens.

## BODY RITUAL AMONG THE NACIREMA

The magical beliefs and practices of a group of people known as the Nacirema are interesting because they are so unusual. The Nacirema have many magical beliefs, but the most interesting are those about their own bodies and how they should be cared for.

The Nacirema are a group of people who live in the territory north of the Tarahumare people Mexico. No one knows much about their origin but traditional legends say they came from the east. Their customs have been studied for many years, yet their culture is still poorly understood.

The Nacirema have a highly developed market economy. They live in a rich natural habitat. The people devote much of their time to economic activity. However, a large amount of money and a great deal of time each day are spent on ceremonies. The subject of these ceremonies is the human body. The Nacirema are extremely concerned about the health and appearance of their body. They believe that certain rituals and ceremonies must be practiced to maintain and improve the condition of their bodies. Though it is not unusual for people to be concerned about their own bodies, the rituals practiced by the Nacirema are unusual and extremely time consuming.

The main belief of the Nacirema appears to be that the human body is ugly and that the only way to prevent it from growing weak and diseased is to practice powerful rituals devoted to this purpose. Every household has one or more shrines devoted to this goal. The more powerful people in the society have several ritual shrine rooms in their houses. In fact, the wealth of the owners of the houses is alien measured in terms

of the number of such ritual shrine rooms in a house. The shrine rooms of the more wealthy people are walled with stone. Poorer families imitate the rich by applying pottery plaque to their shrine room walls.

While almost every family has at least one shrine in the home, the ritual ceremonies associated with it are not family ceremonies but are private and secret. The rites are normally discussed only with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to make friends with the natives and they allowed me to examine the shrine rooms. Though they were reluctant to talk about them, they finally described the rituals to me.

The most important part of a shrine is a box or chest, which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. The natives get the charms and potions from specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with generous gifts. However, the medicine men do not provide the curing potions to their clients, but decide what the ingredients should be and write them down in an ancient and secret language. This writing is understood only by the medicine men and the herbalists who, for another gift, provide the required charm.

The charm is not thrown away after it has served its purpose, but is placed in the charm box of the household shrine. Since the people believe that a new magical material must be obtained each time a new problem arises, and since the real or imagined

problems and diseases of the people are many, the charm box is usually full to overflowing. The packets and containers of magical materials are so numerous that the people often forget what their purposes were and fear to use them again. While the natives are very vague on this point, we commonly assume that the reason for keeping all the old magical materials is that their presence in the charm box—before which the body rituals are conducted—will in some way protect the worshipper.

Beneath the charm box is a small basin. Each day every member of the family, one after another, enters the shrine room, bows his head before the charm box, mixes different sorts of holy water in the basin, and conducts a brief ceremony of ritual cleansing. The holy waters come from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

The Nacirema have another kind of specialist whose name is best translated as 'holy-mouth-man.' The Nacirema have an almost extreme honor and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Several times each day, the natives rub the insides of their mouths with a small bundle of hog bristles. Those who neglect the ritual are forced to visit the holy mouth man who, as punishment, digs holes in their teeth with sharp instruments. Though small children must be forced to undergo this punishment when they neglect the mouth ritual, adults willingly accept it. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. I observed that those

nearing marriageable age even decorate their teeth with strips of metal, which are believed to improve their appearance.

The medicine men have a special temple, or *latipsoh*, in every community of any size. The more elaborate ceremonies required to treat very sick patients are only performed in this temple. The maidens who conduct the ceremonies move quickly about the temple chambers wearing special costumes and headdresses. No matter how ill the native may be, or how serious the emergency, the guardians of many temples will not admit a client who cannot give a rich gift to the temple.

The people willingly go to the *latipsoh* even though they fear it. In fact, I observed that many people who went to the *latipsoh* for a cure died during the curing ceremonies, which appear to be very harsh. One curing ceremony, which takes place in this temple, involves allowing the medicine men to cut out and throw away parts of their bodies. The Nacirema believe that this ceremony will remove the evil from their bodies and improve their health. The medicine men that conduct these ceremonies own a large collection of special knives, which the client is never allowed to see. They also allow the maidens of the temple to place sharp wires in their body and to remove small amounts of their blood in order to cure them.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens they have imposed upon themselves.

*Reprinted by permission of the American Anthropological Association from Horace Miner, American Anthropologist 58(1956): 503-507.*

**LOOKING FROM FAR AND ABOVE, FROM OUR HIGH PLACES OF SAFETY IN THE DEVELOPED CIVILIZATION, IT IS EASY TO SEE ALL THE CRUDITY AND IRRELEVANCE OF MAGIC. BUT WITHOUT ITS POWER AND GUIDANCE EARLY MAN COULD NOT HAVE MASTERED HIS PRACTICAL DIFFICULTIES AS HE HAS DONE. NOR COULD MAN HAVE ADVANCED TO THE HIGHER STAGES OF CIVILIZATION**

## Conclusion

We have attempted to briefly report on the status of the CBE movement in the social studies and to raise testing issues, too long only in the ken of measurement specialists, which directly relate to the instructional utility of the tests used in the CBE movement. We hope that the dialogue of which we speak begins and testing/instructional issues be confronted collectively. It is only through this dialogue that we can keep criterion-referenced testing from becoming the imperfect panacea for CBE programs.

## Notes

1. Dimengo, Carl. Basic Testing Programs Used in major School Systems Throughout the United States in the School Year 1977-78. Akron Public Schools, 1978.

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### CULTURAL INCIDENT

The following incident might be useful in the study of another culture.\*  
.... The brisk northerly breeze soon cleared the hillside of the early morning haze where we were encamped with the Yenohp. The rustling of the trees and the shrill birdcalls were joined by the sounds of the Yenohp preparing the morning meal. Glowing embers of the previous night were refueled and fanned into cooking fires. Although we had on occasion shared bits of their food, this was to be our first full meal with them. We could not afford to offend our hosts, yet our senses were apprehensive concerning the forthcoming assault on our gustatory sensibilities.

One of the group, apparently the cook, place a large flat looking utensil over the coals and proceeded to prepare the first of several foods. First, flat sliced chunks of meat from a scavenging animal were placed in the utensil and were soon sizzling and swash in its own fat. Next, a number of embryo of unborn fowl, each covered with a slimy, dripping mucus, were also placed in the same utensil to cook.

These two "delicacies," together with a dark and heavy pungent brew made from the pulverized seeds of some unknown plant cooking on an adjacent fire, reminded us that it would take all our willpower to avoid offending these people during the course of the meal.

The much dreaded moment had come, the call was made inviting all to partake of the meal. "*Come and get it!*" Bacon and eggs and coffee for breakfast."

\*M.P. Rotides, *Life Among the Yenoph*. Ransack Publications, Inc., Oxford, 1978.

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### ALPHABET GAME

Divide the class into two teams with each time in turn naming a city of the United States in alphabetical order. For example, the first player on the first team might name Atlanta; the first player from the second team then names Boston and so on. There should be a time limit for each student to think of an appropriate city. When a player cannot respond the opposite player from the other team may respond. Once the alphabet has been completed the team with the most correct Responses is the winner. You may wish to play through the alphabet twice before deciding on the winning team. Any team coaching one of their members might be penalized one point for each such incident. The game can be altered by using countries, animals, personalities, etc., instead of cities.

## SOCIAL STUDIES

THE TASADAY WAS RECENTLY VIEWED IN CLASS. IT WAS LEARNED THAT **DAFAL** WAS AN EXAMPLE OF THE "MARGINAL MAN." BASED ON THIS VIDEO TAPE. MARK YES IF THE STATEMENT IS A TRUE STATEMENT FOR THE TRADITIONAL **TASADAY** CULTURE. MARK NO IF THE STATEMENT IS NOT TRUE OF TRADITIONAL **TASADAY** CULTURE.

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. CHIEF                              | 13. USE OF GUNS                 |
| 2. HOSTILE WAR-LIKE PEOPLE            | 14. NATUCK                      |
| 3. HUNTERS AND GATHERS                | 15. WITCH DOCTOR                |
| 4. USE OF STONE TOOLS                 | 16. USE OF METAL KNIVES         |
| 5. HERD TENDING                       | 17. HUNTING FOR SPORT           |
| 6. SOPHISTICATED TECHNOLOGY           | 18. RESPECT FOR NATURE          |
| 7. SEEKING TO DOMINATE NATURE         | 19. POLYGAMY                    |
| 8. WEALTH MEASURED ON A GOLD STANDARD | 20. JET PLANES                  |
| 9. CATTLE IS BASIS OF ECONOMY         | 21. WESTERN CLOTHES             |
| 10. "OLD POOL"                        | 22. POLLUTION                   |
| 11. ACCEPTED DIVORCE                  | 23. BELIEF IN A SPIRITUAL BEING |
| 12. SEX EQUALITY                      | 24. EMPHASIS ON LAND-OWNERSHIP  |
|                                       | 25. BAPTISM                     |

**1 US \$ = 1 AUS \$**

1 USD = **1.2971** NZD

**1 NZD = 0.82** USD

\$100NZD = \$82.00USD

\$150NZD = \$123.00

+44 7710 107088

[http://www.tripadvisor.com/members-reviews/SavantIII\\_11?offset=1](http://www.tripadvisor.com/members-reviews/SavantIII_11?offset=1)

<http://www.worldatlas.com/webimage/countrys/oceania/lgcolor/nzcolor.htm>

## **Helms' Rules: New Zealand & Sydney**

1. Rent a car in Auckland, New Zealand (population = 4 million) & rent a Garmin (NZ trains are not developed). Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour NZ by the coastal ports.

2. Use public transportation in Sydney (population = 4 million); train from airport to Sidney Harbor Marriott Hotel at Circular Quay

3. Use buses, ferries (No to taxis)

4. Arrive Auckland, ferry to South Island, Fly out Queenstown to Sydney

5. Visit North Island one week; South Island two weeks, Sydney one week

6. Use Delta Elite points in FLYING Business Class = free beds and gourmet meals & resist alcohol @ 35,000 feet; do use lots of lotion & water.

7. Trade into 3 weeks of condos = free, & have washer/dryers in units.

8. Nearly all "Guidebooks Experts" are useless. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. Do consult Tripadvison.com and mapquest.com

9. Use the WWW and parts of Guidebooks to design one's own trip

10. Choose Taupo Condo on N Island for a Central location, visit the numerous GEOTHERMAL CENTERS. I used a natural set of 5 geothermal pools 5 minutes north of Taupo every day. Resist the Hot Springs Prawn center (Good idea and excellent, but expensive prawns.)

11. Visit both coasts on both Islands

12. Choose MT Hutt condo as central to (center) S Island (Near Christchurch)

13. Choose Queenstown as central to (south) South Island



14. Fill in with Reserved hotels like airport Novotel in Auckland
15. Skip the North of Auckland and skip Auckland
16. Skip the BIG cities/traffic messes
17. Nearly all rental cars are Automatic (rent Garmin)
18. Roundabouts are easy to navigate
19. Take only one roller bag & one small bag; Pack only clothes. DO NOT check luggage.
20. Weather in NZ varies between 30 degrees and 65 degrees with sun, wind, rain, and little snow.
21. Weather in Sydney = 100% sun and 65-75 degrees. Blue MTS requires a jacket. Sunscreen and lotion are required.
22. Do Not engage activities such as bunging jumping & Black water Glow Worm Caves; Do ski near Tango and Mt Hutt.
23. Go in the fall, winter, and spring (avoid the summer hordes.)
24. Prepare breakfast in condo kitchen
25. Purchase a venison pie (\$4.00) at a BP station for lunch
26. Prepare a Salmon or Venison or Rack of Lamb dinner in Condo
27. Restaurants and EVERYTHING is expensive (\$8.00 gallon fuel.)
28. Do not listen to the “idiot experts” who alarm: “roads may be closed in the winter.”) Yeah! -Roads may or may not be closed.
29. I survived the “Storm of a Generation”-The Kiwis are wimps.
30. My (US Navy) son laughs at 15-meter waves in the 3.5-hour ferry crossing; I laugh at the 5-meter waves in the 3.5-hour ferry crossing)\_The Kiwis are wimps.
31. I like the ScotteVest Gortex 26 pocket parka for wind, rain, and snow.
32. I like a Gortex baseball hat and Gortex hiking boots
33. Do the activities that fit one’s lifestyle like skiing near Taupo and skiing the Mt Hutt.

34. Plan the expedition, and be flexible in the event that Arthur's Pass or Lindis Pass is closed. There are alternative routes
35. The Southern Alps in the winter beats the beach in the summer. The NZ Alps in the winter are magnificent as are the Swiss, Italian, French, and German Alps. The Canadian and US Rockies may be more breathtaking (winter or summer.)
36. Do take Kiwi and Aussie \$\$, but not too much.
37. Don't whine at the slight charges when using a credit card
38. Memorize the. New Zealand Map
39. Do not go to the Opera in Sydney if one is not into Opera
40. In Sydney, stay at the Marriot using Elite points = free room with a view (of the Opera) on the concierge level, & free breakfast buffet, free dinner buffet, and free ADULT drinks
41. Take a few DVDs for evening TV
42. Purchase a SMALL int'l cell phone
43. Take an iPad (rather than a laptop)
44. Yes, a VISA is required in Australia (even if just in transit.) A ten-minute e-mail to State attached an electronic VISA to the Passport for \$17.00
45. Milford Sound is NOT as beautiful as Prince William Sound Cruise near Valdez, Alaska or The Kenai Fjord near Seward Alaska. Perhaps Milford Sound is not worth the hype or the ten hours.
46. The Blue Mountains tour near Sydney is at an elevation of 3,000'. For those who have experience in the Appalachians, give this a pass. Perhaps The Blue Mountains tour is not worth the hype or the eleven hours.
47. The Kiwi and Aussie wineries are a delight
48. The Kiwis and Aussies LOVE Americans; They KNOW we saved them during WWII, and very soon, 50,000 US troops will be transferred to Australia as a deterrent to Chinese expansion
49. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Sydney. Seems only the Brits have discovered the Marriott Central Quay.

50. As a Marriot Platinum Elite member, I have FREE room WiFi and free Concierge level computers.

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<http://www.newzealand.com/travel/getting-to-around-nz/travel-times-and-distances/travel-times-and-distances-home.cfm>

Includes activities

# Master Schedule NZ & Sydney

## 7.10.13

1. 6.11.13 **T CVG Marriot Overnite** Free Room & Parking (~30 Hr Flight)

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2. 6.12.13 **W Depart CVG 4:05PM\_AR 5:35PM LAX De 10:35PM**  
LA\_SYD\_AUC

---
3. 6.13.13 **R Cross International Time Line\_Lose a day**

---
4. 6.14.13 **F Sr 6:40AM SYD /D 10:35AM\_AR 3:45PM AUC**  
Customs & Immigration, Overnight Novotel Auckland Airport

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- [www.newzealand.com/travel/getting-to-around-nz/driving-routes/rotorua-christchurch-invercargill.cfm/day/3.html](http://www.newzealand.com/travel/getting-to-around-nz/driving-routes/rotorua-christchurch-invercargill.cfm/day/3.html)
5. 6.15.13 **S WK 24**  
Pickup NZ Rent a Car <aucklandairport@nzrentacar.co.nz> w**Garmin**  
**Drive 4 hours**  
**5\*II, The Village Resort Taupo**, NZ CNR Lake Terrace & TUI ST.  
<http://www.monad.co.nz/resorts/The-Village-Resort/>  
Explore Taupo

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6. 6.16.13 **SU Village Resort Taupo with views of Lake Taupo and Volcanoes to the south Hot Tub and Hot Pool.**  
Drive around Lake Taupo, **Craters of the Moon, and eastern edge of Lake Taupo to reach Turangi.** The drive is very scenic, Huka Falls, Taupo Village.

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7. 6.17.13 **M Village Resort Taupo Spa Park Hot Pools** – Hobbiton, Crafty Trout Restaurant

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8. 6.18.13 **T Village resort Taupo** Waimangu Volcanic Valley Te Puia Maori Cultural Center tour, **Inferno Crater, filled with brilliant turquoise water, geothermal activity and fascinating volcanic landscapes, Ski Mt Doom**

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9. 6.19.13 **W Village Resort Taupo Rotorua,**  
Taupo, Huka Falls, Craters of the Moon, Huka Prawn Farm Restaurant, Wairakei Thermal Pools

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10. 6.20.13 **R Village Resort Taupo Drive to Napier (Bay) 2 hrs/ to Te Mata Peak**  
The major entertainment on the road from Napier to Taupo is the fantastic scenery. Mount Victoria, Napier wieries\_ESK winery, Hawes Bay\_Pacific Beaches

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11. 6.21.13 **F WK 25 Taupo to Wellington Drive = 4.5 hours ARR 1:30PM Interislander Ferry** <http://www.interislander.co.nz/timetable.aspx>  
Wellington @ 1:30 Ferry 2:30PM – 5:30PM \$250.00\_Ferry cancelled due to “Storm of a Generation.” **Overnight at Apollo Hotel\_Wellington, due to cancelled Ferry Service**

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12. 6.22.13 **S Ferry (rise 6:00AM) 8:15 – 11:30\_Asburton (Pacific Coast)**  
**Regency Motel, Braden River restaurant**

13. 6.23.13 SU 5\* **The Ridge Resort Queenstown w views of Lake Wakatipu and the Remarkables (wood stove, hot tub, washer/dryer)**  
<http://www.monad.co.nz/resorts/The-Ridge-Resort/>  
**Beautiful Drive thru Alps\_ Several VIEW stops**
- 
14. **M 6.24.13 The Ridge Resort Queenstown**  
 Queenstown begins with the beautiful **Lindis Pass** – just magic when there’s snow around. Drive to **Glenocracy** (one of the nicest drives in the Alps.)
- 
15. 6.25.13 **T The Ridge Resort Queenstown** The Aoraki **Mount Cook National Park** includes the highest peak in Australia (Mt Cook – 3755m) = 40 min. starring New Zealand’s highest Mount Cook. **QTown Bus to Milford Sound = 3.45 = 180 miles** dominated by the 5,560-foot pinnacle of **Mitre Peak** rising sheer from the sound\_ Sailed to the **Tasman Sea**.  
**QTown to Fox Glacier = 4 Hrs = 206 miles**
- 
16. 6.26.13 **W The Ridge Resort Queenstown**  
**Drive to Fox & Franz Joseph Glacier**  
 Finz Wharf Restaurant
- 
17. 6.27.13 **R The Ridge Resort Queenstown** The only thing better than the drive to **Glenorchy** is the road to Paradise, Arrowtown  
 Cruise lake to Sheep Station for High Tea, Sheep Shearing, red Deer Gondola to MT top, Maori Presentation, and great buffet dinner (venison)
- 
18. 6.28.13 **F Leave Queenstown to Dunedin and Otago Peninsula for Penguin Observations**  
**Portobello Motel**  
*10 Harington Point Road Portobello | Portobello, Dunedin 9014, New Zealand*  
<http://www.portobellomotels.com/>  
**Dinner at 1908 Tavern**
- 
19. 6.29.13 **S Mt Hutt, Rakaia Gorge**  
<http://www.monad.co.nz/resorts/Mt-Hutt-Lodge/>  
 Handsome Condo viewing MT Hutt  
 Great Drive from coast to the Alps\_ Views of **Mt Cook**
- 
20. 6.30.13 **SU Mt Hutt, Rakaia Gorge**  
**Ski Mt. Hutt**
- 
21. 7.01.13 **M Mt Hutt, Rakaia Gorge**  
**Take trans Island train from Springfield over Arthur’s Pass to Tasman Sea & return**
- 
22. 7.02.13 **T Mt Hutt, Rakaia Gorge to Antium Arms Hotel in Queenstown**
- 
23. 7.03.13 **W (Drop car in) Depart Queenstown 4:30-5:30**  
**Sydney Harbour Marriot Hotel at Circular Quay**  
<http://www.marriot.com/hotels/travel/sydmc-sydney-harbour-marriot-hotel-at-circular-quay/>  
**Concierge Level room w Opera view; Dinner in Concierge Lounge**

- 
24. 7.04.13 **R Sydney Harbour Marriot Hotel at Circular Quay**  
Take train from airport to Circular Quay\_marriot one block.  
**Ultimate Sydney**, small group vehicles with excellent and professional tour guides that provide outstanding commentary and cover a vast area of the City and Surrounds. The tour is called **The Story of Sydney**, stopping frequently for photo opportunities.  
**Breakfast and Dinner Concierge lounge**
- 
25. 7.05.13 **F Sydney Harbour Marriot Hotel at Circular Quay**  
Manly Beach Ferry, Walk 4 miles on Manly Beach, Opera House Tour, Tour Royal Botanic Gardens (by train.)  
**Breakfast and Dinner in Concierge Lounge**
- 
26. 7.06.13 **S Sydney Harbour Marriot Hotel at Circular Quay**  
The Sydney Centre Point Tower is the tallest structure in Sydney and has unsurpassed panoramic views of the city and is a nice way to see the city from an elevated viewpoint.  
Ferry to zoo, Darling Harbor, Watson Bay & Doyle's Fish and Chips  
**Breakfast and Dinner in Concierge Lounge**
- 
27. 7.07.13 **SU Sydney Harbour Marriot Hotel at Circular Quay**  
Tour **Blue MTs Sydney Great Escapes**  
**Breakfast and Dinner in Concierge Lounge**
- 
28. 7.08.13 **M Depart Sydney Harnour Marriot Hotel at Circular Quay @ 6:30**  
**Sydney 9:45AM\_LAX\_6:45AM/\_D 8:15AM (Used Global Entry @**  
**Immigration/Customs) = 12 minutes.**  
**Arr Cincti 4:30PM**

## Helms' Rules: Europe

1. Eur Rail for specific point-to-point travel. Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour Europe by the coastal ports.
2. Rent car for Loire Valley and for Austria \_\_ Italy.
3. Use subway, ferries, local trains, (NO to taxis)
4. Arrive Fresling\_Munich and depart Fresling\_Munich.
5. Use Marriot Points 4 nights = 5 nights per city
6. Use Delta Elite points in FLYING Business Class = free beds and gourmet meals & resist alcohol @ 35,000 feet; do use lots of lotion & water.
7. Marriotts provide free hot breakfast buffet and free evening dinner buffet.
8. Nearly all "Guidebooks Experts" are useless. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. Do consult Tripadvisor.com and mapquest.com
9. Use the WWW and parts of Guidebooks to design one's own trip
10. Choose a logical circular route: Germany, Austria, Czech Republic, France, Switzerland, Austria, Italy, and Germany.
11. Visit large cities and historical villages.
12. Passport, no visa, Global Entry
13. Choose Queenstown as central to (South) Island
14. Fill in with reserved hotels as in Loire Valley.
15. Skip large industrial cities.
16. Avoid rental cars in the BIG cities\_traffic messes
17. Nearly all rental cars 5 speed (rent Garmin)
18. Europe's roads are easy to navigate
19. Take only one roller bag & one small bag; Pack only MICROFIBER or Gortex cloth. DO NOT check luggage.

20. Weather in July Europe varies between 50 degrees and 80 degrees with sun, wind, rain.
21. Weather in requires a gortex jacket. Sunscreen and lotion are required.
22. Go in the fall, winter, spring, and summer.
23. Restaurants and EVERYTHING is expensive (\$8.00 gallon fuel.)
24. My (US Navy) son laughs at 15 meter waves in the 3.5 hour ferry crossing; I laugh at the 5 meter waves in the 3.5 hour ferry crossing)\_The Kiwis are wimps.
25. I like the ScotteVest Gortex 26 pocket parka for wind, rain, and snow.
26. I like an Irish walking hat and Gortex hiking boots
27. Do the activities that fit one's lifestyle. Plan the expedition, and be flexible in the cities.
28. Do take Euros, but not too much.
29. Don't whine at the slight charges when using a credit card
30. Memorize the European Map
31. Take a few DVDs for evening TV
32. Purchase a SMALL int'l cell phone
33. Take an iPad (rather than a laptop)
34. The Loire Valley wineries are a delight
35. Most Europeans like Americans and speak English
36. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Europe.
37. As a Marriott Platinum Elite member, I have FREE WI-FI and free room Concierge level computers.



# Europe 2011 Itinerary

1. July 2 Sat Depart CVG @ 11:55 AM — Atlanta

2. July 3 Sun Ar Munich 7:50AM

7. July 8 F

2. Train to Vienna

Munich main railway station (Hauptbahnhof, Bahnhofplatz.)

10. July 11 M

Vienna to Zurich

3. Train Vienna to Zurich

12. July 13 W

Zurich to Tours 7 Hrs

4. Train Zurich\_Tours

Rental Car in Tours( St. Pierre)

14. July 15 F

Drop Car in Tours July 15  
and Train Tours to Paris

19. July 20 W

5. Train Paris to Lucerne

21. July 22 F

6. Train Lucerne to Munich

II. Rental Car from Munich airport

23. July 24 SU

Munich

Drop car @ Munich Airport

24. July 25 M Depart 9:50AM-Atl- CVG 6:07 PM

All Western Europe = same time zone

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## 3.5 WK Hotel Calendar w Day Trips, Train, Auto

\$10,206.00 \_480,000\_ Marriott points Current Itinerary

\$600.00 \_4 additional Hotels

\$16,408.00 \_800 SKY MILES\_ Delta Business Class Ticket

\$1,046.00 EurRail & Auto Rental

\$500.00 Local transport, admissions, day trips

PHONE = US 001, Austria 43, Fr 33, Gr 49, Swiss 41

<http://maps.google.com/maps?q=Western+Europe&oe=utf-8&client=firefox-a&hl=en&um=1&ie=UTF-8&sa=N&tab=wl>

<http://www.raileurope.com/rail-tickets-passes/europe-rail-pass-list/>

## **Bahnhof Gare**

**0. July 1 Sat CVG\_Marriott\_ Use Certificate**

**1. July 2 Sat Depart CVG @ 11:55 AM — Atlanta Use Delta Points=Bus. Elite**

**2. July 3 Sun Ar 7:50AM Munich Marriot Hotel 5 300B = \$420**  
Email: [mhrs.mucno.gm@marriott.com](mailto:mhrs.mucno.gm@marriott.com) **Use Certificate**  
Berliner Strasse 93 - Munich, 80805 Germany  
Phone: 49-89-360020

**Grand Munich Tour, Nymphenburg Palace  
Marienplatz\_Hofbrau Haus\_Cathedral**

**3. July 4 M Munich Marriot Hotel 5 Use Certificate 300E = \$420**  
**(11) BERCHTESGADEN AND EAGLE'S NEST**

**4. July 5 T Munich Marriot Hotel 5 300E = \$420**  
**(10) ROMANTIC ROAD-ROTHENBURG AND HARBURG Castle**

**5. July 6 W Munich Marriot Hotel 5 300E = \$420**

**(16) THE ROYAL CASTLES NEUSCHWANSTEIN AND LINDERHOF**

**6. July 7 R Munich Marriot Hotel 5 300E = \$420\_ \$2100**  
**Subway to Dachau**

**Total Marriot Reward Points = 100,000 & Total Euros =**

**July 8 Train to Munich to Vienna\_(reserved seating)\_**  
Munich main railway station (Hauptbahnhof, Bahnhofplatz.)

**7. July 8 F Vienna Marriott Hotel Use Certificate 6 209E = \$293**  
"MHRS, Vienna Austria AYS" [mhrs.vieat.ays@marriott.com](mailto:mhrs.vieat.ays@marriott.com)  
Parking 12a - Vienna, 1010 Austria  
Phone: 43-1-515180

**Vienna City Tour**  
**St. Stephen's Cathedral**  
**Belvedere Palace**

**8. July 9 S**                      **Vienna Marriott Hotel** 6 209E = \$293

**Royal Tours (Bus) to Prague from Vienna**

7.00 am Hotel pickups commence prior to this time, you must contact the local service provider to verify your exact pick up time. Duration: 14 hours (approx.)

**Wenceslas Square, Prague Castle, Charles Bridge, Jewish Quarter,  
St. Nicholas Church, The Astronomical Clock**

**9. July 10 SUN**                      **Vienna Marriott Hotel** 6 209E = \$293\_ \$879

**Schonbrunn Palace**

**Hofburg - Chapel of the Imperial Palace, Imperial Apartments,  
National Library**

**Total Marriot Reward Points = 90,000**

**10. July 11 M**                      **Vienna to Zurich**

**Train Vienna(reserved seating)\_ to Zurich**

**Marriott Renaissance Zurich**

E-Mail [renaissance.zurich@renaissancehotels.com](mailto:renaissance.zurich@renaissancehotels.com)

Thurgauerstrasse 101 - Zurich-Glattpark, 8152 Switzerland

Phone: 41-44-874 5000

Tram number 10 and Tram number 11 leave every five minutes from Zurich mainstation to our hotel. The station where you need to get off the tram is called Glattpark, which takes around 20 minutes.

**11. July 12 T Zurich**

**Marriott Renaissance Zurich, Use Certificate**

Augustinergasse is one of Zurich's most beautiful old, narrow streets with its many colorfully painted oriel windows.

**Bahnhofstrasse**

The world-famous shopping precinct was created following the construction of Zurich Main Station...

**Excursions**

Uetliberg (874m/2,867ft) - 2 hours incl. 50 min. by rail

The short railway journey is mainly through woods.

Rapperswil— City of Roses

This makes a beautiful one-day excursion from Zurich. Rapperswil is a small town at the opposite end of Lake Zurich

**12. July 13 W Zurich to Tours 7 Hrs\_ Tours**

**Lv Zurich(open seating) to Basel (reserved seating)\_ to Paris (reserved seating)\_ to Tours**

**Train Zurich\_Tours(Exit St. Pierre 1 stop prior to Tours)  
Car in Tours (Actually St. Pierre)**

<http://www.hotel-chenonceau.com/>

**Hotel La Roseraie (Dinner @ 7:00pm & two days of breakfasts)  
\$170.00 w A/C**

**E-mailed 5.27.2011**

Hotel La Roseraie <Samx28@aol.com>

Tel: +33 (0) 2 47 23 90 09

[http://www.tripadvisor.com/Hotel\\_Review-g187123-d219871-Reviews-or10-Hotel\\_la\\_Roseraie-Chenonceaux\\_Loire\\_Valley\\_Centre.html#REVIEWS](http://www.tripadvisor.com/Hotel_Review-g187123-d219871-Reviews-or10-Hotel_la_Roseraie-Chenonceaux_Loire_Valley_Centre.html#REVIEWS)

### **Loire Chateaus**

<http://goeurope.about.com/od/loirevalley/l/bl-map-of-loire-valley-chateau-map.htm>

### **Chenonceau illuminations**

**13. July 14 R <http://www.hotel-chenonceau.com/>**

**Hotel La Roseraie**

**Tours\_Chartes 2 Hrs Bastille Day**

**Loire Valley chateaux — Chateau de Chambord\_\_ Chateau de Chenonceau\_\_  
Amboise's cliff-hanging castle**

### **Drop Car in St Pierre July 15 And Train Tours to Paris**

**14. July 15 F Tours to Paris(reserved seating)\_ Paris Marriott Rive Gauche Hotel 6**

**Use Certificate 409E = \$573**

Email: [mhrs.parst.ays@marriothotels.com](mailto:mhrs.parst.ays@marriothotels.com)

17, Boulevard Saint Jacques - Paris, 75014 France

Phone: 33-1-4078 7980

**St Jacques station in front of the Marriott Hotel Rive Gauche.**

**City Tour: The best of Paris in 3 1/2 hours  
Carnet**

### ***Austerlitz station/Gare d'Austerlitz:***

From the Austerlitz station, you can use the metro, line 5 (Orange line), by the direction of Place d'Italie and you will get off at Place d'Italie. At Place d'Italie, you will switch with the line 6 (Green line), by the direction of CDG Etoile, and you will get off at St Jacques station in front of the Marriott hotel Rive Gauche. You will need about 15 to 20mn maximum, and the price is 1.70 euros.

**15. July 16 S Paris Marriott Rive Gauche Hotel 6 409E =**

**Notre Dame\_Left Bank  
Paris Seine cruise Illuminations**

16. July 17 SU                    **Paris Marriott Rive Gauche Hotel** 6 409E = \$573  
Sacré Coeur\_Effiel Tower

17. July 18M                    **Paris Marriott Rive Gauche Hotel** 6 409E = \$573  
Paris\_Louvre\_Arc de Triomphe\_Champs-Élysées

18. July 19 T                    **Paris Marriott Rive Gauche Hotel** 6 409E \$573\_\$2865  
Chartes and Versailles  
Total Marriot Reward Points = 160,000

19. July 20 W  
Train Paris to (reserved seating)\_Basil (reserved seating)\_to Lucerne  
**Renaissance Lucerne Hotel** Use Certificate 60,000  
Email: [renaissance.lucerne@genaissancehotels.com](mailto:renaissance.lucerne@genaissancehotels.com)

20. July 21 T Renaissance Lucerne Hotel 60,000

**Golden Round Trip, which combines a cruise on a lake steamer together with a journey on the world's steepest cogwheel railway up to the Pilatus Mountain peak. From here you can enjoy the spectacular View of Lucerne, its lake and even the Alps. Enjoy a Lake cruise from Lucerne to Vitznau. See the sights of Lucerne including the wooden chapel bridge, the lion monument and picturesque villages along the lakeside.**

21. July 22 F                    Train Lucerne(reserved seating)\_to Munich  
**Rental Car from Munich airport**  
**Hilton Innsbruck**

Salumer Strasse 15  
Innsbruck,  
Austria, 6010  
Tel: 43 51259350  
Fax: 43 5125935220

WORLDWIDE GOVT. Rate per night: 129.00 EUR Total for Stay per  
Room: **Rate 89.00 EUR** Total includes bkfast EUR **Total for Stay: 89.00 EUR**

**Drive Munich to Innsbruck (2 hrs) to Bressanone, Italy(1 hr.)  
Visit Old Innsbruck and Bixen (Bressanone)**

**22. July 23 S**

**Sheraton Salzburg Hotel**

Room Features: Non-smoking Executive , Newly Renovated , City View , Air  
Conditioned , Plasma TV 42 Inch **Total For Room Rate Only: EUR 204.25**

Auerspergstrasse 4

Salzburg, 5020 Austria

Phone: (43) (662) 889990 Fax: (43) (662) 881776

**Drive to Innsbruck to Salzburg  
Visit Old Salzburg**

**23. July 24 SU Drive Salzburg to Munich (4.5Hrs)  
Visit Old Salzburg**

**Munich Airport Hotel** 4 109E = \$153, 20,000

Email: muenchen.airport@marriotthotels.com

Alois Steinecker Strasse 20 - **Freising, Bavaria** 85354 Germany

Phone: 49-8161-966-0

**Drop car Munich Airport  
Marriott Shuttle to Hotel (call) Use Certificate  
Walk through Freising**

**Total Marriot Reward Points = 20,000**

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**24. July 25 M Depart 9:50AM-Atl- CVG 6:07 PM**

**Marriott Shuttle to Airport**

**Total Marriot Reward Points for the Trip = 480,000\_ \$10,206**

Dear Dr. Ronald G. Helms:

Thank you for your reply.

The contact information that you requested is included below:

Munich Marriott Hotel  
Phone: 49 89 360020  
Fax: 49 89 36002200  
Email: mhers.mucno.gm@marriott.com

Vienna Marriott Hotel  
Phone: 43 1 515180  
Fax: 43 1 515186736  
Email: Vienna.marriott.info@marriotthotels.com

Renaissance Zurich Hotel  
Phone: 41 44 874 5000  
Fax: 4144 874 5001  
Email: renaissance.zurich@renaissancehotels.com

Paris Marriott Rive Gauche Hotel & Conference Center  
Phone: 33 1 4078 7980  
Fax: 33 1 45884393  
Email: mhers.parst.ays@marriotthotels.com

Renaissance Lucerne Hotel  
Phone: 41 41 2268787  
Fax: 4141 2268790  
Email: renaissance.lucerne@renaissancehotels.com

Munich Airport Marriott Hotel  
Phone: 49 8161 966 0  
Fax: 49 81619666 281  
Email: muenchen.airport@marriotthotels.com

If we can be of further assistance, we invite you to reply to this email.  
Thank you for choosing Marriott.

Regards,  
Alexis Benson  
Marriott Custo

## **Europe Hyperlinks**

<http://www.luxurytraveler.com/loire.htm>

<http://www.autoeurope.com/car.cfm>

<http://www.hertz.com/rentacar/byr/index.jsp?targetPage=usaffordableeurope.jsp&region=Europe,%20Middle-East,%20Africa>

<http://www.fabuloussavings.co.uk/trunk-shows/viator/romantic-road-rothenburg-and-harburg-day-tour-from-munich.php>

This advice might seem rather rudimentary, but if you already have a passport, check to see that it won't expire while you are traveling or living over there. Some countries require that your passport be valid for three months or six months from your date of arrival on their piece of the earth.

<http://www.frommers.com/destinations/paris/0062020515.html>

<http://www.timeandplace.com/locations/paris/index.php>

Paris Apt

<http://www.tripadvisor.com/VacationRentals-g187147-Reviews-Paris-ile-de-France-VacationRentals.html>

Paris Apt

<http://www.enioy-europe.com/the/chap05/clothes.htm>

<http://www.whattowearonholiday.com/holiday-wardrobe/europe/what-to-wear-in-europe.php>

<https://www.marriott.com/hotels/maps/travel/pardp-marriotts-village-dlle-de-france/>

[http://paris.conciergerie.com/pass/paris\\_disneyland\\_rer\\_ticket.php](http://paris.conciergerie.com/pass/paris_disneyland_rer_ticket.php)

From Disney to Paris

[http://paris.conciergerie.com/travel\\_paris/travel\\_france.php](http://paris.conciergerie.com/travel_paris/travel_france.php)

Paris touring

<http://www.imagetours.com/itinerary.cfm?tourname=GS>

Germ, Aust, Swiss

<http://www.imagetours.com/>

<http://www.destinationeuropa.info/>

DIY



<http://www.parislogue.com/disneyland-paris>

<http://www.parislogue.com/planning-a-trip/getting-from-paris-to-euro-disney.html>

<http://parislogue.com/featureed-articles/paris-first-time-visitor-guide.html>

[http://tourvacationstogo.com/globus\\_tours.cfm?npid=19912&nhr=1](http://tourvacationstogo.com/globus_tours.cfm?npid=19912&nhr=1)

<http://www.affordabletours.com/search/tours/35519/#itindata>

Vienna – Munich

<http://www.google.com/search?q=Small+tours+Europe&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a>

Google Small group tours Europe

<http://tours.ricksteves.com/tours11/product.cfm/rurl/code/GAS11/239>

Rick Steves Trier to Vienna – 14 Days = \$3500.

<http://tours.ricksteves.com/tours11/product.cfm/rurl/code/FRH11/239>

Paris & France = 11 days = \$3000.00

**3.5 Weeks on the Continent**  
**July, 2011**

**Transportation?**

**Route?**

**Map?**

**Hotels?**

**Sites to visit?**

**Restaurants?**

**Budget?**

**Cities to visit:**

**Bressanone (Bixen) 2-4 HRS**

**Freising 1 night**

**Chartes 4-5 HRS**

**Munich 5 Nights**

**Paris 5 Nights**

**Berchtesgaden 8 HRS**

**St. Pierre 1 HR**

**Innsbruck One Night**

**Basel 1 HR**

**Tours 3-4 HRS**

**Dachau 5-6 HRS**

**Prague One Day**

**Zurich 2 Nights**

**Vienna Three Nights**

**Versailles 3-4 HRS**

**Rothenburg One Day**

**Salzburg One Night**

**Neuschwanstein One Day**

**Lucerne 2 Nights**

**Loire Valley 2 Nights**

Helms, R. (2015 September). 2014-2018 The Great War Centenary *Global Education Journal* 17 (3) 1-20. (R).

**2014-2018 The Great War Centenary:  
Normandy 1066 – Normandy, 1945**

Ronald G. Helms, Ph.D.  
Professor, College of Education and Human Services  
Wright State University

Global Education Journal

pp. 1-20

The manuscript has not been submitted or published elsewhere.

Ronald G. Helms is a professor of global education and cultural studies at Wright State University, a national auditor for NCSS\_NCATE/CAEP Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards Principal Investigator; Helms is the recipient of 45+ grants including a \$916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 49 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.

Helms is also active with the following professional organizations: National Council for Accreditation of Teacher Education *National Assessment Auditor*, National Pearson Teaching Performance *Assessor*, National Council for the Social Studies *Author, Consultant, and Assessor*, National College and University Faculty Assembly *Program Review Board*, Phi Delta Kappa *Author, National Lecturer*, Kappa Delta Pi *Forum Peer Review Publications Board*, International Assembly *Author, Presenter*, International People to People Ambassador *Author, Delegation Leader, Presenter*, Sister Cities International *Ambassador, Author, Delegation Leader, Presenter*.

## **Journal, 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945**

### **Introduction**

The author and Dr. James Shiveley, Professor at Miami University, Ohio have been friends and colleagues for three decades. Both professors received PhDs from the Ohio State University.

**Dr. James Shiveley** is the Condit Endowed Professor and former chair of the Department of Teacher Education at Miami University where he teaches courses in social studies methods, American government and economic systems, and comparative education. He is a former social studies teacher at Beavercreek and Wilmington, Ohio. **Dr. Shiveley** has been leading study tours to Europe for over a decade.

This article, *Journal, 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945*, was conceived during a meeting in November 2014. The author had recently returned from an Alaskan expedition, and was investigating a 2014-2018 The Great War Centenary tour in July 2015.

The author has taken the luxury of twelve months to read numerous WWI and WWII histories, articles, WWI archives, and to view hundreds of film clips, and other WWW resources.

The author's paternal grandfather was a U.S. Doughboy, and was a sergeant in the U.S. army with the American Expeditionary Forces who arrived in France in 1917. The author's grandfather seemed to have had more WWI stories than did his father, who was in the WWII Pacific Theater. On April 6, 1917, when the United States declared war against Germany, the U.S. had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches. The author's paternal grandfather greatly enjoyed his time in Paris following the WWI November 11, 1918 Armistice.

The Armistice was an agreement signed by representatives of France, Great Britain and Germany. It was an agreement to end fighting as a prelude to peace negotiations. The Treaty of Versailles signed six months later would act as the peace treaty between the nations. Although "armistice" is used as a term to describe any agreement to end fighting in wars, "The Armistice" commonly refers to the agreement to end the fighting of the First World War.

The Armistice began at on 11th November 1918 at 11am (French time) - the eleventh hour of the eleventh day of the eleventh month. The Armistice itself was agreed 6 hours earlier at 5am with the first term of it being that fighting would end at 11am.

The Great War Centenary Tour is a fully customized educational tour, and perhaps readers might profit from the reviews of sights, restaurants, and hotels. There are several other tour operators who offer The Great War Centenary as well.

Note that the 2014-2018 The Great War Centenary Tour included the Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066; a visit to one of France's most iconic attractions: Mont Saint-Michel; Bruges, Belgium one of the best preserved medieval towns in all of Europe; as well as the beaches of the D-Day landings with visits at several German bunkers, the Pegasus Bridge, and the Arromanches landing site; and a visit the Omaha Beach site and museum before moving on to Pont du Hoc and St. Mere Eglise. For those who teach and study history, the tour included much that is relevant to the teaching of history. Also note that there was no attempt to visit any of the Eastern Front WWI sites.

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The following represents a day-by-day journal entry with an objective for publishing the various sites, hotels, and restaurant information for those who are interested in a similar The Great War Centenary Tour.

**In July 2015, EducaTours, 2014-2018 The Great War Centenary, led by Dr. Jim Shiveley, spent two weeks in Flanders, Belgium, the Verdun and Meuse-Argonne Region, the Normandy countryside, and the city of Paris. The study tour was from July 6 – 20, 2015 and originated in Brussels before traveling to Flanders to the sights of three of the most horrific battles of WWI, the First, Second, and Third battles of Ypres (1914, 1915, and 1917).**

**While in the area we visited the perfectly preserved medieval city of Bruges, Belgium We visited some sights associated with the nearby Battle of the Somme (1916) before heading to the village of Chatel-Cherey, France, where we hiked the Sergeant York Trail, and visited some major sights connected with the American offensive of the Meuse-Argonne (1918).**

**These two days were capped off with a visit to one of the largest battles of the Great War: Verdun (1916). The next visit was the Normandy area, visiting en route the cliffs of Etretat and the historic city of Honfleur.**

**In addition to the Normandy beaches and neighboring villages critical during the D-day landings, The Great War Centenary Tour Group visited the UNESCO World Heritage site of Mont Saint Michel.**

The Great War Centenary Tour Group **then visited Giverny and terminated in Paris for the final three nights.**

Did the U.S. troops make a difference?

Hindenburg's response: "The American infantry in the Argonne won the war....Without the American blow in the Argonne, we could have made a satisfactory peace."

### **Itinerary**

1. Monday, July 6, 2015

**Depart for Marriott Cincinnati Airport Hotel in order to enjoy complimentary airport parking for the trip's duration. Dinner at Crescent Springs, KY, Bonefish Grille.**

2. Tuesday, July 7, 2015

Depart for Brussels, Belgium and overnight business class flight.

Wednesday, July 8, 2015

Explore Brussels and adjust to jet lag. Overnight at the Ibis Brussels Hotel off Grand Place.

Thursday, July 9, 2015

The Great War Centenary Tour Group will meet at the Ibis Hotel off Grand Place (Rue du Marché aux Herbes 100 Brussels 1000) at 1:00P.M. The Great War Centenary Tour Group will then take bus to Ibis Hotel in Kortrijk — about 90 minutes away by bus. After checking in to the hotel we will leave for nearby Ypres (pronounced Eee Pra) to visit the Flanders Field Museum. This will provide a great overview of the sights we will see on Friday. The Great War Centenary Tour Group will then return to Kortrijk for **dinner** with group at local restaurant.

Friday, July 10, 2015

The Great War Centenary Tour Group will return to Ypres to join the tour guide. The Great War Centenary Tour Group will spend the day visiting key locations associated with one of the three major battles of the Ypres Salient of WWI. Each of the battles and their importance will be addressed; however, it is impossible to visit the sites chronologically, so a synopsis of the major battles will be provided. The Great War Centenary Tour Group's our visits will include: the site of John McCrae's poem, "In Flander's Field where the poppies blow"; the site of the first gas attacks; the Tye Cot Cemetery; the Passendale Museum, and; the field where the soccer games of the Silent Night Truce of Christmas, 1914 occurred. **Lunch** is planned at the Lost Brother Café near the Polygon Wood battle site. Dinner will be in the town of Ypres before we meet up again at the Menin Gate for the Last Post at 8:00 pm. The Last Post is a bugle memorial service that has been performed each evening at the gate since 1928 (except for the four years of German occupation during WWII.)

Saturday, July 11, 2015

The Great War Centenary Tour Group will depart after breakfast for a full day in the nearby town of Bruges, Belgium, about 45 minutes to the north. Bruges is one of the best-preserved medieval towns in all of Europe, with more canals than Venice. The Great War Centenary Tour Group will have all day to explore this wonderful town.



Sunday, July 12, 2015

The Great War Centenary Tour Group departs for the French village of Châtel-Chéhéry, the site of the Sergeant York Trail. While this is a three and half hour ride, we will be stopping along the way near several of Battle of the Somme sights. The Battle of the Somme was one of the two largest single battles of the Western Front during World War I. The Great War Centenary Tour Group will visit the Beaumont/Canadian battle site, the Theipval memorial, and the La Boissellse crater before heading on to the Château de Châtel-Chéhéry. The château where we are staying is not a hotel, but a French gîte (a renovated traditional country cottage or barn conversion in a small village or countryside). With a couple of exceptions, the group will be staying in larger group rooms during our two nights here. The website for the chateau is: <http://chateaudechatel.pagesperso-orange.fr/>. A light **dinner** will be provided upon arrival.

Monday, July 13, 2015

In the morning, The Great War Centenary Tour Group will hike the Sergeant York Trail. The trail was inaugurated in 2008 after many years of research and “the help and coordination of the Boy Scouts, volunteers, military liaisons”, according to the website: [http://www.sgyorkdiscovery.com/York\\_Trail.php](http://www.sgyorkdiscovery.com/York_Trail.php). This website will also show pictures of the trail. The trail is a well-marked and documented hike of about 1.5 miles. Afterwards, we will meet a local guide who will accompany us to some nearby sights. This area is one in which American troops fought heavily in 1918 and, in addition to the Sergeant York Trail, includes the site of the Lost Battalion and the Montfaucon American cemetery (the largest American cemetery in all of Europe). By mid-afternoon we will move on to the battle site of Verdun for an overview of the largest single battle site of WWI. A picnic **lunch** will be provided during the day, and a **dinner** will be catered in when we return to the chateau that evening.

Tuesday, July 14, 2015

This is a travel day to Honfleur, France, with a visit at the cliffs of Étretat en route. A picnic **lunch** will be provided on the way to the village town of Étretat on the Normandy coast; famous for its coastal scenery of naturally formed arches reaching into the sea. Honfleur is an ancient fishing village located at the mouth of the Seine River, and a

favorite site of many early Impressionist painters. We will be staying at the Hotel Le Cheval Blanc (the white horse) Best Western and **dinner** will be provided at a restaurant nearby.

Wednesday, July 15, 2015

The Great War Centenary Tour Group departs Honfleur and head for the beaches of the D-Day landings with visits along the way at several German bunkers, the Pegasus Bridge, and the Arromanches landing site. We will then visit the Omaha Beach site and museum before moving on to Pont du Hoc and St Mere Eglise. Lunch will be at the museum, and **dinner** will be at the hotel that evening – the Mecure Omaha Beach.

Thursday, July 16, 2015

Today, The Great War Centenary Tour Group visits one of France’s most iconic attractions: Mont Saint-Michel. This monastery was built in the Eighth century and is famous for the tides that come in “as fast as a galloping horse”, meeting the rocky perch island twice a day. The Great War Centenary Tour Group will arrive at this UNESCO World Heritage Site by late morning, allowing the afternoon to explore the medieval town and church before heading to the walled citadel town of St. Malo on the Brittany coast for dinner. We will then return to our Omaha Beach hotel.

Friday, July 17, 2015

The Great War Centenary Tour Group departs for Paris in the morning, making two visits along the way. The first is in the nearby town of Bayeux. Here we take some time to view the Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066. This tapestry (another UNESCO site) was created shortly after the battle and resided in the nearby cathedral until moved to a museum created especially for its display following WWII.

The Great War Centenary Tour Group will then travel on to Giverny to visit the home and studio of Jean Claude Monet, before arriving late afternoon in Paris. We will be staying at the FIAP Jean Monet (or other) for three nights, located in the 14<sup>th</sup> arrondissement just south of the Luxembourg Gardens and near Montparnasse.

The author chose to use the Paris Marriott Rive Gauche as his Paris Hotel.

Saturday and Sunday, July 18 and 19, 2015

Two days in Paris; these two days are set aside to allow The Great War Centenary Tour Group to explore this great city at their own pace, and to pursue attractions that appeal to their interests.

Monday, July 20, 2015

Many of the group members will fly home this day, while others will extend their stay in Paris or branch out to visit other European sights.

**Journal, 2014-2018 The Great War Centenary:  
Normandy 1066 – Normandy, 1945**

Monday July 6, 2015.

Dinner at Bonefish Grille in Crescent Spring, Kentucky.

We have developed a convention of dining at this Bonefish when staying at the Cincinnati Marriott (CVG.) Tomorrow we depart for a designed tour of WWI and WWII sights in Flanders and Normandy (2014-2018 The Great War Centenary.) It is the Centennial of the WWI years. Interesting, that our last French hotel shall be a Paris Marriott.

This Bonefish Grille is especially appealing on a warm July evening. We like the ambience of the dining room, and the welcome greeting from the hostess. We tend make reservations at this Bonefish Grille, and that never have experienced a wait.

Tonight it seems to be a challenge to decide between the Arctic Char and the Chilean Sea Bass. These are two distinct species of fish, and we like both. We settle on the Arctic Char with au gratin potatoes and asparagus.

Monday July 6, 2015.

Cincinnati Marriott at Cincinnati Airport.

We often use the Marriott Cincinnati Airport as our primary hotel when touring the U.S., Europe, or other continents. We know that there are several Marriotts as well as other branded properties in the area.

We prefer a full service Marriott to the other Marriott properties. As Marriott Platinum Elite members, we do take advantage of the concierge amenities, which often include a complimentary breakfast buffet in the lobby restaurant as well as evening concierge social hours. We are always offered a concierge level room.

We visit various Accor/Ibis/Mercure properties in Flanders, Normandy, and Paris. Arguably, The Marriott Cincinnati Airport and the Paris Marriott Rive Gauche will be the “premium” properties of our European Study Tour. Our departure is a United Business Class flight to Brussels, and we are prepared for moderate, business hotels/gites in the nights to come.

A few years ago, we designed a personal European Holiday with Marriott Hotels as our city anchors, and Marriott provided pure luxury.

We are spending our last night in Paris at the Marriott Rive Gauche as a Platinum Elite member with full concierge level amenities. Thus we begin and end (2014-2018 The Great War Centenary Tour) with Marriott properties. Of course, we did use several local hotels when visiting sites such as the Loire Valley.

Tuesday July 7, 2015.

Depart Cincinnati Airport for Overnight Business Class Flight to Brussels, Belgium.

Wednesday July 8, 2015.

Arrive at **Ibis Hotel, Central Brussels**, Grasmart 100Rue du Marché aux Herbes 100.

The **Ibis Hotel, Central Brussels**, Grasmart 100Rue du Marché has an excellent location, and we know that this Ibis is served by a train connection to the airport. The location was our primary concern, and easy access to the “plane train” was valuable to our WWI and WWII tour.

This Ibis/Accor is a large, modern property and is located in central Brussels. We found the staff to offer friendly. We found a comfortable and well-equipped room, modern and designer public areas. We also found a 24-hour reception, breakfast from 4:00 am to midday, light meals served round the clock and a non-stop bar. We also found that early bookings at Ibis were to our economic advantage.

It was important to us that the Ibis have air conditioning and be non-smoking. We had connectivity in the Ibis rooms, and the WIFI is complimentary. Do expect elevators.

We spent four hours touring central Brussels, and the Market Square clearly reminded the author of Munich, Germany. Of course, we did sample Belgium waffles, chocolate, and beer.

July 9, 10, and 11, 2015.

The Ibis Kortrijk Centrum

Thursday July 9, 2015.

Visit the Flanders Field Museum. We like to read the various international views on the WWI concerning the Flanders Field Museum. This museum is recommended as a prelude to any WWI visit and especially as a prelude to visiting the various Ypres Salient areas of WWI (2014-2018 The Great War Centenary.) There were five battles at Ypres and three battles are often listed in history. We have arranged limited museum visits, and are spending much time in the field with local guides. We know that Flanders Field Museum is recently renovated, and we like the various settings in the museum.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more. In addition to historian's books and articles, the WWI offers an excellent collection of relevant videos.

The Flanders Field museum is an absolute requirement prior to visiting the five battles of Ypres. In addition, the Flanders Field museum has a lovely "tap room," where Belgium beer and sandwiches are served.

Note that Ypres was totally destroyed during WWI, and the present day Ypres is a total recreation of the destroyed city.

We find that our prior research has prepared us for our on-going numerous WWI and WWII encounters.

We appreciate that King Albert I of Belgium played a powerful and dramatic roll in electing to prevent the Germans from fulfilling their WWI modified Schlieffen Plan. King Albert I also played a major roll in the Belgium postwar recovery.

In our view, a visit to the Flanders Field Museum is well worth the minor expense, and is well worth the time.

Friday July 10, 2015.

Flanders Battlefield Tours.

Rain or sun, Flanders Battlefield Tours are a must. Knowing that we are on a WWI and WWII Tour (2014-2018 The Great War Centenary Tour) there is a high level of international tourist interest in the Flanders Battlefield Tours.

We absolutely profited from the knowledge and wisdom of Flanders Battlefield Tours, and we highly recommend Flanders Battlefield Tours.

A field guide (human) is really necessary to experience the Ypres Salient battles of WWI.

We found that talking with the numerous Brits, Canadians, Aussies, and Kiwis be very interesting. The British Commonwealth nations played a prominent role in many Flanders and French battles.

We always recommend doing research prior to visiting any important historical site. In addition to historian's books and articles, the WWW offers an excellent collection of relevant videos.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field location that much more.

The author's paternal grandfather was a U.S. Doughboy, and was a sergeant in the U.S. army with the American Expeditionary Forces who arrived in France in 1917. The author's grandfather seemed to have had more WWI stories than did his father, who was in the WWII Pacific Theater. On April 6, 1917, when the United States declared war against Germany, the U.S. had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches.

The Tyne Cot Cemetery is one of the most notable cemeteries of WWI. We recommend a visit because Tyne Cot Cemetery has been well maintained, and because the record keeping is advanced. Tyne Cot Cemetery is the resting place of 11,954 soldiers of the Commonwealth Forces.

This is the largest number of burials contained in any Commonwealth cemetery of either the First or Second World War. It is the largest Commonwealth military cemetery in the world. Tyne Cot' or 'Tyne Cottage' was the name given by the Northumberland Fusiliers to a barn which stood near the level crossing on the Passchendaele-Broodseinde road. The 3rd Australian Division captured the barn, which had become the center of five or six German blockhouses, or pillboxes, on 4 October 1917, in the advance on Passchendaele. We found that talking with the numerous Brits, Canadians, Aussies, and Kiwis be very interesting.

We learned that many Commonwealth visitors had family members buried in Tyne Cot Cemetery. We noted the Commonwealth headstones in Tyne Cot Cemetery are different from the distinct “markers” used by the U.S. The Germans used a variety of WWI headstones in the German Cemeteries.

Lt. Col. John McCrae, M.D., with the Canadian army, wrote a touching poem in memoriam to the brave soldiers who fought and died “In Flanders Fields.

Fittingly, Flanders Field American Cemetery takes its name from the poem. As a tribute, every year during the Memorial Day ceremony, John McCrae’s renowned words are recited:

“In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below....”

American Expeditionary Forces arrived in France in 1917. My paternal grandfather seemed to have more WWI stories than did my father who was in the WWII Pacific Theater.

We highly recommend reading several period histories, and viewing a few excellent DVDs. On April 6, 1917, when the United States declared war against Germany, the nation had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches.

Our tour next took us to the Memorial Museum Passchendaele – Zonnebeke.

We noted that this museum offers visitors both German and Allies artifacts including viewing the reconstructed outdoor trenches of both sides.

During the Great War of 1914-1918 the villages of Passchendaele /Passchendaele, Zonnebeke, Beselare, Geluveld and Zandvoorde became famous for the part they played on the battlefields of the Ypres Salient. The end of the war devastated the area in November 1918.

The Memorial Museum Passchendaele 1917 was opened in Zonnebeke Chateau on ANZAC Day 25 April 2004.

We next visited an impressive network of outdoor British and German trenches. The trenches have been constructed using the same materials and methods of construction to give an accurate example of a set of 1914-18 trenches on the Western Front.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more. In addition to historian's books and articles, the WWW offers an excellent collection of relevant videos.

### **Christmas Truce of 1914**

<https://www.youtube.com/watch?v=NWF2JBb1bvM>

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On December 7, 1914, Pope Benedict XV suggested a temporary hiatus of the war for the celebration of Christmas; however, the truce was not accepted.

Our take is that often the WWI soldiers on both sides exhibited better judgment than their commanding officers and "royal leaders."

We spent several hours in the area of the "Christmas Truce," and held interesting international conversations with many foreign visitors.

The "Christmas Truce of 1914" came only five months after the outbreak of war in Europe and was one of the last examples of the outdated notion of chivalry between enemies in warfare. It was never repeated; future attempts at holiday ceasefires were quashed by officers' threats of disciplinary action, but it served as heartening proof, however brief, that beneath the brutal clash of weapons, the soldiers' essential humanity endured.

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Roughly 100,000 British and German troops were involved in the unofficial cessations of hostility along the Western Front. The first truce started on Christmas Eve 1914, when German troops decorated the area around their trenches in the region of Ypres, Belgium and particularly in Saint-Yvon (called Saint-Yves, in Plugstreet/Ploegsteert – Comines-Warneton

The Germans placed candles on their trenches and on Christmas trees, then continued the celebration by singing Christmas carols. The British responded by singing carols of their own. The two sides continued by shouting Christmas greetings to each other. Soon thereafter, there were excursions across No Man's Land, where small gifts were exchanged, such as food, tobacco and alcohol, and souvenirs such as buttons and hats.

The Last Post, the traditional final salute to the fallen, is played by the buglers in honor of the memory of the soldiers of the former British Empire and its allies, who died in the Ypres Salient during the First World War.



Menin Gate or sometimes Menepoort is a large public square housing a gate-like building structure. In the summer expect that 8:00PM will be in daylight.

The actual Last Post may require between 10 – 30 minutes depending on the time of year. We recommend that assembly of international visitors be 20-30 minutes prior to the Last Post.

The Last Post may or may not involve a short military parade. The Last Post usually will feature a set of Bagpipes and from three to ten bugles. Of course, one can hear a pin drop preceding the Last Post.

Fortunately, there are a number of videos showing the Last Post at Menin Gate, and we recommend viewing several videos (WWW) prior to an actual visit. We noted that we visited the 30,001 tattoo, and the previous evening the Belgium Queen had attended the 30,000 tattoo.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more.

Saturday July 11, 2015.  
Historic Centre of Bruges, Belgium

We recommend the purchase of a guidebook for the town, either prior to departure or at the tourism information shop in town, be advised.

We spend the full day in the nearby town of Bruges, Belgium, best preserved medieval towns in all of Europe, with more canals than Venice.

"Bruges is the best-preserved medieval city in Belgium!"

Yes, we know that Bruges, Belgium, is pronounced "broozh," because we recall the 2008 film, "In Bruges," with Colin Farrell and Ralph Fiennes. If you have not viewed the film, we recommend the opening scenes for a preview of Bruges, and we find the movie plot a bit silly.

At any rate our tour provides a full day in Bruges, Belgium. Bruges is often a day trip from Brussels; however, our WWI & WWII tour has determined that Bruges is a featured site, and we enjoy that.

If one set out to design a fairy-tale medieval town it would be hard to improve on central Bruges. Picturesque cobbled lanes and dreamy canals link exceptionally photogenic market squares lined with soaring towers, historic churches and old whitewashed almshouses. And there's plenty of it. The only downside is that everyone knows. That means that there's an almost constant crush of tourists, especially through the summer months.

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The **Ibis Hotel, Central Kortrijk** has an excellent location, and we found this Ibis is near Ipres, and was valuable to our WWI & WWII tour.

This Ibis/Accor is a large, modern property and is located in central Kortrijk, Belgium. We found the staff to be friendly. We found a comfortable and well-equipped room, modern and designer public areas. We also found a 24-hour reception, breakfast from 4:00 am to midday, light meals served round the clock and a non-stop bar. We also found that early bookings at Ibis were to our economic advantage.

It was important to us that the Ibis have air conditioning and be non-smoking. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of air conditioning, WIFI, non-smoking, buffet breakfast, and 24-hour reception. Given our travel history, we predicted 50 years ago that a newer class of European hotel would arise.

The room and bed are very functional, and following a tour of Ipres was very welcome.

We had connectivity in the Ibis rooms, and the WIFI is complimentary. Do expect elevators.

The hotel concierge provided useful touring, restaurant, and other suggestions on how to make our visit to Kortrijk more interesting.

Sunday July 12, 2015. Battle of Somme Tour

One hundred and twenty-five miles northwest of Verdun, the British and French armies joined at the Somme River. A Franco-British offensive was planned here for 1916 to relieve pressure on the French at Verdun.

Comprising the main Allied attack on the Western Front during 1916, the Battle of the Somme is famous chiefly on account of the loss of 58,000 British troops (one third of them killed) on the first day of the battle, 1 July 1916, which to this day remains a one-day record. The attack was launched upon a 30-kilometer front, from north of the Somme River between Arras and Albert, and ran from July 1 until November 18.

British General Douglas Haig ordered a massive bombardment of the German lines that would last a week and could be heard across the Channel in England.

But the German troops were deeply dug in and the bombardment did not reach them. Once the shelling was over, of the 100,000 British troops who attacked the German lines July 1, 1916, and 20,000 were killed and over 40,000 were wounded.

It was the single worst day in deaths and casualties in British military history. Eventually this battle, which did not change the front line trenches much at all, involved over 2

million men along a 30 mile front. British and French losses numbered nearly three-quarters of a million men.

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July 12 and 13, 2015 Chateau in French village of Chatel-Chehery.

The village of Chatel-Chéhéry is a small village located north east of France. The town of Chatel-Chéhéry is located in the department of Ardennes of the French region Champagne-Ardenne. The village of Chatel-Chéhéry is located in the township of Grandpré part of the district of Vouziers.

The **Chateau** Chatel-Chehery has excellent location, and the Chateau reminded us of lodging options in the Loire Valley. It may be important to note for U.S. travelers to know that that the **Chateau** Chatel-Chehery is a registered French Gîte. A gîte is a holiday home available for rent. Gîtes are usually fully furnished and equipped for self-catering. Many owners choose to handle their own rentals, and one can find these by searching online on the multitude of listing sites or by checking with the local tourist information office. Gîtes today vary from being luxury holiday homes to very basic apartments.

The term "*gîte*" is sometimes confused with "*chambre d'hôtes*", but in fact the two are different. A "*chambre d'hôtes*" is necessarily lived in by the service provider, and breakfast is served each morning. A "*gîte*" is a holiday home in an independent building. A *chambre d'hôtes* thus is more akin to a bed and breakfast.

We hiked the Sergeant York Trail and the WWI Battlefield where Sergeant Alvin C. York earned his Medal of Honor during the Meuse-Argonne Campaign. We enjoyed the catered picnic that The **Chateau** Chatel-Chehery arranged.

It was important to us that The **Chateau** Chatel-Chehery be non-smoking. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of WIFI, non-smoking, buffet breakfast, and 24-hour reception.

The room and bed are very functional, and following a tour of the WWI battlefields was very welcome.

The **Chateau** Chatel-Chehery is similar to a small French hotel; we had connectivity in The **Chateau** Chatel-Chehery rooms, and the WIFI is complimentary.

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Monday July 13, 2015.

Sergeant York Trail

[www.youtube.com/watch?v=SA3O3Gxd9Bg](http://www.youtube.com/watch?v=SA3O3Gxd9Bg)

[www.youtube.com/watch?v=LmRRhxo0RHc](http://www.youtube.com/watch?v=LmRRhxo0RHc)

The idea for the Sergeant York Historic Trail came from a desire to allow visitors to the area a chance to "follow the footsteps" of the brave men who fought for freedom.

The actual location where Sergeant York earned the Medal of Honor had never been accurately documented and, with the passage of time, had been lost. With years of research in the American and German archives complete, The Sergeant York Discovery Expedition was formed to locate and mark the "York Spot" so that it would never again be lost in time.

The trail and monument are designed to preserve the Sergeant York legacy in the Argonne and honor all those who sacrificed for the cause of freedom in the "Great War."

It would take the help and coordination of the Boy Scouts, Volunteers, Military Liaisons, Political Leaders, Government Officials, and people willing to donate funds and time to make this dream a reality.

Battle of Verdun (1916)

[www.youtube.com/watch?v=y79-PJt-YzE](http://www.youtube.com/watch?v=y79-PJt-YzE)

[www.history.com/topics/...i/battle...verdun/videos](http://www.history.com/topics/...i/battle...verdun/videos)

We find that the long Battle of Verdun is very complicated. The science and technologies of the German and French forces are a major step in modern warfare. It is highly interesting to walk the battlefield where thousands of Germans and French fought and died.

The Battle of Verdun is considered the greatest and lengthiest in world history. Never before or since has there been such a lengthy battle, involving so many men, situated on such a tiny piece of land. The battle, which lasted from February 19, 1916 until December 21, 1916 caused over an estimated 700,000 casualties (dead, wounded and missing). The battlefield was not even a square ten kilometers. From a strategic point of view there can be no justification for these atrocious losses.

We recommend that one visit the Verdun site with an expert guide. A skilled guide leader accompanied our tour group through The Ossuary, Fort Douaumont, the Bayonet Trench, and the destroyed village of Fleury devant Douaumont.

The attack on Verdun (the Germans code-named it 'Judgment') came about because of a plan by the German Chief of General Staff, von Falkenhayn. He wanted to "bleed France white" by launching a massive German attack on a narrow stretch of land that had historic sentiment for the French: Verdun.

The area around Verdun contained twenty major forts and forty smaller ones that had historically protected the eastern border of France and had been modernized in the early years of the Twentieth Century.

Tuesday July 14, 2015.

Visit the cliffs of Étretat en route.

Visit village town of Étretat on the Normandy coast

July 14th (Bastille Day)

Lodging is at Cheval Blanc Best Western medieval village of Honfleur, France, on the Normandy coast.

Honfleur is so utterly enchanting; it is difficult to remember that Honfleur was built essentially for commerce. Honfleur's harbor sits in a great location, tucked away on the southern side of the Seine's estuary. During the Hundred Years War, the French king had this strategic spot fortified, but that did not stop the English occupation for several decades.

Honfleur's beauty has long attracted artists, with works to be seen both in the town museums and in the modern galleries that abound. As Honfleur is so clearly dedicated to tourism today, one can choose from an exceptionally enticing selection of hotels, restaurants and shops around town.

The Cheval Blanc Best Western has excellent location, and we found that Cheval Blanc Best Western is in a medieval village.

Cheval Blanc Best Western is a small, European property and is located in central Honfleur. We found a comfortable and well-equipped room. We also found a 24-hour reception and breakfast service.

Cheval Blanc Best Western does not have air conditioning, and is non-smoking. Opening the windows provided fresh air and street noise. The room and bed are very functional, and following a tour of Honfleur and the harbor, the hotel room was very welcome. We found excellent coffee and a nice breakfast selection.

Cheval Blanc Best Western is small city center European hotel. We had connectivity in the Cheval Blanc Best Western rooms, and the WIFI is complimentary.

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Wednesday July 15, 2015.

German bunkers, Normandy.

The Pegasus Bridge.

The taking of Pegasus Bridge in the early hours of D-Day was a major triumph for the Allies. The control of Pegasus Bridge gave the Allies the opportunity to disrupt the Germans ability to bring in re-enforcements to the Normandy beaches, especially those that the British and Canadians were landing at Gold, Juno, and Sword. Even the most basic of delays in getting German troops to the beaches would have been important and the capture of the bridge that guarded the main road to Ouistreham, and then on to the beaches further west was of great importance to the Allies. Control of the road, also meant that the 6th Airborne Division, that had been dropped to the east of Caen, could be

supplied by Allied troops that had landed at Sword Beach. Without any control of this road, the 6th Airborne would have been starved of vital equipment.

The Arromanches landing site.

Arromanches is remembered as a historic site of the Normandy landings and in particular as the location where an artificial port was installed. This artificial port allowed the disembarkation of 9,000 tons of material per day.

Pont du Hoc.

Pont du Hoc was a nearly 100-meter-high cliff, with perpendicular sides jutting out into the Channel. It looked down on Utah Beach to the left and Omaha Beach to the right. There were six 155mm cannon in heavily reinforced concrete bunkers that were capable of hitting either beach with their big shells. On the outermost edge of the cliff, the Germans had an elaborate, well-protected outpost, where the spotters had a perfect view and could call back coordinates to the gunners at the 155mm cannons.

Those 155mm cannons had to be neutralized. The Allied bombardment of Pointe-du-Hoc had begun weeks before D-Day. Heavy bombers from the U.S. Eighth Air Force and British Bomber Command had repeatedly plastered the area, with a climax coming before dawn on June 6. Then the battleship Texas took up the action, sending dozens of 14-inch shells into the position. Altogether, Pointe-du-Hoc was hit by more than ten kilotons of high explosives, the equivalent of the explosive power of the atomic bomb used at Hiroshima.

St Mere Eglise.

Despite all setbacks, by 04:30 on the morning of 6th June the Stars and Stripes flag was flying proudly over Sainte Mère Église which became the first town in France to be liberated.

During the first few months of 1944 there were quite a number of allied air raids on and around this small town; the night of June 5 was initially thought by the enemy garrison not to be any different. As it happens a prominent house in the town square caught fire, most likely the result of one or more flares dropped by the Pathfinder squadron.

July 15 and 16, 2015

The Normandy area Mercure (Accor) Omaha Beach Hotel with dinner at the hotel

The Mercure Omaha Beach (Accor property) has excellent location, and is very near Omaha Beach. The hotel is located out of town, and offers a very peaceful stay with a great view of the coast

Mercure Omaha Beach is a small, European property and is located near central Omaha Beach. We found a comfortable and well-equipped room. We also found a 24-hour

reception and breakfast service. We also found that early bookings at Mercure Omaha Beach were to our economic advantage.

Mercure Omaha Beach does not have air conditioning, and is non-smoking. Opening the windows provided fresh air and street noise. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of air conditioning, WIFI, non-smoking, buffet breakfast, and 24-hour reception. Mercure Omaha Beach is a small European hotel. We had connectivity in the Mercure Omaha Beach rooms, and the WIFI is complimentary. Note, we visited during Bastille Day, and the noise and fireworks prevailed into 1:00AM. Fortunately the author was so exhausted that he slept through all of the celebration.

Thursday July 16, 2015

Tour Mont Saint-Michel (UNESCO World Heritage Site)

Mont Saint-Michel has been on our to do list for nearly 50 years. We were very pleased that the 2014-2018 The Great War Centenary Tour included a visit.

Our bus dropped us near a tram going to Mont Saint-Michel, and it is a bit of a hike to ascent to the main area of Mont Saint-Michel. We were prepared for many tourists, and tourist shops; however, our main goal to visit this ancient Abbey. We do recommend an official tour, and some of were happy not to climb the Abbey stairs.

Perched on a rocky islet in the midst of vast sandbanks exposed to powerful tides between Normandy and Brittany stand the 'Wonder of the West', a Gothic-style Benedictine abbey dedicated to the archangel St Michael, and the village that grew up in the shadow of its great walls. Built between the 11th and 16th centuries, the abbey is a technical and artistic *tour de force*, having had to adapt to the problems posed by this unique natural site.

Actually the Mont Saint-Michel web site is very professionally done, and several other review sites offer some important advice for the 2015 visit.

We also visited the walled citadel town of St. Malo on the Brittany coast for dinner.

Friday July 17, 2015.

Visit the nearby town of Bayeux and Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066.

The Bayeux Tapestry

The Bayeux Tapestry (actually an embroidery measuring over 230 feet long and 20 inches wide) describes the Norman invasion of England and the events that led up to it. It is believed that the Tapestry was commissioned by Bishop Odo, bishop of Bayeux and the half-brother of William the Conqueror. The Tapestry contains hundreds of images

divided into scenes each describing a particular event. The scenes are joined into a linear sequence allowing the viewer to "read" the entire story starting with the first scene and progressing to the last. The Tapestry would probably have been displayed in a church for public view.

“History is written by the victors” and the Tapestry is above all a Norman document. In a time when the vast majority of the population was illiterate, the Tapestry's images were designed to tell the story of the conquest of England from the Norman perspective.

Giverny to visit the home and studio of Jean Claude Monet.

When Monet and his family settled in Giverny in 1883, the parcel of land sloping gently down from the house to the road was planted with an orchard and enclosed by high stone walls. A central alley bordered with pines separated it into two parts. Monet had the pines cut down, keeping only the two yews closest to the house to please Alice.

From this Clos Normand of about one hectare, Monet developed a garden of perspectives, symmetries and colors.

The land is divided into flowerbeds where flower clumps of different heights create volume. Fruit trees or ornamental trees dominate the climbing roses, the long - stemmed hollyhocks and the colored banks of annuals. Monet mixed the simplest flowers (daisies and poppies) with the most rare varieties.

The central alley is covered over by iron arches on which climbing roses grow. Other rose trees cover the balustrade along the house. At the end of the summer nasturtiums invade the soil in the central alley.

Claude Monet did not prefer organized or constrained gardens. He blended flowers according to their colors and left them to grow rather freely. With the passing years he developed a passion for botany, exchanging plants with his friends Clemenceau and Caillebotte. Always on the look out for rare varieties, he bought young plants at great expense. "All my money goes into my garden," he said. But also: "I am in raptures."

July 17, 18, and 19, 2015

Paris FIAP Jean Monnet is just south of the Luxembourg Gardens and near Montparnasse  
Or Paris Marriott Rive Gauche Hotel & Conference Center

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Paris FIAP Jean Monnet has a reputation as an inexpensive school group hostel/hotel.  
Paris FIAP Jean Monnet is located just south of the Luxembourg Gardens and near



Montparnasse. Paris FIAP Jean Monnet is opposite the Centre Hospitalier Sainte Anne (hospital) in the 14th *arrondissements* (or districts.), This no-frills hostel is a 6-minute walk from the Glacière métro station, 11 minutes from the Catacombes de Paris.

Paris FIAP Jean Monnet provides friendly service, and welcomes families, and grey-haired travelers who enjoy a social atmosphere and the company of fellow foreigners. Note: Paris FIAP Jean Monnet provides no air conditioning. The Lobby WIFI seems fine, but do not count on WIFI for the rooms.

The Metro is a saving grace of the Paris FIAP Jean Monnet (Glacière on Line 6.) One does not have to partake of the “continental breakfast” and other cafeteria meals. This is Paris, and there are thousands of choices.

Know that Line six is the primary metro line and Paris FIAP Jean Monnet is near Glacière on Line 6. Always purchase a carnet (ten tickets for about 14 Euros.)

Paris Marriott Rive Gauche was our choice of business class hotels for the Paris visit.

We know that Marriott Platinum members have access to concierge level amenities, and we find that the Paris Marriott Rive Gauche offers the highest level of personal concierge advice. There are five-six concierges, and all are fluent in a variety of languages.

We have been communicating with Paris Marriott Rive Gauche advisors for the past eight weeks, and have requested special reservations for restaurants and for touring. Frankly, in our younger years, we have lodged at “the Rick Steve’s properties, the ones with staircases and weak air conditioning.” We have learned to eschew these properties.

Simply enjoying a drink in the lobby provides a cosmopolitan atmosphere that one would expect in Paris.

We find that Concierge level rooms are on a par with Marriott's finest. Because of our Platinum Elite status, we are upgraded to a Concierge level room with an outstanding view of Scare Coeur and Montmartre.

We have experienced the “big tourist sights” in Paris, and we find that the Paris Marriott Rive Gauche Concierge understands that we may be seeking smaller venues, and that the Concierge is current on Paris attractions that we might enjoy visiting.

We feel at ease and at home with the Paris Marriott Rive Gauche, and this is very important. The Paris Marriott Rive Gauche is within steps of two Metro stops. We also know the railway station Denfert Rochereau is 10 minutes walk from the hotel. The ticket to CDG airport is 10 Euros.

We know the “city” location of Paris Marriott Rive Gauche, and we know that there are numerous restaurants within walking distance.

Given a carnet and the nearby metro, central Paris, and indeed all of Paris were easily available. We could rely on Paris Marriott Rive Gauche Concierge to provide optional travel routes for the sights that we visited. We never had need for Uber or for cabs.

A few years ago, we had designed a six-week Western and Eastern European Holiday taking advantage of Marriott Reward Points, and found that European Marriotts often exceeded the standards of U.S. Marriotts. Yes, at locations like the Loire Valley, we did reserve “upscale” non-Marriott properties, and we found this mix of local hotels and brand Marriott to be very appealing.

We began our “2014-2018 The Great War Centenary” from a night in a Cincinnati, Ohio Marriott (for complimentary airport parking,) and we enjoy that our final nights in The Paris Marriott Rive Gauche.

We highly recommend The Paris Marriott Rive Gauche to the discerning traveler.

Nearby restaurants and lounges include the following:

R'Yves(On-Site), L'Auberge du 15(0.4 miles), L'Ourcine(0.4 miles), and Swann et Vincent(0.6 miles.)

Monday July 20, 2015.

Depart Charles De Gaulle International Airport at 12:30P.M. for an 5:00P.M. Cincinnati arrival.

According to CNN, ten majorly despised international hubs have all inspired enough fury, flak and “never again” air-rage to merit a place on the list. And the most despised airport: Paris-Charles de Gaulle, Paris, France.

“The baffling circular layout is worsened by warrens of tunnel-like structures, dismissive staff and seething travelers waiting forever in the wrong queue. The worst part may be this airport’s aura of indifference to it all.”

Nearly all of the flying public has first hand horror stories, or knows someone who does concerning Charles De Gaulle International Airport.

Even the most experienced international traveler rates Depart Charles De Gaulle International Airport as meriting the title “worst airport in the world.” We think this is untrue; we found Paris-Charles de Gaulle to be as easy to navigate as any major airport in the U.S.

## Conclusion

Given the hindsight of history, it is not difficult to conclude that WWI was an international miscalculation of huge proportions that ultimately led to WWII, the Cold War, and the terrorism of the 21<sup>st</sup> Century.

The author has taken the luxury of nine months to read numerous WWI histories, articles, WWI archives, and to view hundreds of film clips, and other WWI resources.

None of the royal leaders; King, Kaiser, Tsar, or Emperor had much influence in terms of planning or prevention of oncoming war. Despite bloodlines and royal relationships, none of this mattered much; even in the final days when Tsar appealed to King for amnesty.

Political leaders seemed to be a *non sequitur*. Prime Ministers and Premiers came and went without having much influence.

Military Generals of the same nationality plotted against both the enemy and each other.

In the end, the only clear lesson was how to fail at a “peace accord.” The plans of President Wilson (including the 14 Points and the wartime Berlin negotiations with Berlin) were largely ignored by David Lloyd George and Georges Clemenceau. Lloyd George and Clemenceau were intent on providing a humiliating and punitive peace treaty with Germany. President Wilson lacked the diplomatic skills, knowledge, and leadership to prevent the British and French revenge.

The Germans and other powers were absent from the negotiations, and were stunned by the severity. President Wilson’s goal was the establishment of the League of Nations, and Wilson was strongly opposed by Senator Henry Cabot Lodge.

President Wilson at the Paris Peace negotiations was opposed by a Republican congress, and Wilson was disabled by a massive stroke with 17 months left in his presidential term.

Historians concur that the Treaty of Versailles “guaranteed” a second world war.

It seemed that Supreme Commander’s Eisenhower famous dictum during the Normandy invasion must hold true; “In preparing for battle I have always found that plans are useless, but planning is indispensable.”

In preparing for 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945, perhaps the one author who was among the most recognized was John Keegan, *The First World War*. There is a paucity of current WWI historians concerning the U.S. participation; however, Burton Yale Pine, *America's Greatest Blunder: The Fateful Decision to Enter World War One* is a very comprehensive text.

As one who values the historian over the novelist, I did conclude that Stanley Weintraub's, *Silent Night: The Story of the World War I Christmas Truce* held some truth concerning the millions of soldiers demonstrated that the frontline soldiers, if left to their own devices manifested clearer thinking than most of their leaders.

Today, it is heartening to participate in the leadership of two organizations associated with President Eisenhower: International People to People Ambassadors and Sister Cities International Ambassadors. The author has participated in both organizations as the Delegation Leader to various European nations.

It is very easy for the son of a WWII veteran and the grandson of a WWI veteran to meet the "enemy" in his home, and to receive the gracious welcome and food and drink that these new friends extend. It is also a great pleasure to honor the "enemy" in my home and to continue to enjoy these international friendships.

The author recalls that in the late 1960s that he and his wife were boarded on a U.S. airliner to Europe, and while landing in Labrador to refuel, a Soviet airliner was also refueling. It was senseless that the "authorities" resorted to great efforts to keep the citizens separated as we deplaned for refueling purposes.

The author is fond of quoting the truism, "one-half of a great expedition is in the planning, one-half of a great expedition is in the expedition, and one-half of a great expedition is in the remembering." Truly the whole is greater than the sum of its parts.

The author is grateful to Dr. James Shiveley's expertise with taking study tours to Europe for over a decade. It was Dr. Shiveley whose planning resulted in the many details of hotels, transportation, restaurants, Normandy 1066 – Normandy, 1945 sight selection and bring together for nearly two weeks a fascinating group of adults who all shared the common quest of a love of experiencing history. Indeed, Dr. Shiveley has a magnificent genius for planning these expeditions.

The author is confident that all of the participants of Normandy 1066 – Normandy, 1945 will cherish lifelong memories. We were indeed fortunate to travel with professional class of adults, who manifested a love of history, culture, art, dining, and sincere care for one another.

Historians of all persuasions have presented U.S. neutrality and U.S. participation in several different manners. During a period in U.S. history when hyphenated Americans were more of a consideration than today, clearly the U.S. government and later the U.S. population projected a much more compassionate view toward the French and British than to the Germans.

Propagandist in the U.S. tended to vilify the German, and the "Kaiser's war." Despite a significant German-American population and Irish-American population, the U.S. scales tipped in favor of the Allies during "U.S. neutrality."

General Pershing was consistently assaulted by both the British and the French to defer U.S. troops as “feeder corps” to both the French and British general. General Pershing persisted in defining the AEF as a separate and distinct entity.

Did the U.S. troops make a difference?

Clearly, British and French historians (and even some U.S. historians) have sought to minimize the role of the AEF, and very often U.S. school children are taught that the U.S. role in WWI was a marginal role.

That the WWI cemetery at Romagne-sous-Monfaucon has 14,200 graves and is larger than the Colleville-sur-Mer Normandy WWII cemetery with 9,387 speaks volumes concerning the AEF WWI actions. Without question, U.S. losses in WWI would have been much higher if Americans were under either French or British command.

April 6, 1917 did not see the first participation of the U.S. in WWI; General Pershing was receiving U.S. troops at a rate of 10,000 per day, and insisted on waiting until the AEF could function as an American Army.

Sadly, both the French and British were distressed that the U.S. forces might achieve victories, when the French and British suffered defeats and stalemates.

Following the war, Von Hindenburg replied to the question, “Who won the war?”

Hindenburg’s response: “The American infantry in the Argonne won the war...Without the American blow in the Argonne, we could have made a satisfactory peace.”

Now, during The Great War Centenary, is the time to revise the history of U.S. “neutrality” and the winning of WWI. U.S. students must be taught the significant role that the U.S. played in WWI.

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(Contains a 16-Page Guide to WWI Battlefields and Memorials)
- (\*Purchased and read for the *Journal 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945.*)

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Subject: **Marriott's Kauai Beach Club: Urbane Kauai**

(1095 words)

## **Marriott's Kauai Beach Club: Urbane Kauai**

By

Dr. Ronald G. Helms, Centerville, OH

A visit to Hawaii demands research, decisions, and an awareness of geography, history, and economics. There are several Hawaiian Islands, and these islands differ in diversity, ecology, volcano activity, and in several other ways. Most mainland (not the states) air carriers will land in either O'ahu or Maui, and these are very different destinations. Based on a previous visit, we wanted to fly into Kaua'i. Fortunately, we deplaned from our select carrier, walked down the open-air hallway to board immediately a Hawaiian carrier, and in 30 minutes were at Lihue airport in Kaua'i. Marriott's Kauai Beach Club is about one mile away. Avoid the free Marriott shuttle and rent an automobile.

This trip was a combination business trip and pleasure trip that followed Christmas and proceeded into the second week of January. I knew that this is high season, but I was presenting a paper on the last day of the trip in Honolulu.

We wanted to visit Kaua'i the first week of the Hawaiian trip. There are only ten acceptable timeshare on Kaua'i, and I began my search through Interval International in May. The odds were very good that I would trade a Marriott property for a Kaua'i Marriott or a comparable property. Marriott provides the members "trading tools" that are not available to the general public.

We had previously traded into Marriott's Waiohai Beach Club at Koloa on Poipu Beach on the south shore of the island. This is a newer Marriott resort known for its pristine beauty. However, the Marriott's Kauai Beach Club became available first, and I was unwilling to gamble that a more preferred property would be available the last week of December.

There is a huge difference between the Marriott's Waiohai Beach Club at Koloa and the Marriott's Kauai Beach Club. The former is designed to be a private condo resort with full condo amenities; the later was "cobbled" together from a large Marriott hotel property. Check out the resale prices, and you may be tempted to buy the Marriott's Kauai Beach Club. Do not purchase this property.

Caveat emptor applies to the purchase of Marriott's Kauai Beach Club. The property is accessed from a busy highway in Lihue, and the access is on a curve as well. We found entrance and egress always dangerous. Next there is very restricted parking for our Mustang convertible at the hotel/condo entrance, but there was an army of valets to fend off.

The actual check in location and process is difficult (unless one has endured the experience.) The reception desk was one floor down and at least 100 yards from the entry to the hotel. In many respects, we were checking into a hotel! The entire procedure is very unpleasant and could be easily remedied by a simple remote check in stand for condo visitors. The photos posted at Interval International are accurate. The exterior photos apply to the common areas of the hotel and the integrated condos. Beware any time a condo posts photos using mirrors ("smoke and mirrors?")

Marriott's Kauai Beach Club is not a combination of villas and hotel, but it is a large Marriott hotel with converted hotel rooms passing as a condo. This is one of the smallest Marriott condos we have ever stayed. The kitchen, appliances, cookware, dishware are inadequate. The living room dining room is very small; the bedroom is tiny; the balcony is non-existent. The parking is in a remote lot that is several football fields away. And when it rains, the parking lot seems much further away.

The whole experience of people constantly checking in and out is very disconcerting. The phone line to the front desk is never answered.

On the other hand, we know the hotel people have less than one-half the space that we do. We can prepare minimum meals, and the view from the condo is pure Kaua'i. The outdoor pools and sunning area are delightful; the on-property restaurants are filled with people without automobiles.

Marriott does know how to plan and execute a New Year's evening bash. The upper restaurant is extended with tents and is really festive. I am careful to select a table under solid roof because this is the rainy season, and sure enough all of the tent people are flooded out around ten P.M.

Marriott also presents a fantastic Sunday Brunch, and we always schedule a Sunday morning table when we are near a Marriott hotel.

We are determined not to permit our disillusionment and disenchantment with this property deters our enjoyment of the special island of Kaua'i. We did visit



Marriott's Waiohai Beach Club at Koloa and requested a day pass to enjoy this special area. We were able to participate in almost all the activities that Kaua'i offered.

Marriot exchange program offers "points" for every visit to a Marriott property, and we were able to use these points in exchange for the Waikoloa Beach Marriott Resort & Spa located beachfront along the sun-splashed Kona Kohala Coast on the Big Island of Hawaii. This very modern property is pure Marriott, and we were able to island hop, pick up a Mustang convertible and enjoy the Big Island. The Big Island is the Hawaiian island that has the most volcano activity; this island is very different from the other island of Hawaii.

Finally, it was time to present a scholarly paper at a conference in Honolulu. We had taken care to use Marriott "points" to reserve Waikiki Beach Marriott Resort & Spa on the world-famous Waikiki Beach for our final two nights. It is rather luxurious to reserve a very high room with a large balcony overlooking Waikiki Beach, and to open a brut champagne with sushi while enjoying a Hawaiian sunset.

I always liken Honolulu, O'ahu to southern California freeway traffic, crowds, and tourists. If you like the congestion of Los Angeles why would you fly hours more to experience the same traffic congestion. I have a strong bias for Kaua'i, Maui, and the Big Island. I tend to prefer nature rather than high rises that dominate a beach filled with tourists.

In summary, we planned the Hawaiian trip using Delta Sky Miles and upgraded to first class; we traded for a condo in Kaua'i; we used Marriott elite points for our visit to the Waikoloa Beach Marriott Resort & Spa and the visit to Waikiki Beach Marriott Resort & Spa. This two-week Hawaiian holiday was extremely inexpensive, and I am planning the next holiday as I author this article.

## **The Maritimes: White Point**

**By**

**Dr. Ronald G. Helms, Centerville, OH**



As owners of ten timeshare weeks, the university's academic schedule permits numerous opportunities during the calendar year for adventure and exploring. We have visited the Maritime Provinces in Canada on several occasions. Our usual motor route is Ohio to Ontario and then time is allotted to visit London, Waterloo,

Toronto, Kingston, Ottawa, Montreal, Quebec, and the Maritime Provinces: New Brunswick, Prince Edward Island, and Nova Scotia.

For this holiday, we opted to fly into Halifax, Nova Scotia for a ten-day visit to the Maritimes. We extended the week's visit to White Point Vacation Club with overnight lodgings in Amherst, Nova Scotia, Charlottetown, Prince Edward Island, and New Glasgow, Nova Scotia prior to our week at White Point Vacation Club in southern Nova Scotia. We returned to our Ohio home for one night, and immediately flew to our Marriott Ocean Pointe resort in Palm Beach. In eighteen days we experienced the beaches of the Maritimes and the Palm Beaches.

The contact information is White Point Beach Resort (#R638), 75 White Point Road #2 Queens County, NS, B0T 1G0, Canada, 866.869.2585 or 800.565.5068. The RCI photos do not accurately display the condos, but <http://www.redweek.com/resort/P5064-white-point-vacation-club> does provide several accurate interior and exterior photos of White Point Vacation Club.

My initial reaction to the photos was that these condo are "mobile home units" similar to ones that we had visited in Napa Valley. The Napa Valley units were much too small for two adults.

However the White Point Beach Resort condos are actually freestanding modern spacious wooden homes. Each condo is located on nearly an acre of ground. White

Point Vacation Club provides seclusion and privacy. White Point Beach Resort condos are very large accommodations; offer a full kitchen, all cooking utensils, two spacious bedrooms and bathrooms, a small dining area, a large family room with a wood burning fireplace, a huge wood deck with furniture, and a gas grill.

White Point Vacation Club is a unique facility. Beware of the large bunnies that have been a White Point tradition for decades. The condo units are nestled in a forest setting similar to cabins in a state or national park. White Point Beach Resort resembles an “older” Michigan or New England resort. “Older” may connote romance and ambience. Some readers may recall the secluded lodge in the 1987 film Dirty Dancing. The storyline called for a setting (Kellerman's Resort) in the Catskills, but the actual Dirty Dancing lodge is located in Virginia (Mountain Lake Resort in [Pembroke, Virginia](#).)

White Point Beach Resort was constructed in 1928 as a private hunting and fishing lodge. White Point Beach Resort initially consisted of a few cabins on the beach, an eight-room main lodge, and a dining room. These buildings remain, and are functional today. Expansion has been gradual and continuous through the years. All of the original buildings were of split log construction. Modern construction coexists with nearly 75 year-old structures.

White Point Beach Resort is Atlantic Canada's very popular year-round, seaside beach vacation destination. The resort features a half mile white sand beach, indoor and outdoor pools, lake, golf, tennis, trails, surfing, recreation programs, a spa, and dining room showcasing Nova Scotia cuisine. White Point Beach Resort is in very high demand with the residents of Halifax who are only ninety minutes north. White Point Beach Resort is also a destination for many Canadians and U.S. citizens.

White Point Vacation Club is a timeshare that is an integral part of White Point Beach Resort. One visitor noted, "You won't be disappointed with the world-renowned Maritime hospitality. People are down to earth and not cosmopolitan as Nova Scotia mostly has small towns and villages." We have frequently experienced this hospitality in the Maritimes.

White Point Vacation Club is s 95 miles southwest of Halifax on Route 103. Take Exit 20A, at the intersection of the highway connector and Route 3, turn right (West) on to Route 3 and follow Route 3 (White Point Road) to White Point Beach Resort.

Liverpool is the nearest town where chain grocery stores and other small stores and restaurants are located. Liverpool is about ten minutes north of White Point Beach Resort.

It seems essential to arrive at White Point Beach Resort during the daylight hours. The driver must be careful of children and bunnies when entering the White Point Beach Resort property. Check-in for the White Point Vacation Club is at the main White Point Beach Resort lodge. The check in process is efficient and without the nuisance of a timeshare sales staff. The White Point Vacation Club is located in a forest beyond a small lake, and the drive involves several alternative dirt roads. The approach is very straightforward in daylight, but may be confusing after dark. Once we have carried our luggage and groceries to the cottage, navigation routes are memorized, and the night driving is of no challenge.

It seems to us that White Point Vacation Club offers superior accommodations to the lodge and cabins of the White Point Beach Resort. We determine as with our Marriott timeshares that advantages accrue when the Marriott timeshares co-exist with a large Marriot Hotel.

White Point Beach Resort provides several charming commons areas as well as seaside restaurants and bars. There is something very attractive about a large room with comfortable furniture, a large ancient wood burning fireplace, windows directly on the Atlantic Ocean, and the enjoyment of a single malt Scotch.

White Point Vacation Club is a very small timeshare, and trading possibilities are limited. We determined that mid-November would provide enjoyable outdoor weather, but without the demand of the summer or fall vacation season.

Planning and timing is important. We have taken care to arrive after the hoards of October visitors to the Maritimes, but before the winter season. In planning, a few phone calls to local residents informed us that mid-November is the “tricky” season. The warm Atlantic sea currents would probably guarantee shirtsleeve weather, and this was the case.

Our Delta Ohio flight connected through Boston to Halifax. We were in Halifax about four hours following Ohio departure. The flight to Palm Beach was direct and required one hour and forty minutes. Halifax is a delightfully small airport with a Hertz rental car location within a few feet of the terminal. We immediately set our course for Amherst, Nova Scotia to have dinner and secure lodgings. The following day we crossed the Confederation Bridge. The Confederation Bridge joins the eastern Canadian provinces of Prince Edward Island and New Brunswick. The curved, eight mile long bridge is the longest in the world crossing ice-covered water. The Confederation Bridge endures as one of Canada’s top engineering achievements of the 20th century. After four years of construction using crews of more than five thousand local workers, the Confederation Bridge opened to traffic in the spring of 1997, at a total construction cost of one billion dollars.

Prince Edward Island is Canada's smallest and greenest province. Cradled on the waves of the Gulf of St. Lawrence, Prince Edward Island is known for the vivid colors of its gently rolling landscape, surrounded by miles of sandy beaches and red sandstone cliffs. With a diverse landscape ranging from the wooded hills of the interior interspersed by acres of rolling farmland to the breathtaking scenery of the coastline, we always find Prince Edward Island to be an ideal destination.

We took care to revisit the Bay of Fundy. The Bay of Fundy is home to the world's highest tides that may rise and fall nearly fifty feet twice a day. The Bay of Fundy is located off the northern coast of Maine and extending into Canada between New Brunswick and Nova Scotia. We recommend driving to the Hopewell Rocks in New Brunswick for a premier view of the tidal change. We entered Hopewell Rocks from Prince Edward Island. From Confederation Bridge, take Route 116 to Port Elgin, then Route 15 to Moncton. Follow the signs on Route 15 to Fundy National Park. At Riverview, turn south on Route 114. The driving time is about two hours.

Cape Breton was our next destination. Although Cape Breton is part of Nova Scotia, it has a distinct identity. Today, Cape Breton is an island famous for its Celtic heritage, which visitors may enjoy through the music, cuisine, and charm of the people. Cape Breton is also home to one of the world's most beautiful drives: the Cabot Trail. Named for explorer John Cabot. The Cabot Trail winds around the northern end of Cape Breton Island. The 185 mile long Cabot Trail is famous for the



vistas it offers of the Gulf of St. Lawrence, the Atlantic Ocean and lush landscapes. The Cape Breton National Highlands Park is at the trail's most northern points and where the trail reaches its highest elevation. The trail takes a few hours to drive, and we found many business establishments closed in November. The Cabot Trail drive occurred in sunny weather, and we were able to stop at many beautiful vistas. We were fortunate to be unhampered by tour buses and recreational vehicles.

Following the Cabot Trail drive, we set our course for Halifax, Liverpool, and White Point Beach Resort. There is much to enjoy in Shelburne, Yarmouth, Digby, and of course Lunenburg. The coastal drives and the small towns all offered unique beauty and a variety of well-prepared seafood meals.

White Point Vacation Club is strongly recommended for people who greatly appreciate the outdoors, and who are open to experience a variety of cultures. Of course, one might visit White Point Vacation Club and take advantage of the White Point Beach Resort activities. However, the Maritime Provinces have so much to offer. Ideally, one could spend a month or two exploring this extremely interesting and diverse section of North America.

# **SURF WATCH: HILTON HEAD LUXURY**

**By  
Dr. Ronald G. Helms, Centerville, OH**

My travel experience confirms that Ohioans and Midwesterners as well as many travelers from the Northern states delight in a seaside holiday. Those Atlantic destinations that are the closest are not necessarily the most refined. Given the ease of airline travel, there is little reason to forego the Hilton Head experience for more plebian ocean strip vacation. A holiday should offer splendid amenities in a serene environment.

Our ownership of Barony Beach on the Atlantic coast encouraged us to trade into Marriott's SurfWatch, which is a short beach stroll from Barony Beach. Marriott's Surf Watch can be reached at 843-363-3400, and is located at 10 Fifth Street Hilton Head Island, SC 29928. The access from I-95 is uncomplicated, and does not require the use of a navigational device.

My wife and I fly from either the Cincinnati or Dayton airport into the Savannah, Georgia airport. Savannah is a very small airport, and car rentals are immediately adjacent to the airport. From I-95, exit at South Carolina State Route 278 for a short 21 mile drive to Hilton Head. Merge onto William Hilton Parkway for about 4 miles and turn east on Burk's road to Marriott Surf Watch. During daylight hours there is a more direct route to Hilton Head.

We prefer the off-season of a fall or spring holiday with pleasant weather and few tourists, and the absence of children and young parents. William Hilton Parkway can be an unpleasant drive in the summer season when southern hospitality is stretched to the limit. Off-season visits will find the local residents and the older tourists to be amazingly civil and pleasant.

We have been Marriott owners and fans for many years; Marriott offers a premium holiday experience, and the price tag is an indication of real value. Marriott's Surf Watch employees are extremely well trained. The all-important check-in experiences are purely without stress or undo impediments. Front desk staff and management truly extend southern hospitality.

Our most recent visit raised a red flag concerning Marriott sales. We maintain that any sales approach uninitiated by the client is an unwelcome invasion of extremely valuable holiday time. The standard pretense of a one hundred dollar reward for a one and a half hour (read four hour) sales pitch is guileful invasion of our time. We find that many Marriott owners "pass on this opportunity." I view the "new" Marriott practice of assigning a "personal concierge" as pure chicanery. The concept of assigning a "personal concierge" is distasteful, and Marriott patrons need to urge Marriott in the strongest of terms to forgo this deception.

As a newer Marriott property, this resort avoids several mistakes of older Marriott resorts, but provides a dilemma for discriminating owners who value the serenity of

an Atlantic Ocean view. The large whirlpool tub is absent due to lack of owner use. The Hilton Head properties would benefit from fireplaces. Marriott's Surf Watch eliminates the lockout units and offer two and three bedroom units. A couple should elect the two-bedroom unit because the living space is larger than in a three-bedroom unit.

We insisted on an Ocean Front unit. The insider's viewpoint nicknames this property as "Marriott's Surf Walk." This is because several owners and visitors have not properly prepared themselves for this unique property. First, there really is only one building that is oceanfront. Second, it is a short walk on a boardwalk to the beach. In one sense "Marriott Surf Walk" is an apt description. Several other buildings provide serene Marshland and Atlantic Ocean views.

Given nearly 60 years of Atlantic and Pacific coast travel, I require an ocean front property, and I am willing to pay the premium cost for the view. Many of the Marriott SurfWatch buildings are "garden view." These garden views provide a replica view of many tidewater areas, but fall short in terms of providing the clientele a balcony to enjoy a nice wine and sushi and a vision of the Atlantic Ocean.

I always read several guest on-line reviews, and it "cracks me up" when guests will schedule a golf cart to wheel them across the board walk to the ocean. In my view, one of the essential aesthetics of Marriott's Surf Watch is the preservation of the

ecological wetlands and creek, indigenous grasses, scrub foliage, conifers, palm, and other flora and fauna that are a prelude to the natural grandeur of the ocean.

The seawater marsh that is integral to Marriott's Surf Watch is a vibrant ecosystem consisting of a creek and rising tides that provide a congenial stroll to the beach as well as provide an irenic 50-70 yards of contrasting beauty to the sand dunes, beach, and the Atlantic Ocean.

Outlet malls, shopping centers, and novelty shops, convenience stores, art galleries, and grocery markets are omnipresent. Some impulsive drivers are prone to slow driving, stopping, or turning without signals or warnings. Beware of the geriatric driver.

Nearby Bluffton, Beauford, Savannah, and Charleston offer historical, shopping, theater, restaurants, and art galleries.

It is always difficult to recommend Hilton Head restaurants because owners, management, chefs are variables that may change with the season. At the risk of recommending two restaurants, we have consistently been pleased with the water views and cuisine of Charley's Crab and the Ocean Grille.

Hilton Head offers 300 plus restaurants from national fast food chains to mom and pop restaurants to fine dining. Our recommendation is to confer with the Marriott

concierge with a specific request. We are careful to avoid the tourist traps, those places that refuse reservations, and the “discount” restaurants. Dining out requires some research and effort, and this experience will enhance the visit to Hilton Head. We prefer the white tablecloth, skilled waiter, no television, fine low country cuisine, and of course, a water view.

Perhaps, the very best restaurant to achieve these goals is the balcony or dining room of your ocean front villa at Marriott’s Surf Watch. Many of the fine dining restaurants do provide excellent cuisine; however, glasses of chardonnay, cabernet sauvignon, Maker’s Mark or Glenfiddich are sold at premium prices. Choosing a fine dining restaurant at Hilton Head will spare the visitor the experience of children, their parents, and the ubiquitous use of cell phone conversations.

The several excellent Marriott timeshare properties will ensure many years of continued visits to Hilton Head Island. Hilton Head is not the destination for the Disney crowd. The visitor who enjoys the natural beauty will be well rewarded.

# **Marriott Rewards: The United Kingdom**

**By  
Dr. Ronald G. Helms, Centerville, OH**

This column is somewhat different than my previous columns that focused on a specific timeshare resort. First, I need to provide a disclaimer that I am not a Marriott employee, and will not profit from Marriott in authoring this article. This article is not intended as an advertisement or as an inducement to purchase Marriott or any other timeshare that is also associated with any hotel properties.

Several premium hotels have realized the advantage of building resorts that are essentially hotels in areas that attract the public for holidays. Some of these premium hotels have also entered the timeshare market. Several of these hotels have developed a sales plan that coordinates hotels rewards with timeshare offers.

We have repeatedly stated that we are timeshare people, and we are not hotel people. Several years ago we were initially deterred by a Marriott sales pitch that we might convert our Marriott timeshare use into Marriott Reward “points.” We have been Marriott Reward members for years; and, yes, there are times that we might use Marriott Reward “points” to stay at a high end Marriott in lieu of a cash exchange.

“Points” is a pernicious, and often malicious concept in the timeshare world. Several guileful and disingenuous timeshare companies have used “points” in such a manner as to disillusion a growing number of owners. On the other hand some clients seem to harmonize with a “point system.”

I want to clarify to the readership that Marriot Reward “points” are not necessarily the “point” system that may exist in their timeshare contract. *Caveat emptor*: whenever the concept “points” is used.

Marriot Reward “points” for the general public are accrued at each paid stay at a Marriott property. One becomes a Silver Marriot Reward member, or a Gold Marriot Reward member, or a Platinum Marriot Reward member by staying a defined number of nights at a Marriott property. The system seems to function in much the same manner for a number of hotel brands.

Marriot Reward “points” are offered as incentives to the public in the primary market when a Marriott timeshare is purchased. Depending upon the contract, the owner may deposit his Marriott timeshare with Marriott on an annual or every other year basis. This arrangement does not apply to Marriott properties that are purchased in the secondary market. These secondary Marriott timeshare purchases are often at a small fraction of the primary market expense.



Once the Marriot Reward owner accrues enough points (Marriott advisors will explain the specifics), the owner might plan a two–three-four week holiday in Europe, Asia, Latin America, or anywhere that Marriott properties are available.

Shortly following my promotion to full professorship, I proposed another holiday to Great Britain. My wife readily agreed; however, she proposed a *quid pro quo*. Her condition was that we sell our home, and purchase a tony home in an upscale community.

Fine! We accomplished the sales and the purchase two months prior to our United Kingdom adventure. I had actually planned the three-week holiday during the previous December, and had completed all of the reservations with a ten-minute phone call to Marriott.

Marriott sales staff will propose a scenario that each owner is assigned a “personal travel planner” for planning an excursion. My intellectual response is if you require this service beware that sales people and “travel planners” are temporary “help,” and most sales associates lack the basic fundamental geographical, historical, and cultural knowledge to plan a trip. If you really require this kind of assistance, book a tour.

This is not our first trip to the United Kingdom, and a recent Irish self-tour encouraged us to focus on the United Kingdom. Three weeks in a small country may

seem like a good deal of time, but one can live years in the United Kingdom and not experience all the cultural and historic richness of this 1492 “backwater” island nation.

We have a long history of overseas travel; we have been traveling abroad for forty-five years on a frequent basis. In our youth, the rented manual transmission automobile and the Bed and Breakfast were *de rigueur*. And some European hotels are fine to excellent; however, we have transitioned to rented manual transmission automobile and to a Marriott property for our accommodations.

Our Marriott accommodations were former country manors, castles, abbeys, and other historic properties that have been thoroughly modernized. As Marriott Gold Elite members, we were invited to *concierge* level accommodations, *concierge* breakfast, and of course evening *concierge* refreshments.

The logical starting point is to map out the itinerary that focuses on the specific United Kingdom locations, historical, and cultural events that you value. There is no single web site or tour book that is complete enough for this research. And purchase the travel guides to mark, photocopy, and devour the information. Next, juxtaposition a map of the United Kingdom with Marriott property locations. The United Kingdom is an extremely convenient excursion to plan because of the prominence of Marriott properties. Yes, there are timeshare properties in the

United Kingdom; however, it is simply not convenient to tour the United Kingdom with a week of timeshare as home base.

Visit the Marriott home page to view the many Marriott properties; take a few hours and preview the outstanding historical buildings and rooms that will be “home “ for a few days. Be careful to note the United Kingdom has not adopted the Euro, and room prices are not listed as U.S. dollars, but rather U.K. pounds. Some of these rooms are selling for \$400.00 - \$500.00 per night! Our three-week holiday involved two overnights of flight and 18 nights of Marriott. 18 nights at \$450.00 per night equals \$8100.00.

Because we used Delta Skymiles to book our flights and then to upgrade to Business Class, each of our airline tickets had a value of nearly \$8,000.00. Business Class on international flights provides the ultimate luxury of space, comfort, and attention. The seats folds out into a single bed; my wife was able to keep all of her “necessities” within arms length.

A combination of Delta Skymiles and Marriott Reward points converted into nearly \$24,000.00 for our United Kingdom holiday. A holiday like this requires left-brained planning as well as right-brain creativity.

We chose Gatwick International airport because Gatwick offers much less chaos than Heathrow, and also Gatwick is less of a terrorist target. We had several choices

of Marriott properties, and I am mindful that my wife actually requires more time in packing her “essentials” than I require. We did agree on one roller bag each and one small luggage piece. I have never checked a bag on an airline (to China, to Ireland, to Alaska, to Costa Rico, to Scandinavia, to Puerto Vallarta, to....)

We planned a hotel stay of 2-3-4 nights per hotel. Our first four nights were at the Swindon Marriott Hotel near the Cotswolds. We arrived at Gatwick early in the morning, and found a nearly deserted airport. The car rental was on site. We rented a V.W. Golf; and, upon moving the car from the lot, I had no concept how to move the stick shift into reverse. It seems the Brits had bobby-trapped the cars. Soon a British customer wandered by, and he simply pointed to a ring on the gearshift and instructed me to lift the ring before engaging reverse. We were off to check in to the Swindon Marriott Hotel.

This property is really much nicer than its Web appearance. Because of our Gold Elite membership, we were immediately upgraded to a *conciierge* level room. This same experience happened every time that we checked in to a Marriott.

We spent the next several days re-visiting Bath and the Cotswolds. Then we were on our way to the Preston Marriott in order to visit Ironbridge Gorge and Ruthin and other small villages. We found that throughout our holiday that the British love these Marriott properties that are in historical sites. Perhaps two–four wedding parties might be scheduled for the same converted castle per weekend. The

gentlemen guests were always in tuxedos; the ladies were wearing some form of summer chiffon dresses with taffeta petticoats, and matching hats.

We planned four nights at Preston, but the British rain arrived; a simple phone call permitted us to transfer from the eastern shore to the western shore to the Sunderland Marriott that provided a serenely beautiful ocean front view for three nights (and more weddings.)

British cuisine has dramatically improved since the 1960's; the British restaurants are no longer the caricature of meals that reputation provides. Nevertheless, "pub grub" remains an excellent alternative following a long day of touring. The British pub is a highly, civilized social experience that actually provide U.S. ladies with a tolerable and inviting experience (I would never take my wife to a common U.S. bar for a drink, let alone a meal.)

Scotland is always a great pleasure to visit, and we spent the next four nights at the Edinburgh Dalmahoy Marriott Hotel. The Edinburgh International Festival was in full swing, and of course we had to experience a Scottish tattoo.

We next drove south to the Marriott Lincoln Courtyard in Lincoln for four nights. Check out this property at the Marriott Website; it is not a Courtyard as we know Courtyards in the U.S. We had a beautiful view of the local river and maritime harbor. Of course we re-visited York and discovered a fourth copy of the Magna

Carta at the Lincoln Cathedral. Numerous copies of the Magna Carta were made each time it was issued, so all of the participants would each have one; in the case of the 1215 copy, one for the royal archives, one for the Cinque Ports, and one for each of the 40 counties of the time. Several of those copies still exist and some are on permanent display. If there ever was one single “master copy” of Magna Carta sealed by King John in 1215, it has not survived. Four contemporaneous copies (known as "exemplifications") remain, all of which are located in the United Kingdom.

And finally we spent our last four nights in the London Marriott Hotel County Hall. We dropped the car at Gatwick, taken the fast, nonstop Gatwick Express to Victoria Station, hailed a cab and checked into this London Marriott. This rather pleasant experience may have required 45 minutes. The London Marriott Hotel County Hall is a magnificent structure, and is directly across Westminster Bridge. Our room had a closet the size of a normal bedroom and a direct view of the Thames, Big Ben, the Houses of Parliament, and the London Eye. Yes, I finally convinced my wife to “fly the London Eye.

We like to believe that we are not jaded travelers; and we executed this excursion with aplomb and insouciance. The three weeks in the United Kingdom were hugely successful, inspiring, invigorating, historical, and now provide numerous pleasant memories. I have the Marriott points and Delta Skymiles “in the bank.” Now if only I can persuade my wife for the next adventure.

# **The Ridge Resort: Queenstown, New Zealand**

**By**

**Dr. Ronald G. Helms, Centerville, OH**

Interval International rating for The Ridge Resort: Queenstown, New Zealand is Premier, and we rate The Ridge Resort in Queenstown as 10/10. New Zealand is a small country, similar in size to Great Britain or Japan. With a population of only four million people it's also gloriously un-crowded, especially in the winter months. We visited for three weeks and encountered one North American (from Halifax, Nova Scotia.)

First, we arranged a trade through Interval International, and the on-line description, resort information, and several jpgs are "spot on." Our three bedroom / two bath unit fronted on Lake Wakatipu and the Remarkables. On clear days the views of the lake, and, mountains are magnificent

Some debate "shall we do the North Island or the South Island?" Our answer is one week in the north and two weeks in the south. It takes nearly three weeks to experience New Zealand without the "glow worm caves."

The Ridge Resort in Queenstown may not be Marriott Five Star, but the location and proximity to nearly all sights (south) on the South Island is at excellent. We soon discovered with all three New Zealand vacation exchanges, that there is a lack of central A/C and heating; however, this is a small problem. The Ridge Resort at Queenstown is heated with a fireplace, and vacation owners must be adept at building wood fires.

The Ridge Resort at Queenstown is an older resort, but has been newly remodeled. The kitchen and dining room are enclosed in a “greenhouse effect” with sliding glass doors and an abundance of windows. We enjoyed the open space concept.

We entered Queenstown shortly before dark, and there is potential confusion because another “Ridge Resort” lies on the road to the holiday unit; in addition there is a Ridge Resort downtown Queenstown, and Interval International supplied only the road and not the house number of the resort. Be prepared to drive about ½ mile beyond the “first Ridge Resort.”

We had the luxury of two years in planning our three-week New Zealand, and one-week Sydney holiday.

Because we elected to fly from Cincinnati to LAX to Sydney in Delta Business Elite using Delta Sky Miles, our flight was pure pleasure. We also used Marriott Rewards Points for a week in Sydney at the end of our holiday.



In Sydney, we transferred to Virgin Atlantic and arrived in Auckland at 3:45PM; winter night arrives by 5:30PM, and we elected to walk out of the airport, cross the street and overnight at Novotel.

Our rental car, (three weeks) a Nissan Bluebird (Sentra,) performed great in the Southern Alps. We never were required to “chain up,” although I have confidence in changing the tires if necessary.

We were warmly greeted at all three New Zealand vacation clubs, and because I had insisted on one roller bag each plus a carry-on for laptops, moving was never a challenge.

We found a large supermarket within five minutes, and Information Site, and numerous restaurants. It is our habit to prepare a condo breakfast, take a venison pie for lunch from a BP fuel station, and dine in the evening at a local restaurant.

At this point, I suggest some travel rules.

# Helms' Rules: New Zealand & Sydney

1. **Rent a car** in Auckland, New Zealand (population = 4 million) & rent a **Garmin** (NZ trains are not developed). Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour NZ by the coastal ports.
2. Use **public transportation** in Sydney (population = 4 million); train from airport to [Sydney Harbour Marriott Hotel at Circular Quay](#)
3. Use buses, ferries (NO to taxis)
4. Arrive Auckland, ferry to South Island, Fly out Queenstown to Sydney
5. Visit North Island one week; South Island two weeks, Sydney one week
6. Use Delta Elite points in **FLYING Business Class = free** beds and gourmet meals & resist alcohol @ 35,000 feet; do use lots of lotion & water.
7. Trade into **3 weeks of condos = free**, & have washer/dryers in units.
8. Nearly all “Guidebooks Experts” are useless. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. **Do consult Tripadvisor.com and mapquest.com**
9. Use the WWW and parts of Guidebooks to design one’s own trip
10. Choose Taupo Condo on N Island for a Central location, visit the numerous GEOTHERMAL CENTERS. I used a natural set of 5 geothermal pools 5 minutes north of Taupo every day. Resist the Hot Springs Prawn center (Good idea and excellent, but expensive prawns.)
11. Visit both coasts on both Islands
12. Choose MT Hutt condo as central to (**center**) S Island (Near Christchurch)

13. Choose Queenstown as central to (south) South Island
14. Fill in with Reserved hotels like airport Novotel in Auckland
15. Skip the North of Auckland and skip Auckland
16. Skip the BIG cities \_ traffic messes
17. Nearly all rental cars are Automatic (rent Garmin)
18. Roundabouts are easy to navigate
19. Take only one roller bag & one small bag; Pack only MICROFIBER or Gortex clothes. DO NOT check luggage.
20. Weather in NZ varies between 30 degrees and 65 degrees with sun, wind, rain, and little snow.
21. Weather in Sydney = 100% sun and 65-75 degrees. Blue MTS requires a jacket. Sunscreen and lotion are required.
22. Do Not engage activities such as bunging jumping & Black water Glow Worm Caves; Do ski near Taupo and Mt Hutt.
23. Go in the fall, winter, spring (avoid the summer hordes.)
24. Prepare breakfast in condo kitchen
25. Purchase a venison pie (\$4.00) at a BP station for lunch
26. Prepare a Salmon or Venison or Rack of Lamb dinner in Condo
27. Restaurants and EVERYTHING is expensive (\$8.00 gallon fuel.)
28. Do not listen to the “idiot experts” who alarm: “roads may be closed in the winter.”) Yeah! \_ roads may or may not be closed.
29. I survived the “Storm of a Generation” The Kiwis are wimps.

30. My (US Navy) son laughs at 15 meter waves in the 3.5 hour ferry crossing; I laugh at the 5 meter waves in the 3.5 hour ferry crossing)\_The Kiwis are wimps.
31. I like the ScotteVest Gortex 26 pocket parka for wind, rain, and snow.
32. I like a Gortex baseball hat and Gortex hiking boots
33. Do the activities that fit one's lifestyle like skiing near Taupo and skiing the Mt Hutt.
34. Plan the expedition, and be flexible in the event that Arthur's Pass or Lindis Pass is closed. There are alternative routes
35. The Southern Alps in the winter beats the beach in the summer. The NZ Alps in the winter are magnificent as are the Swiss, Italian, French, and German Alps. The Canadian and US Rockies may be more breathtaking (winter or summer.)
36. Do take Kiwi and Aussie \$\$, but not too much.
37. Don't whine at the slight charges when using a credit card
38. Memorize the New Zealand Map
39. Do not go to the Opera in Sydney if one is not into Opera
40. In Sydney, stay at the Marriott using Elite points = free room with a view (of the Opera) on the concierge level, & free breakfast buffet, free dinner buffet, and free ADULT drinks.
41. Take a few DVDs for evening TV
42. Purchase a SMALL int'l cell phone
43. Take an iPad (rather than a laptop)

44. Yes, a VISA is required in Australia (even if just in transit.) A ten minute e-mail to State attached an electronic VISA to the Passport for \$17.00
45. Milford Sound is NOT as beautiful as Prince William Sound Cruise near Valdez, Alaska or The Kenai Fjord near Seward Alaska. Perhaps Milford Sound is not worth the hype or the ten hours.
46. The Blue Mountains tour near Sydney is at an elevation of 3,000'. For those who have experience in the Appalachians, give this a pass. Perhaps The Blue Mountains tour is not worth the hype or the eleven hours.
47. The Kiwi and Aussie wineries are a delight
48. The Kiwis and Aussies LOVE Americans; They KNOW we saved them during WWII, and very soon, 50,000 US troops will be transferred to Australia as a deterrent to Chinese expansion
49. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Sydney. Seems only the Brits have discovered the Marriott Central Quay. As a Marriott Platinum Elite member, I have FREE room WI-FI and free Concierge level computers.

The purpose of our holiday was to enjoy the natural wonders of New Zealand as opposed to the museums and architecture of the cities.

Queenstown, New Zealand, is the Southern Hemisphere's premier four-season lake and alpine resort. Surrounded by majestic mountains and nestled on the shores of

**crystal clear Lake Wakatipu, Queenstown's stunning scenery is inspiring and revitalizing.**

World-renowned for its adventure, Queenstown is home to a huge choice of adrenaline-based activities. There are plenty of things to do in Queenstown if you enjoy the great outdoors, superb food and wine, and a more relaxed pace. Families have lots to choose from on land, lake or in the air, and if you love golf, biking, walking, sailing and fishing you will love Queenstown.

We had the pleasure of much sun and a beautiful drive through the Alps as we made our way to Queenstown.

Most New Zealand tourists never view an actual KIWI. We had three weeks in New Zealand with car and condos, and never expected to visit an actual Kiwi.

Queenstown seems to have something for everyone. The Kiwi bird park is great for families, and great for anyone.

The Kiwi bird park is one of the easiest attractions to locate in Queenstown; simply drive to one of several car parks near the Gondola. The Kiwi bird park is directly across from the Gondola and is worth several hours.

So how can one visit a nocturnal animal in the daytime? The Kiwi bird park

simulates darkness to bring the kiwis into activity. The front desk provides feeding hours so that visitors can time their visits. Seems like 1-2 hours is adequate for this Five Star attraction.

We highly recommend.

No matter how many times one visits Queenstown, the Gondola ride to Bob's hill is a neat experience. We purchased a combo ticket permitting afternoon Luge and PM adult activities.

Following the Luge, we attended a very well produced small Maori production. OK, the show is not like the big shows on the N. Island, but still neat!

Of course, we had several single malts in the bar. Yes, the Gondola is for kids, families, and adults. The viewing complex (wait for a sunny day) is magnificent. Lake Wakatipu, and the surrounding mountains and valleys are clear, and the sunset is magnificent.

On to the "Gourmet" buffet great views and excellent wines. However, the handsome buffet is of mixed quality. In our view, the salmon is overcooked; the lamb is an inferior cut: the venison is quite good; we wonder why poor cuts of beef and pork are served: yes, the prawns are fine; give a pass to the dessert station; the cheese station is acceptable, order a Port. Was it with it? Yes!

Nearly all tourists visit Milford Sound, and count on a 12-hour bus trip. Select good to great weather. Nearly any "Sound" cruise in Alaska is better. We do recommend this tour.

We recommend the Walter Peak High Country Farm. Allow five hours from wharf in Queenstown. Short natural scenery tours High Tea at Station. Real Sheep Farms with dog and shearing. Red Deer and Scottish Cows are in evidence. Delightful for families and adults, nothing "Disney" about this Station Tour.

As we left for week three at Mt. Hutt, we visited the Penguin Place located at 45 Pakihau Road, Harington Point on Otago Peninsula, Dunedin, **New Zealand**. We are fans of the wild! Whales, penguins, dolphins, seals,.... The Penguin Center is quite small, and features a 2.5-hour visit, tram, blinds, and ocean trip to view the Penguins at Dusk! No guarantees. Sighted 9 penguins! 4 Penguins within 3 meters for 1/2 hour! Well with the \$49.00 fee! GO!

And then week number three begins .... To be continued.



# **The Suites at Fisherman's Wharf: San Francisco**

**By**  
**Dr. Ronald G. Helms, Centerville, OH**

We have visited San Francisco a dozen plus times during the past 45 years. Only once have we been able to trade into a timeshare. San Francisco is one of the most visited cities in the U.S. "The City and County of San Francisco is the fourth most populous city in California and the 13th most populous city in the United States, with a 2008 estimated population of 808,976. The second most densely populated major city in the U.S., it is the financial, cultural, and transportation center of the larger San Francisco Bay Area, a region of more than 7 million people."

We fly into the San Francisco International Airport; although, there are alternative airports. The car rental park is easy to locate, and parking is inconvenient to impossible as well as expensive in the city. City driving is relatively easy, and an automobile is necessary to visits the sites of interest near San Francisco

A recent visit was a business trip to present papers and attend meetings at the San Francisco Moscone Center. We were able to trade into the Suites at Fisherman's

Wharf (2655 Hyde Street San Francisco, CA 94109, 415-771-0200.) Interval International lists six possible timeshares located in the urban center of San Francisco. Because we required several days to present papers and attend meetings at the Moscone Center, we opted for a timeshare trade over some pricey conference hotels. Following the convention we were able to tour the area surrounding San Francisco and use the Suites at Fisherman's Wharf for overnight accommodations.

Check in procedures at the Suites at Fisherman's Wharf is very smooth and require little time. The San Francisco timeshares tend to be small properties, and do not provide much room choice. Obviously exchanging into a one-bedroom unit provides a more probable trade than requesting a two-bedroom condo. The rooms are small, and this seems common to most urbane timeshares. The Suites at Fisherman's Wharf provide a fully equipped kitchen and are very nicely decorated.

When in San Francisco, one will not spend much time in the timeshare because of the enormous range of cultural, natural, and business activities. The Suites at Fisherman's Wharf are much preferable to a \$350.00 hotel room. Parking is available at the Suites at Fisherman's Wharf for an extra charge. Street parking is also available, but the city enforces strict parking regulations that require the movement of the parked automobile at least twice a day.

The Interval International photos provide a limited visual view of the Suites at Fisherman's Wharf. Very few rooms offer the view that is available from the rooftop.

The rooftop deck is quite small, and does offer a spectacular view of Alcatraz, Sausalito, and the Golden Gate Bridge. Often the rooftop is too cold and too windy to enjoy.

The Suites at Fisherman's Wharf are located just one block from Ghirardelli Square, The Cannery, and a short walk from Pier 39. A plus feature is that the Suites at Fisherman's Wharf are located at a terminal of the San Francisco cable car line. This terminal is vital and important because the "celebrated" cable cars are a natural tourist magnet. This means that often many cable cars are always full and one simply cannot count on the cable cars as a transportation source. However, because the Suites at Fisherman's Wharf are located near a terminal, there is guaranteed cable car boarding.

Fisherman's Wharf will sell Dungeness crab and other seafood for triple the price that is available in a short drive. Sooner or later, Fisherman's Wharf, the other wharfs, China Town, The Presidio, Union Square, and other San Francisco attractions will become "been there, done that...."

The Suites at Fisherman's Wharf serve as a home base for day tripping. One activity that we enjoy is hiking from the Suites at Fisherman's Wharf to the Golden Gate Bridge, hiking across the Golden Gate Bridge, and hiking into Sausalito. Then we locate a seaside restaurant for lunch, do some Sausalito shopping, take the ferry

back to San Francisco, and enjoy the city lights. Yes, all of this can be done more rapidly in an automobile, but how many tourists have enjoyed this hike?

Visiting Hearst Castle is a real treat. Publisher William Randolph Hearst's 165-room estate was designed by noted architect Julia Morgan and built between 1919 and 1947.

There are several tours, and plan on spending nearly a day at Hearst Castle.

“The magnificent Monterey Peninsula has been called the greatest meeting of land, sea and sky and is recognized as an ideal vacation and business destination. This beautiful seaside community combines all the charm of small town America with an endless variety of recreational and cultural activities. Monterey's rich history, the saga of California's Mission Trail, historic Fisherman's Wharf and Cannery Row, 20 world-class golf courses, the world's best aquarium, ..., a unique variety of shops and galleries and a spectacular assortment of parks and natural areas” ... await the visitor.

Carmel is a must visit small town of featuring a unique variety of shops and galleries and a spectacular assortment of parks and natural areas.

Big Sur is located approximately 30 miles south of Monterey via Highway 1.

“Volcanic peaks rise from the surf and towering redwoods meet with the rugged coastline. Its wild natural beauty can be experienced at ..., parks, ocean and river

beaches which include three million acres of untouched wilderness and three hundred miles of trails on state and federal land.”

Muir Woods is located north of Sausalito, and is home to the world's tallest trees. Set aside in 1908 as a federally protected area, Muir Woods is the only surviving stands of old growth forest in the Bay Area today.

Napa valley and Sonoma valley are within an hour's drive north of San Francisco. Perhaps an overnight in the area is recommended if one is into serious wine tasting.

The Mendocino Coast, a scenic drive three hours north of San Francisco is an idyllic hideaway surrounded by coastal mountains with beaches.

These outstanding day tours are the reason to rent an automobile. There are numerous commercial tours for hire, but we find these tours expensive and too crowded to enjoy the natural experiences of the area. We strongly recommend using a San Francisco timeshare and do-it-yourself touring.

In summary, given all the outdoor activities in an urban environment and the many possible daytrips the Suites at Fisherman's Wharf gets a “two-thumbs up” from us.

# **Aquarius Vacation Club @ Dorado del mar: Puerto Rico**

**By  
Dr. Ronald G. Helms, Centerville, OH**

The Aquarius Vacation Club @ Dorado del mar: Puerto Rico (201 Dorado del Mar Boulevard, Dorado, 00646 Puerto Rico, 787-278-2529, [www.aquariusvacation.com](http://www.aquariusvacation.com)) is a mid-size resort that provides 1-2 bedroom units, and most of these timeshares provide a pleasant view of the Caribbean. The greatest demand for trading is during the winter months, and as expected the fall hurricane season has the least demand. The Christmas season is the highest demand season.

Most visitors will fly into San Juan, rent a car, and drive the short 30 – 45 minutes to Dorado. San Juan like many American cities will have heavy and light traffic, and the visit to the Aquarius Vacation Club @ Dorado del mar may include several visits to San Juan. The initial approach to the Aquarius Vacation Club @ Dorado del mar probably should be made in the daylight for ease of navigation. Mobile GPS units will ease the drive to the Aquarius Vacation Club @ Dorado del mar as well as touring Puerto Rico.

San Juan is located on the NE part of Puerto Rico, and the Aquarius Vacation Club @ Dorado del mar is due west of San Juan. A nearby Hyatt timeshare and hotel provide additional amenities.

The Aquarius Vacation Club @ Dorado del mar is nicely decorated, but the actual unit is a bit “Spartan” and small. There is a functional kitchen that is similar to a “suites hotel,” than a condo. The timeshare is actually an Embassy Suites that has been modified for timeshare and for hotel rental. There are abundant nearby restaurants from inexpensive local cuisine to white tablecloth-dining restaurants.

Arrival, check in, and parking is accomplished with ease. Elevators transport luggage to the condo. The exterior design of the Aquarius Vacation Club @ Dorado del mar is pleasant and in keeping with a tropical theme. Care has been taken to provide large swimming pools, sunning areas, and an ocean front beach. Some may be content to vacation at the resort without experiencing Puerto Rico. We found the grounds, commons, and condos to be well maintained and inviting. The Aquarius Vacation Club @ Dorado del mar provides the amenities for a pleasant holiday. While the resort is not a Hyatt or Marriott, it is an excellent “base camp” to explore Puerto Rico.

The Commonwealth of Puerto Rico is a self-governing unincorporated territory of the United States located in the northeastern Caribbean. Because of the association

of Puerto Rico with the United States, this is an excellent island for a first visit to the Caribbean, and visitors may find themselves returning many times. Puerto Rico is a short flight from the mainland. Puerto Rico has been under U.S. sovereignty for over a century and Puerto Ricans have been U.S. citizens since 1917.

The maximum length of the main island from east to west is 110 miles, and the maximum width from north to south is 40 miles. Compared to U.S. states, it is larger than Delaware and Rhode Island combined, but slightly smaller than Connecticut. This is the reason that we find an automobile to be essential. San Juan and several highways have excellent roads, but mountain villages may provide “tricky driving conditions.” The current population is nearly four million people with San Juan being the cultural and population center. The coastal regions have higher population than does the interior regions.

One should consult various guidebooks and Internet resources prior to a Puerto Rican holiday. San Juan and “Old San Juan” are home to nearly one-third of all Puerto Ricans. San Juan was founded in 1521 and is the oldest city in U.S. territory. San Juan is both a modern and very historic city; the “old” city reminds one of walking through the streets of a Spanish city. It is important to consult a guidebook for tourist ideas in visiting the city. Old San Juan contains carefully preserved examples of 16th- and 17th-century Spanish colonial architecture. More than 400 buildings have been beautifully restored. The Old City is partially enclosed by walls that date from 1633 and once completely surrounded it. Try to avoid the PM traffic rush hour



in San Juan. Another event to avoid are the days when cruise ships dock in San Juan. The influx of these tourists can quickly convert calmness into chaos.

The 28,000-acre El Yunque National Forest (known as El Yunque after the benevolent spirit Yuquiyú) is a beautiful "rain forest. More than 100 billion gallons of precipitation fall here annually, spawning rushing streams and cascades, 240 tree species, and oversize impatiens and ferns. In the evening, millions of inch-long coquís (tree frogs) begin their calls. El Yunque is also home to the cotorra, Puerto Rico's endangered green parrot, as well as 67 other types of birds.

La Playuela is located at the southwestern most tip of the island. There are breathtaking views of salt mines and the stretches of white sand at the foot of the Cabo Rojo Lighthouse. Getting to this beach is a bit of an adventure. Access is via a very bumpy road; a four-wheel SUV is recommended.

The Central Mountains (La Cordillera Central) provides an interesting alternative to the many beaches of Puerto Rico. The Central Mountains transverses Puerto Rico from west to east with an average elevation of about 3000 ft. and divides the territory's northern and southern coastal plains. Side roads to villages may offer some challenges, and the visitor is rewarded with contact with rural citizens and various cuisines.

A well-prepared visitor can visit a good deal of Puerto Rico in day trips using The Aquarius Vacation Club @ Dorado del mar as home. Future visits might concentrate more on areas that demand more time and attention.

## **Alaska Trip Itinerary Critique**

**by**

**Dr. Ronald G. Helms**

Pay attention to the advice of the several Alaska Designated Experts - These folks are experts.

A focus on the Kenai for ten days sounds about right.

There is so much to do - Hope that Denali happens to be in view while you are near [Anchorage](#).

Steward to Homer: know that there is NO direct road; you must re-drive part way back to Anchorage, and this is not BAD! The Kenai weather may vary greatly, and the Kenai drives are spectacular.

Please restudy the Kenai map - It may be worth 2-3 nights as you journey to Homer. Lots of nature and glaciers.

Try to allow time for the weather to settle. We like the Kenai National Parks cruise for wildlife.

Sounds like you may be visiting [Whittier](#) for the Prince William Sound cruise and visit to Surprise Glacier. Know that the tunnel to Whittier is one way and there are specific times to enter Whittier.

We actually like to drive to [Valdez](#) to take the Prince William Sound cruise, but the Whittier cruise is nice.

If you really "feel" that you should see more, consider a visit to Denali. There are air tours from Talkeenta.

As to restaurants, read the many reviews of the Alaskan towns that you shall visit. Alaskans dine fairly well at reasonable prices, and the "mom and pop" restaurants are great!

I'll bet that this will NOT be your last [Alaska](#) visit.

**FROM THE MAC OF**

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*INTERNATIONAL EDUCATIONAL  
ORGANIZATIONS*

**YOUTH FOR UNDERSTANDING**

WSU JAPANESE EXCHANGE

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**J.C.O.W.A.**

TRAVEL AGENCY

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LIEDERKRANTZ

**AMERICAN FIELD SERVICE**

ROTARY

MEAD

JAPAN INSTITUTE

EXPERIMENT IN INTERNATIONAL

D.C.O.W.A

**FRIENDSHIP FORCE**

KIWANIS

CHAMBER OF COMMERCE

OTHER

**SISTER CITIES:**

DAYTON    OAKWOOD    KETTERING    MIAMISBURG

VANDALIA    CENTERVILLE    OTHER

**ASSIGNMENT:**

TITLE PAGE

2 – 3 PAGE SUMMARY

INTERVIEW

2 – 3 FORMS OF AV

1 – 2 STUDENT HANDOUTS

10 – 20 MINUTE **PRESENTATION**

# People, Places, and Environments: Social Studies and Spanish Cultural Enrichment

**Ronald G. Helms and Mary Ankenbauer**

If the young people of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum in the early child-hood/elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, the social studies are as basic for survival as reading, writing, and computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed program focused on concepts from history and the social sciences.<sup>1</sup>

## **Social Studies and Languages**

Children benefit from a study of cultures, people, places, and environments (strand III of the social studies curriculum standards) as well as the study of a foreign language in the primary grades.<sup>2</sup> Kathleen Marcos of the ERIC Clearinghouse on Languages and Linguistics observes, “Most importantly, encourage your child’s interest in the language and in other cultures. Show her that you value the ability to speak a second language. Attend cultural events that feature music, dance, or food from the country or countries where the language is spoken.”<sup>3</sup> Learning a second language in primary school can provide elementary teachers with a very unique opportunity to infuse social

studies into the curriculum.

The goal of the Spanish Enrichment Program at Centerville Elementary School in Centerville, Ohio, is to expose students to the language and culture of Spanish-speaking countries. Teachers provide students with an abundance of opportunities for listening, speaking, and singing in Spanish. Students experience culture, geography, economics, history, music, dance, art, food, meal preparation, and literature related to Spain, Central America, and South America.

#### **4 Social Studies and the Young Learner**

Students are delighted to have a native of Argentina visit the classroom frequently to share his personal stories and answer students' questions about life in South America. All of these activities have helped the first graders to develop an appreciation of other world cultures, which is part of global education.

#### **Collaboration**

Teachers make an ongoing effort at Centerville Elementary all year to work collaboratively and build a sense of community. The Spanish class fosters collaboration in a variety of ways. One such collaboration involved working with the Spanish I students from Centerville High School for a lesson on the alphabet. The high school students decorated a tissue box for each letter of the Spanish alphabet. For example, the letter *g* was illustrated with a cat, because the Spanish word for "cat" is *gato*. The high school students recorded a DVD on which they recited the alphabet in Spanish as they held up the boxes for the various letters. These colorful boxes remained in the classroom all year as a visual aid for the first graders, who wrote a thank you letter, incorporating some Spanish words, to the Spanish I students.

#### **Cultural Activities**

The elementary students followed up this activity by making a Spanish alphabet book. Each student illustrated a letter of the Spanish alphabet. The laminated and spiral bound books became part of the classroom library. Books were also sent home on a rotating basis and shared with

adult family members, making a connection between school and home.

Another activity that involved student collaboration was the construction of a class *piñata*. After reading the non-fiction book,

*The Piñata Maker* by George Ancona, the class brainstormed ideas for how a class *piñata* might look (it can be in the shape of an animal or a familiar object, like a folk guitar), and each student sketched one design. The students viewed all of the sketches and voted for a favorite.

Students constructed the winning design. They fringed and glued crepe paper strips and cut paper to decorate a paper-bag *piñata*. Each class assembled one *piñata*, and then all ten *piñatas* were displayed prominently in the front foyer of the school for several weeks. Each class broke open its *piñata*, filled with goodies, at an end-of-the-year fiesta.

Another activity that provided an excellent opportunity for meaningful interaction and communication among students was a class fruit stand, or *fruteria*. A parent from Argentina volunteered to teach about Latin markets, or outdoor vending stands. The students viewed pictures in books and read about Latin markets. The parent brought in currency from

Argentina for students to compare with U.S. currency. The art teacher assisted students in constructing a fruit stand from a large cardboard box and making a sign for it.

The teacher constructed a poster listing names of fruits and vegetables in Spanish and English, illustrated with simple pictures. The parent taught students several simple Spanish phrases such as, “May I help you?”, “I want...”, and “How much?” The parent and teacher role-played a shopping scenario. Students were then ready to “shop” at the market, using basic Spanish vocabulary for food item, color, size, and number. The market remained in the classroom for several weeks, allowing students many chances to practice their conversation skills in Spanish. As the students became more proficient at the market, they progressed to making conversation at a hamburger stand. The students added hamburgers, condiments, and beverages to their Spanish menu.



*La Fruteria* and *La Casa de la Hamburguesa* were very popular with students.

### **Integrating Disciplines**

Integrating the different disciplines is a strong component in the Spanish enrichment program. The curriculum incorporates learning from math, science, and social studies. Art, music, and movement are daily elements of the Spanish class. Often, connections are made to specific topics that students are investigating in their home classrooms, such as animals or community. Since a major focus of the elementary schools is literacy acquisition, teachers strive to make sure that learning the Spanish language is integrated with literacy development in English and in the social studies.

For example, while students were working on the *piñata* project, they were eager to talk and learn more about them. Many students had *piñata* stories to share from their own experiences. The classes discussed the history of *piñatas* and examined an authentic, carved *piñata* bat (used for hitting the *piñata*) from Mexico. The classes read the colorfully illustrated picture book, *Piñatas*, by Rebecca Emberley that featured the simple text in English and Spanish. As the teacher read the book, the students repeated certain words and lines in Spanish.

After reading the book, the class did a social studies extension activity. Following the pattern of the book, each class designed a poster listing the items that the students wanted to place inside the *piñata*. The class brainstormed a list of items, the teacher assigned some students to draw and cut out a selected number of those items, and other students glued these items to the poster. The teacher also listed each word on the poster in English and in Spanish. Ten class posters were displayed in the classroom or hall to be read and compared with each other. This activity integrated language arts with art, social studies (the history and the multi-cultural element of *piñatas*), and math (using number words in Spanish to count the numbers of various items in the *piñata*).

The students studied animals, weather, and the seasons quite extensively in their home classrooms. In Spanish class, they learned words for many animals as well as geography terms. Students played

many games and engaged in several art activities involving animals, such as class murals of farm animals, zoo animals, pond animals, and pets.

### **The Monarch Butterfly**

During the fall, students study the annual monarch butterfly migration from North America to Mexico. There are many picture books available on this topic, such as *A Monarch Butterfly's Life* by John Himmelman. The classes used several maps and globes, and traced the monarchs' migration route. The students discussed migration, and why it is advantageous for certain animals. The classes learned about the cooperative relationship the United States has developed with Mexico to protect the butterfly during its migration. The butterfly lesson included science (studying insects, weather, seasons and migration), reading (non-fiction books about monarchs), social studies (maps, globes, and cooperation), and art (puppets.) The topic is a springboard for classroom discussion. The lesson culminated when students designed monarch puppets to take home.

In the spring, many classes are studying "animals around us in Ohio." These lessons lead to a study of various animals that live in Mexico. The students have a particular interest in iguanas. We read the picture book *The Iguana Brothers* by Tony Johnston. This amusing fictional tale takes place in Mexico. The book includes some Spanish words, and the author discusses some plants and animals from Mexico. The students learned some facts about iguanas from this story, and made list of more unanswered questions. Using a stack of non-fiction books from the library, students researched their questions, writing on a chart the answers that they found.

Students received a construction paper in the shape of an iguana and, as a follow up art and writing activity, they drew or cut out a collage environment for it, and wrote one sentence in Spanish about their iguana. Some students drew the iguana on a branch getting ready to eat an insect; others showed the iguana on a leash as a pet. One student drew a measuring stick beside his iguana, showing that an iguana can grow to be six feet long! For the writing part of the assignment, the

students received incomplete sentence strips reading, “*La iguana....*” Students copied a sentence from the chart onto their strip, which was dictated in English, but which they wrote in Spanish. Iguana pictures are displayed in the hall to be read and enjoyed by all. This activity includes reading, writing, science, social studies and art.

### **Spanish Cultural Enrichment**

Spanish cultural enrichment is an integral component of the regular first grade program, so students of diverse backgrounds and abilities, including students on Individual Education Plans, all participate in the program. The first grade Spanish classes include some predictable routines. Within the familiarity of those routines, many opportunities for differentiation of instruction occur.

The lessons began with a Spanish song. They sang familiar songs repeatedly, and continue to learn new songs throughout the year. These group songs are a fun, non-threatening way for students to join in and practice Spanish words and learn about culture.

Another routine activity was “The question of the day.” The teacher asked the students a simple question in Spanish. The class discussed several possible answers, and then the teacher asked for answers from individual students, encouraging them to answer in Spanish, if they could. Some students chose to include extra vocabulary words that they had learned previously, or that they knew from their own experience. One of the two bilingual (Spanish-English) students often enjoyed expanding on his answer in Spanish, while the other helped with the translation into English.

A reluctant speaker was a member of one class. The classroom aide helped her pre-record her answers to daily questions on a special device. When the teacher called on this student, she pressed a button to play her recorded response. Answering these daily questions about likes and interests helped students learn about one another, and the class became a stronger learning community.

Another wonderful learning opportunity occurred one day after the class sang “Happy Birthday” in Spanish to a student. Two boys of

Chinese-American descent asked if they could sing Happy Birthday in Chinese to the class, and they did. It was an authentic opportunity for students to make a multilingual connection, and honor the cultural heritage of two of their classmates. There were similar learning experiences in other classes when students from various ethnic backgrounds taught the class other vocabulary words from their families' native languages.

### **Conclusion: The Future**

The Spanish Enrichment program for first grade will continue for a second year in Centerville. The plan is to expand collaboration with the high school Spanish students to have them working with the first graders on projects such as book making, performing simple puppet shows in Spanish, and tutoring younger students one-on-one.

The school district is planning to expand the Spanish program throughout the elementary grades. Adding Spanish at the primary level has been an exciting venture. The Spanish program has helped our students to have a broader experience in language development as well as a better appreciation of world cultures and increased global awareness. The Spanish program is an important component of the district's principles of collaboration, integration, and differentiation. The Centerville, Ohio children are benefiting from a study of cultures, people, places, and environments, and the study of a foreign language in the primary grades.

### **Notes**

1. "Social Studies in the Era of No Child Left Behind," A Position Statement of National Council for the Social Studies (May 2007), [www.socialstudies.org/positions/ncl-bera](http://www.socialstudies.org/positions/ncl-bera).
2. National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, DC: NCSS, 1994).
3. Kathleen Marcos, "Why, How, and When Should My Child Learn a Second Language?" (ERIC # ED402794), [www.kidsource.com/kidsource/content3/second\\_language.p.k12.2.html](http://www.kidsource.com/kidsource/content3/second_language.p.k12.2.html).

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**Mary Ankenbauer** *is the curriculum designer and an elementary teacher at Centerville City School District in Centerville, Ohio. She has an M.Ed. in International Children's Literature from Wright State University.*

## **Learning Unit: *Global Education: Hunger and Population*** **2-week study**

**Course Goal:** The purpose of this unit is to bring to the attention of the students the world situation. Many areas of the world are faced with hunger problems. We will look at the world hunger problem as it relates to over population. The students will gain a better understanding of hunger as a possible consequence of overpopulation and appreciate that it does not exist just in one locality, but in many nations.

### **Concepts:**

overpopulation  
malnutrition  
famine

infanticide  
sterilization  
slash-n-burn

crop rotation  
birth control  
mortality rate

### **Specific Objectives:**

1. Given a map of the world, the students will be able to identify five countries, which have significant hunger problems.
2. After being exposed to information about the different views on population control as one answer to hunger, the students will engage in a discussion about the information presented.
3. The students, after reading specific material selected by the teacher, will write a one to two page essay summarizing their personal feelings on hunger. Is it a problem that should be addressed by all nations'?
4. Given a list of organizations that deal with the problems of hunger, the students will be able to identify five and write a one-paragraph explanation on the purpose of the organization.

### **Activities:**

1. Concept Pre—assessment - Give students a quiz, which asks them to match definitions to the concepts. This is not to be a recorded score.
2. Introduce the students to the book: *Overpopulation: Crisis or Challenge*. Give them a list of reading assignments in this book.
3. Have the students watch the video series: *World Hunger and Current Issues*.

4. Introduce the book: *The Challenge of World Hunger* and give students reading assignments from this book.
5. Invite speakers from *Right to Life, Freedom of Choice* and several other agencies that deal with world hunger to speak on the topic of world hunger.
6. Provide the instructions for the one to two-page opinion essay.
7. Use the simulation: *Explosion: A Simulation as a Society's Struggle to Solve its Population Problems, 1980 - 2015*.
8. Take students to the library to look at the current periodical articles dealing with hunger.
9. Use the class discussion time to review the information learned from the speakers, videos, simulation, and readings.

<p><b>Evaluation:</b> How enthusiastic were the students to participate in the class discussion? Did the students ask appropriate questions to the guest speakers? Did the students participate enthusiastically in the simulation?</p>
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**Fragile Superpower:  
Expedition to China**

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Ronald G. Helms is a full professor, one of two national auditors for **NCSS/NCATE** Program Reviews, a member of **NCATE Board of Examiners, National Board for Professional Teacher Standards** facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a \$916,000 **Teaching American History** Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations, and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.

Helms national service includes; Kappa Delta Pi, *The Educational Forum*, Educational Review Panel, Phi Delta Kappa Foundation, Author Seminar-Lecture Program, National Education Association, Educational Web Page Consultant, **The Population Connection Organization**, Education Foundation National Lecturer Program. 1997 - - Present.

Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada (East to West), Puerto Vallarta, Costa Rica, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.

**Fragile Superpower:  
Expedition to China**

**Ronald G. Helms, Ph.D.**

Wright State University

**Introduction: Social Studies Content Standards and China**

Both the National Council for the Social Studies (1994 & 2000) and the Ohio Department of Education (2003) mandate the study of China (as well as the culture, history, and economics of various people of the world.) Page two of Ohio Department of Education (2003) *Academic Content Standards: K- 12 Social Studies* affords educators the ultimate rationale for visiting China: Students (teachers) “should engage in authentic experiences and take field trips” (ODE, 2). Ohio social studies teachers must take seriously the *Academic Content Standards: K- 12 Social Studies*.

This article requests that the reader always thinks in terms of the *Academic Content Standards: K- 12 Social Studies*. The article discusses some very real-life experiences of U.S. and Ohio educators, who learned first hand the culture, geography, history, and government of one of the world’s oldest nations.

**The study of China: Professional Growth**

An example of making connections with the *Academic Content Standards: K- 12 Social Studies* is the examination of k-12 grade level indicators: “People in Societies” apply to grades k-12. Page fifty-six (kindergarten) specifies that students are to “identify different

cultures....” The indicators continue through each grade level to page sixty-two with grade 12: “identify the perspective of diverse cultures ....”) Ohio social studies teachers will find the study of China and the countries of Asia imbedded throughout the *Academic Content Standards: K- 12 Social Studies*.

### **The Study of China as Professional Growth**

A common memory that many social studies teachers share is their inspiration with the stories of Marco Polo’s visits to Cathay. Marco Polo actually spent nearly a quarter of a century in China, and under Kublai Khan became governor of Hangchow (Durant, 1954, 3). Social studies teachers are among the Americans who read about China, watch the History and Discovery channels, and will seek out ancient Chinese fossil remains (Tarpy, 86-97) during their professional visits to China.

Social studies teachers read history, and social studies teachers read Chinese histories (Chang, 1997.) It is this reading and fascination that motivate social studies teachers to visit the China. Professionally, social studies teachers are compelled to keep abreast of current events in China. Fareed Zakaria (*The Post-American World*, 29) does not see the beginnings of a new Cold War. Zakaria does not view China as a new empire builder, but rather as a nation choosing “to get rich within the existing international order.”

While the 2008 Beijing Olympics focused worldwide attention on China (Liu, 43 – 47 and Gifford, 196- 204), there are multiple reasons why U.S. citizens and social studies educators are fascinated with China. Social studies teachers know that China has both domestic and international problems. Schell (39) writes that China is “bedeviled by

internal problems – human right violations, media censorship, corruption, pollution, labor abuses, and lack of due process.” Social studies teachers may also visit the land of their dreams for professional growth; these teachers will infuse their units and lessons with enthusiasm and newfound knowledge.

### **Social studies teachers and international travel**

Because we are social studies teachers, many of us are captivated by international travel. We are especially fascinated with China and with the Chinese. This article will report some events of a very specific PEOPLE TO PEOPLE Ambassador Program (<http://www.peopletopeoplealumni.com/community/home.php>). All of the participants in the Social Studies Delegation were social studies teachers, and a few participants were Ohio social studies teachers.

PEOPLE TO PEOPLE Ambassador Program selected the author as the leader, and recruitment was accomplished by using the NCSS membership list. This article is written to encourage social studies teachers to achieve their dreams of international travel to selected country or countries.

Britannica Online lists the area of the US at 9,518,287 sq km, and the area of China at 9,572,900 sq km. Encarta lists the area of the US at 9,826,630 sq km, with the land area of China at 9,571,300 sq km. The CIA World Factbook lists the area of the US at 9,631,418 sq km, and the area of China at 9,596,960 sq km.

Because there are several variables involved in calculating the land area of China, at present there is no agreement on which nation is larger. The point is that the U.S and China are relatively similar in landmass. Foreign visitors to the U.S who tour New York City, Orlando, Chicago, Las Vegas, and San Francisco have seen a very small part of our nation. This tour has missed both Columbus and Cincinnati, OH. The central point is that the People to People tour focused on Coastal China, and the tour participants saw a very small portion of a vast nation.

Usually, I prefer to arrange all of the details of international travel: managing my own air travel, selecting an itinerary, renting a car, making my own lodging arrangements, meeting the locals, and enjoying the role of serendipity in traveling. The People to People tour provided a highly structured tour, and also provided for a degree of serendipity.

Winter, spring, and fall had served as a time of preparation for this great Chinese adventure. As a forty-year veteran of the International Sister to Sister Program, and as a forty-year veteran of foreign traveler and veteran delegation leader, I was delighted to lead a social studies delegation to China. Much reading and research time is required to prepare for a tour of China. China is a large country with much disparity in social and economic status. Beijing and the coastal cities are advanced, while some mountain, desert, and farming villages practice diverse cultures of a century past. One visit to China will not provide the experience and knowledge to be an expert. However, the

social studies teachers took thousands of photos (mostly digital), sought numerous teaching artifacts, filled suitcases at each venue, dined on local cuisine, and taught hundreds of lessons about China to U.S. students. These social studies teachers are inspiring future generations of American travelers, scholars, businessmen, and other professionals.

These teachers had long anticipated the trip to the Peoples Republic of China. Our delegation invested a good deal of money, time, and energy in preparing for this expedition. The social studies delegation was responsible, civil, alert, knowledgeable, and most important flexible.

To be clear, the PEOPLE TO PEOPLE China exchange is not a vacation. Travel is tiring; the meetings are challenging, and conducting a meeting is mentally exhausting. No two meetings are ever the same. A script is not possible.

### **Air Travel**

Who would have predicted that one of the largest airports in the U.S. would suddenly “shut-down” due to computer and radar problems? Some 90 plus American delegates to China were stranded either in air or on the tarmac for 2 plus hours while the LAX computer problems were being solved. PEOPLE TO PEOPLE had insured that all delegates would have “time” for such a contingency. We all were able to board Cathay Pacific without anxiety, and the delegation enjoyed a high level of service. We found the Chinese busses, trains, and planes to offer excellent transportation service.

The trip required seven hours in the U.S., an additional fourteen hours to Hong Kong, and two and one-half hours to Shanghai. This equals twenty-three and one-half hours in air as well as several hours in various airports. Cathay Pacific and Dragon Air are excellent airlines with hosts and hostesses meeting all needs of those in transit. The land/air transit system was seamless.

### **The Chinese Guides**

Leonard and Shoe met us at the Shanghai airport. Leonard was our national guide; Shoe was our city guide. Leonard stated that of course all guides are member of the Communist Party, and there was no effort for any of our guides to discuss party politics; the tour was a diplomatic tour. Our first Chinese culinary experience was a banquet at the Seagull Hotel. This very first banquet was representative of Chinese dining throughout the tour. The banquet was followed by a walking/photo tour of the BUND and waterfront. Local city vendors were in abundance. Finally, we arrived at the Shanghai Radisson. The Radisson is a five star Chinese Hotel, and all Chinese hotels that we visited are five star properties. Dinners were often at or near the hotels, and were always two-hour banquets consisting of multiple course servings and always good fellowship.

It may be important to note that following the air travel, we immediately visited the city; we did not check in to our hotel until 11:00PM that evening. This meant that many delegation members had been awake for nearly 40 hours, and we all wanted a shower and

a change of clothes. The People to People Tour nearly always followed a schedule of a late night hotel check in, breakfast at 7:00AM and meetings or tours at 8:30AM.

### **“Shanghaied?”**

In addition to the social studies educators, our tour bus consisted of a group of special educators and a group of early childhood educators. The social studies educators consistently explained the history, artifacts, and various cultural phenomena to the other educators. All three groups of educators formed friendships and cooperated very well.

The visit to **Old Town Shanghai** and to the serene gardens in Old Town was a special event. The delegates mixed with local Shanhainese to enjoy the pleasant Sunday afternoon. It is impossible to count the number of photos taken today.

Suddenly, the education delegates realized that three of our teachers were missing! We had begun the day well rested and eager for adventure. While the press of the Shanhainese and tourists was not quite that of a Mardi Gras in New Orleans, there were many people and sights in an area not unlike China Town, San Francisco. It was here that the first drama occurred.

Three delegates were missing! Three people whom we all knew and cared about were missing. This event weighted heavily on us. Cell phone calls were made. Leonard made a search of the park to no avail. Reluctantly, as group leader (of the three delegations) I



instructed the bus driver to continue to the Shanghai Art Museum for our next appointment. The three missing delegates greeted us at the museum. I had carefully provided all delegates with a schedule (printed in English and Mandarin). My instructions were to hail a cab and to point to the schedule. In this way, “lost travelers” might find the main group. And the three teachers shortly re-joined the group at the next tour site. No one else was ever again late for the tour bus.

The next event was a visit the **Jade Buddhist Temple**. Buddhism is an important life force for many citizens of Shanghai. As always we encountered street vendors and many Shanhaihinese. We moved freely and without safety concerns.

A tour of the **Shanghai Museum** followed. This treasure rivals the National Gallery in Washington, D.C. We might easily have spent an entire day at the museum. The Seagull restaurant provided another feast. The delegates were fortunate enough to share in the events of a Shanghai marriage during the banquet. Then we were to visit the **Shanghai Grand Theatre** for the Acrobatic Show. We enjoyed two hours of super human events.

Following a visit to several cultural events, the entire social studies delegation was pleased to dialogue face-to-face with our Shanghai counterparts. We were eager to meet the Shanghai professionals.

Our first professional visit to the **Shanghai East Normal University** was eventful. This university campus might easily have been a Western campus. Seeing the young

Shanhainese students provided a view of the future of China. The students were in western dress and behaved much as U.S. students behave. Teaching methodology seems to require an overhaul. A-V resources were scarce.

The author presented a study based on I.S.T.E. standards (<http://www.iste.org/>). A lively discussion followed. The focus of the discussion was the use/abuse of WWW and of the availability of computers to Shanhainese students. The students are enthusiastic about computers and the WWW. Professors are unconvinced of the education value of this resource.

Our visit to the **Shanghai Social Science Academy** was also successful. The author presented a paper on “An inquiry into the National Council for the Social Studies Standards.” The research model was explained to the Shanghai Social Scientists. Again there was spirited discussion on computers and the WWW.

PEOPLE TO PEOPLE arranged a magnificent banquet this evening. We were surprised to learn that the banquet site was the famous location of the Shanghai accords signed in 1972 by President Nixon. We savored the history. As a young man I had delighted in riding America’s rails. Now we were to be treated to a Chinese train ride from Shanghai to Suzhou. The transfer to one of the world’s largest train station was invigorating. To mix with the Shanhainese in common transport was an impressive opportunity for the delegates by PEOPLE TO PEOPLE. Delegates were able to view countryside, flora, gardening, and human residences during the train transportation.

New city guides, Jennifer and Benny assisted the delegates in learning about Suzhou. The visit to the **Grand Canal** was highly interesting; the canal was constructed 2,500 years ago, and is second only to the Great Wall as a Chinese engineering accomplishment. Suzhou is known as Venice of the East. Canals were everywhere. Guide Benny carefully escorted the delegates on a one-hour tour of the ancient city wall and the Grand Canal.

Street vendors were everywhere. Street shops were in abundance. The delegates freely mingled with hundreds of bicyclists and citizens of Suzhou. While the population is two million plus, we had the feeling of being in a small town.

Today we met with the **Dean of the School of Sociology and Suzhou faculty members**. The conference room was comparable to that of a Dean's conference room in the U.S. Our colleagues at Suzhou's University have state of the art technology.

Each delegate is a practicing professional in the U.S., and each delegate brought a wealth of knowledge to China. And all of our social studies delegates were skilled in critical thinking. The delegates strongly felt that the face-to-face discussions and presentations were central to our mission.

Jennifer was superb in guiding us through the **Humble Administrator's Garden**. The beauty of tour was remarkable. Jennifer next guided the group on a one-hour tour of

**Tiger Hill.** The large ancient **Pagoda** at the hilltop was similar to the tower of Pisa. The Pagoda was leaning. The foundation was sinking into an even more ancient Chinese King's tomb.

The rail ride to Nanjing was purely nostalgic. Boarding the correct car would have been impossible without the assistance of our guides. The delegates immediately visited the **Nanjing Institute of Education.** Vice President Jia Lu greeted us; this was a very special honor. Several Nanjing professors and graduate students were in attendance. The Vice President was especially proud of the new addition to the university, and delegates viewed a new special video on Nanjing College of Education.

The discussions focused on several issues; pedagogy, curriculum, technology, pre-service and in-service education. All delegates and all Chinese thoroughly enjoyed this conference. The Vice President presented the delegates with two fine China plates.

### **Travel concerns**

Many delegates were eager to contribute to the Chinese economy. Since luggage was also available for sale, delegation luggage was to increase 50%. Due to the central location of the Mandarin Garden Hotel, many delegates choose to walk to the hotel following dinner. PEOPLE TO PEOPLE provide little shopping time. Delegates enjoyed the opportunity to walk the streets and visit the stores of the Chinese. Safety was never a concern on this tour. I found myself walking the city streets alone at night with no regard for crime; I did observe that young Chinese couples were enjoying public displays of affection. The

Americans were assigned to the highest floors of the Chinese hotels. In the morning it was possible in the cities to look down and view a brown haze of smog. The Chinese have not yet solved the pollution problems. Air pollution was a factor in the 2008 Olympics (<http://en.beijing2008.cn/news/dynamics/headlines/n214249684.shtml>).

### **Dr. Sun Yat Sen**

Dr. Sun Yat Sen is the father of modern China. Dr. Sun Yat Sen's tomb in Nanjing is located in a large natural park on a mountainside over looking the city. The climb of 362 steps to the top gave pause for historical reflection. To learn that this park was built as a monument for this Nationalist leader was awe-inspiring. A comparison to the Hearst Castle in California is descriptive the setting.

Americans view the monuments of Washington D.C. as inspirational. The Chinese truly revere Dr. Sun Yat Sen's tomb. In addition, the delegation visited and hiked the hills of various mini tombs.

### **Nanjing's number one High School**

We were consistently impressed with the university conferences. The social studies delegates relished the visit to Nanjing's number one High School, and the adjacent Jr. High School. The principal is an exceedingly dynamic educational leader. Following a long historical review, the principal was proud to report that his school had been number

one in the province, and now enjoys number one status in the nation. Many students are housed in campus dorms, as are the young teachers.

This may have been our most dynamic meeting to date. We began the meeting at 1:45PM and departed at 5:15PM. The local students were dismissed at 5:00 PM. The delegates were eager to see Chinese education. We were provided with a school tour, and then a teacher asked if we wanted to visit the gym. The entire Jr. High School was seated in the gym. On the floor were two tables. A Jr. High School debate was in session. Proposed: education is very important and the counter debate; yes, but so too are co-curricular activities. The American delegates were truly awe struck for some forty-five minutes. Could this happen in an American school?

As social studies teachers, our delegation was well aware of the fall of Nanjing to the Japanese in December 1937. Following the rise of Sun Yat Sen, the national government continued to be headquartered in Nanjing. Military history is filled with the conquest of the enemy's capital. Upon Sun's death both Chaing and Mao claimed followers and authority. The historical view is that Chaing blundered when he choose to expend resources and military to fight Mao. Even as the Japanese invaded China, this civil war endured. The Japanese war machine was simply too powerful for a divided China.

A must visit site in Nanjing (PEOPLE TO PEOPLE) is the visit to the **memorial of the Japanese massacre of Nanjing** (<http://www.cnd.org/mirror/nanjing/>). Over 300,000 citizens and soldiers of Nanjing were killed (Chang, 1997). This memorial is much like

the U.S. Holocaust Memorial Museum in Washington D.C. The memorial was designed as a history lesson for Chinese students.

The delegates next visited the **Nanjing Bridge** spanning the Yangtze River. How could a bridge be of interest? The Chinese are extremely proud of this 1985 structure. Events had turned hostile between the USSR and China. The USSR had withdrawn all aid. Chinese infrastructure was still primitive. The Chinese had to learn to manufacture the quality of steel to span the river, and they did.

We were offered a visit to a rural **elementary school** on Saturday from 2:00-4:00PM. Our days had been filled from 6:30AM to 10:00 PM. The delegates visited a village elementary school forty-five minutes outside of Nanjing. The headmaster and teachers were expecting the delegation. The tour bus parked on the main highway. We then walked one mile on a dirt road to the village. Three young students greeted us at the highway; these elementary students were learning English, and were eager to practice their language skills. Today is October 28: the Chinese farmers were still tending their gardens. Ducks and chickens were in abundance. This was a farming village. Clothes were hung out to dry. Garden plots were everywhere.

The Head Master, three teachers, and many students greeted us in a most friendly manner. Then small groups of students appeared until we had nearly fifty students practicing their English and shaking our hands. The U.S. delegates considered this event to be the highlight of the trip. Yes, we are to visit the Great Wall; but as educators we

relished our one-hour with the children. A dorm had been built to house city high school students for the purpose of spending a week in the country and learning about rural China.

The headmaster pointed out that a Chinese student of John Dewey had founded the school. In addition, we were advised that the school was to be greatly expanded next year. The headmaster had just won a highly coveted Teacher of the Year Award. The headmaster gave us a book.

Both the Nanjing and Beijing airports are state of the art. I have been in almost every major airport in the U.S.; I really prefer both Chinese airports to most U.S. airports. The two-hour flight seemed like 15 minutes.

## **Beijing**

The delegation is in Beijing. Our expectations are high. We have had an excellent expedition thanks to the detailed attention of PEOPLE TO PEOPLE. Leonard continues to narrate our visit to the **Summer Palace**. As Social Studies delegates, we know the history of the empress dowagers. We know the excesses of the empress. The recent film, The Last Emperor is in mind ([http://www.rottentomatoes.com/m/last\\_emperor/](http://www.rottentomatoes.com/m/last_emperor/)). The delegate experienced a grand tour. Leonard is superb.



The Hotel Kunlun overlooks the modern city of Beijing. The schedule provided the delegates an opportunity to visit the **prestigious China Social Studies Academy**. The meeting was with an impressive group of Chinese Scholars. Delegates were able to ask insightful questions. By now we realized the initial answers from the Chinese were often insufficient. Follow-up questions were necessary. Again the current mixture of capitalization and socialism is explained: “It doesn’t matter if the cat is black or white as long as the cat catches the rat” ([http://links.jstor.org/sici?sici=0156-7365\(199407\)32%3C197%3ABCWCAI%3E2.0.CO%3B2-S](http://links.jstor.org/sici?sici=0156-7365(199407)32%3C197%3ABCWCAI%3E2.0.CO%3B2-S))

The afternoon meeting was held at the **China Children Center**. Our Chinese colleagues spoke flawless English and understood our educational concepts. We were then treated to visits to several classrooms. Teachers and students always greeted us warmly.

The evening’s entertainment was a visit to **Beijing’s Opera**. It has been an extremely long day. We begun at 6:30 AM and this report is finished at 11:00PM.

A 6:15AM wake up call alerted the delegates to the business of attending a meeting at **Beijing Normal University**. Our Chinese hosts had a variety of concerns about the present status of Chinese Education. The one child family is producing an egocentric generation of little “emperors”; very spoiled children. We have consistently discussed this concern throughout our visit to China.

The afternoon was filled with a tour of **Beijing attached number one High School**. We have direct experience with preschool, elementary, middle school, and high school students and teachers. The high school was equipped with state of the art audio, visual and many computers with Internet capabilities. We were able to photograph students with laptops and cell phones in the classrooms.

The classrooms of particular interest were the presence of sixty-plus American students who were carefully selected and screened (by American agencies) for this experience. One of the American teachers was a graduate of the College of Education at Wright State University.

Our final group banquet was very special Beijing Duck. The wake up is for 6:00 AM with a 7:15 AM departure for the Forbidden City and the Great Wall. The delegation had the good fortune of being joined by Rebecca Jones, daughter of Rick Jones, National Board Certified Teacher from Marion Ohio. Rebecca had chosen to live in China for two years.

Suddenly the delegation was in the center of **Tiananmen Square** (<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB16/documents/index.html>). The events of 1989 were on our minds. We viewed the Great Hall with Mao's Mausoleum. There was a marked absence of military and police. Undoubtedly security was present, and was watching us closely.

The Last Emperor” replayed in our brains as we entered the **Forbidden City**. This Forbidden City was truly forbidden for hundreds of years. The Chinese have much to be proud of. The social studies delegation delighted in recounting Chinese history to our early childhood and special education colleagues.

How can the delegates possibly climb the last 30 steps to the third tower on the **Great Wall**? The delegates were given two hours to explore the Great Wall. I knew of the old ancient walls and the restorative efforts of the Chinese. How could Nixon have spent only ten minutes at the **Great Wall** in 1972? The delegates relished the physical exertion, the beauty, and the history of this experience.

The delegation departs for **Hong Kong** today. Many of our delegates will then fly to Los Angeles and then to various locations in the U.S. Several of us choose to extend the tour to experience Hong Kong. Five social studies delegates and several other educators journeyed to Hong Kong for the experience of an extremely dynamic city. Hong Kong has a special status within China. Hong Kong is a vibrant modern city, and Hong Kong is an economic center in Asia.

### **Conclusion: Visit China**

An educational tour of China is a life-changing event for most social studies teachers. I am not a sales person for a given tour company. I recommend PEOPLE TO PEOPLE Ambassador Program because this program is travel specific to our content. Typically,

an NCSS national leader is the American delegation leader; the travel group includes k-16 social studies educators.

I have always profited immensely from OCSS, NCSS regional, and national conferences because my colleagues “spoke the same language.” For years, I have encouraged and funded my Wright State University teaching candidates to attend the OCSS conference. To a person, all of these candidates were delighted to be introduced to a vibrant profession, and are always truly amazed at the enthusiasm of the conference participants.

Those of us who have attended the NCSS annual conference for forty + years relish the annual reunion and renewal that transpires. These professional commitments improve our teaching, and improve the learning opportunities for students.

I maintain that an educational tour of China will improve our teaching and benefit the learning opportunities for students. National Geographic, Ohio State University, and many other tour providers are very capable of offering high-level tours of China. I recommend the tours that offer social studies educators opportunities to have honest dialogue with their professional colleagues in China. The PEOPLE TO PEOPLE Ambassador Program tour provided small group face-to-face meetings with elementary teachers, middle school teachers, secondary teachers, and college professors. Other China tour operators can provide these professional experiences as well.

The opportunity to be in real Chinese schools and universities and to talk with the Chinese students is an invaluable experience. The Chinese students were not pre-selected, and sometimes the students were interacting with Americans for the first time in their lives.

There was always time for the U.S. social studies teachers to share purchased artifacts for classroom lessons. There were informal meetings that focused on our new ideas for teaching about China.

As professionals, we benefited greatly from our Chinese visit, and our students benefit every year from our knowledge and enthusiasm.

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**Spanish in the Primary Classroom: Collaboration, Integration,  
and Differentiation**

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## **Spanish in the Primary Classroom: Collaboration, Integration, and Differentiation Introduction**

Omiuota Ukpokoda in the November/December 2006 issue of *Social Studies and the Young Learner* echoed the thinking and language of Dr. James Becker in writing, “students of the twenty-first century need to cultivate transformative and reflective knowledge, intellectual skills, and democratic attitudes and values to successfully navigate diverse cultural, social, economic and political contexts.<sup>1</sup> Teachers are provided with a strategy to teach students to “to successfully navigate diverse cultural, social, economic and political contexts” as the reader considers the content of this article.

### **Enhancing instruction.**

Linda Bennett observed in the 20<sup>th</sup> Anniversary edition of *Social Studies and the Young Learner* that “At a time when social studies is being marginalized in the elementary curriculum due to budget cuts and short-sighted public policies,<sup>2</sup> it is vital that we have strong platform on which to showcase our best peer-reviewed work and to voice our hopes and concerns.<sup>3</sup>” The following article provides a method to enhance the social studies in the elementary school. Social studies teachers and leaders have expressed doubt and concern about the No Child Left Behind impact on social studies instruction:

The National Council for the Social Studies (NCSS) is increasingly alarmed by the erosion of the importance of social studies in the United States. This erosion, in large part, is a consequence of the implementation of No Child Left Behind (NCLB). Since the introduction of NCLB, there has been a steady reduction in the amount of time spent in the teaching of social studies, with the most profound decline noticed in the elementary grades.(1) In addition, anecdotal information indicates that many American children are receiving little or no formal education in the core social studies disciplines: civics, economics, geography, and history. That such a situation has evolved is untenable in a nation that prides itself on its history, its system of government and its place as a leader in the global community.<sup>2</sup>

A recommended activity garnered from the website<sup>3</sup> involved the use of the children's book *Grandfather's Journey*<sup>4</sup>. The activity involves a "think/pair/share technique" where students are asked questions that are geared towards the feelings of the main character and underlying tensions felt between cultures.

### **Primary Village North**

Primary Village North is one of two schools in Centerville, Ohio, which includes preschool through first grade learners. Launched in 2007, the two primary schools were founded on "Nine Insights" based on the community's beliefs about "the inherent abilities of young learners." One component of the primary schools that emerged from those insights is a Spanish Enrichment program for first graders. The goal of Spanish Enrichment is to expose students to the language and culture of Spanish-speaking countries. Teachers provide students with an abundance of opportunities for listening, speaking and singing in Spanish. Students explore culture, geography, economics, history, music, dance, food and literature related to Mexico, Spain, Central America and South America. Native speakers from the community are invited into the classroom to share personal stories and experiences and other elements from their various cultures.

### **Spanish Amigos program**

Another unique element of Spanish Enrichment is the Spanish Amigos program. The primary Spanish teacher worked cooperatively one of the high school Spanish teachers to create a "buddies program" between the two schools.

Now in its seventh year, the Spanish Enrichment program has proven to be popular with the Primary Village North community of parents, teachers, and learners. Although the

current economic climate in Ohio is challenging for schools, Centerville finds ways to keep some of the special programs the community values. Teachers of the enrichment programs work part-time, and some of those teachers travel and work in both primary buildings to keep the programs more economical.

“The Spanish Amigos program,” developed during the second year of Spanish Enrichment, has become a popular component of the Spanish program at the primary school. The primary Spanish teacher was looking for ways to give the first graders more opportunities to speak in Spanish in a small group setting. The small group is less intimidating than a large group, and allows students more chances to speak. Small groups also provide a more authentic environment for conversation among group members. The primary teacher was aware of several other successful “buddy” programs with the high school; so creating one for Spanish was a logical next step. After contacting the head of the high school Spanish department, the primary Spanish teacher received a response from the Spanish 5 teacher. She was interested in collaborating with the primary teacher for a buddies program. The two teachers met and created goals for the program. They discussed possible activities that the students could do together. The high school teacher returned to her class and presented the idea to them. She received an overwhelming response from her students, with over 30 individuals signing up to volunteer for the program.

The next step was working out the logistics, coordinating schedules between the two buildings and getting the proper permission forms in place for the high school students to be able to visit the primary building on the assigned days. It was decided the first year that high school students would visit three times throughout the year for two class periods

per visit. The second year, this was increased to four visits per year. High school student cars were used, so there was no expense to the district involved in the transportation of students.

The purpose of the first visit was for high school and primary students to get acquainted with each other and practice some Spanish vocabulary words through various games and activities. After the high school Amigos introduce themselves, first graders are divided into three groups. Activities are set up at three stations, which are led by the high school Amigos. One station is Spanish color word Bingo. Another station plays a counting game. Students roll a pair of oversized dice and count the numbers in Spanish. This group plays a second game to practice color words. Students pull a small object out of a bag and name the color of the object in Spanish. The third group plays a game to practice vocabulary for the parts of the body by building Mr. Potato Head and naming each part in Spanish. The primary Spanish teacher circulates among the three groups, adding support where needed. The primary teacher signals to the class when it is time to rotate stations.

### **Spanish vocabulary**

First graders have been introduced to Spanish vocabulary for family words by the time the Amigos visit the second time. This lesson begins with a puppet show presented to the whole class by the Amigos. The high school students have written the script with their Spanish teacher. The story is about a family celebrating a birthday party. The high school Amigos get the first graders actively involved by having them count, name their favorite colors and sing Happy Birthday in Spanish as part of the show. The primary teacher asks questions following the show to check for comprehension. Then the show is performed a

second time for the students to enjoy. Next, students sit at tables in small groups to draw a picture of their own family birthday parties. The high school students help the first graders label their pictures with Spanish words for their family member and other simple Spanish vocabulary that may fit with their pictures.

The third visit with the Amigos includes activities to reinforce Spanish animal word vocabulary. Students are again divided into three groups, which will rotate through stations. One station is an animal Bingo game. The primary teacher has made a Bingo set which includes the specific animal vocabulary that has been covered in Spanish Enrichment class. High school Amigos call out the words for Bingo. At another station, each student pulls a small plastic animal out of a bag and tells the Spanish name. A third group listens to a reading of *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. in Spanish. This book reinforces Spanish animal and color words. Students then follow up with an animal concentration card game at this station.

The final visit in the spring incorporates number, color, and body part vocabulary in Spanish. The lesson begins with a high school Amigo reading the popular book, *Go Away Big Green Monster!* by Ed Emberley in English. The sequence of this book involves building a monster face, piece by piece, and then making it go away again, piece by piece. The repetition in the book naturally lends itself to a flannel board retelling of the story in Spanish. A second Amigo leads the flannel board activity, encouraging the primary students to join in on the repetitive phrases. Next, sit at tables to follow up with an art activity. Students create their own monster faces out of construction paper shapes. First graders dictate describing words to the Amigos to write at the bottom of their

monster page in Spanish. The completed monster faces make a colorful display in the hall for students to admire and practice reading Spanish words.

The Amigos program is beneficial for both primary and high school students. It gives authentic opportunities for students to practice speaking in Spanish to each other. First graders are highly motivated to work with the older students that they admire. High school students really enjoy teaching and interacting with the younger students. Some of the best learning happens spontaneously when students make the lessons their own by adding personal touches. For example, one high school Amigo did a mini lesson with big and small when playing the game with the animals. First graders were sorting animals by size and using the Spanish words for big and small. This was unplanned, but the activity developed naturally.

### **Best testament for the success**

Perhaps the best testament for the success of the Amigos program came from a first grade girl on the last day of school. She found her Spanish teacher to give her a goodbye hug and said she would be coming back to the primary school to be a Spanish Amigo when she got to high school!

### **Useful resources for the elementary Spanish teacher<sup>5</sup>**

[www.nnell.org](http://www.nnell.org)

The National Network for Early Language Learning (Nnell) is a great resource for all elementary language teachers. The mission of Nnell is to provide leadership in support of successful early language learning and teaching. The website contains many useful links

for elementary Spanish teachers as well as lists of print resources, national organizations, and websites.

[www.cal.org/earlylang/](http://www.cal.org/earlylang/)

This is the Nanduti website run by the Center for Applied Linguistics (CAL). Nanduti is a comprehensive resource on foreign language teaching and learning in grades preK-8. It contains many useful links for elementary Spanish teachers. One can also sign up for their Nandu listserv where you can dialogue with other language teachers and receive immediate feedback from colleagues all over the country.

[www.actfl.org](http://www.actfl.org)

This is the website of The American Council on the Teaching of Foreign Languages (ACTFL). This is the “big Kahuna.” It contains many useful links to publications and organizations related to language teaching. From the website: ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry.

### References:

1. Omiuota Ukpokoda, "Essential Characteristics of a Culturally Conscientious Classroom," *Social Studies and the Young Learner* 19, 2 (2006): 4.
2. National Council for the Social Studies, *Social Studies in the Era of No Child Left Behind: A Position Statement of National Council for the Social Studies* (Washington, DC: NCSS, 1997), <http://www.socialstudies.org/positions/nclbera>.
3. <https://childrenslit-socialstudies.wikispaces.com/>
4. James Shiveley and Ronald G. Helms, *Using Children's Literature to teach the Ohio Social Studies Academic Content Standards*. (Columbus, OH: The Ohio Council for the Social Studies, 2008.)
5. <http://sonrisasspanishschool.com/blog/2011/01/04/useful-resources-for-the-elementary-spanish-teacher/>



# Global and Cultural Literacy

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# Journal of International Diversity

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# Global and Cultural Literacy

## Introduction

In the 21<sup>st</sup> century, national and world scene seems to offer a panorama of significant challenges and events to encourage thoughtful consideration. From iPod to iPad change is incessant. These challenges and events include Y2K, U.S. elections, 9/11, Afghanistan, bin Laden, Columbia disaster, Martha Stewart to prison, California elections, S.E. Asian Tsunami, Pope Benedict XVI, Terry Schiavo, Hurricane Katrina, Mark Zuckerman, YouTube, Stem Cell research, Pluto (not a planet), Botox, Mike Phelps in Peking, Sara Who as vice president, Obama, Swine Flu, Japanese Nuclear meltdown, the Arab Spring,....

It is not difficult to envision the importance of providing ample opportunities for students to think, to compare, analyze, generalize, make decisions, and evaluate. Students' growth and learning in a social studies context is necessary in order to ensure that these students think for themselves, and contribute to a free enterprise and democratic society.

## Global and Cultural and Literacy

Omiuota Ukpokoda in the November/December 2006 issue of Social Studies and the Young Learner echoed the thinking and language of Dr. James Becker in writing, "students of the twenty-first century need to cultivate transformative and reflective knowledge, intellectual skills, and democratic attitudes and values to successfully navigate diverse cultural, social, economic and political contexts."<sup>1</sup> Social studies teachers are provided with a strategy to teach students to "to successfully navigate diverse cultural, social, economic and political contexts" as the teachers consider the content of this article.

Linda Bennett observed in the 20<sup>th</sup> Anniversary edition of Social Studies and the Young Learner that "At a time when social studies is being marginalized in the elementary curriculum due to budget cuts and short-sighted public policies,<sup>2</sup> it is vital that we have strong platform on which to showcase our best peer-reviewed work and to voice our hopes and concerns."<sup>3</sup> The following article provides a method to enhance the social studies in the elementary school. Social studies teachers and leaders have expressed doubt and concern about the No Child Left Behind impact on social studies instruction:

The National Council for the Social Studies (NCSS) is increasingly alarmed by the erosion of the importance of social studies in the United States. This erosion, in large part, is a consequence of the implementation of No Child Left Behind (NCLB). Since the introduction of NCLB, there has been a steady reduction in the amount of time spent in the teaching of social studies, with the most profound decline noticed in the elementary

grades. (1) In addition, anecdotal information indicates that many American children are receiving little or no formal education in the core social studies disciplines: civics, economics, geography, and history. That such a situation has evolved is untenable in a nation that prides itself on its history, its system of government and its place as a leader in the global community.<sup>4</sup>

The goal of Fairborn Intermediate School in Fairborn, Ohio is to promote critical thinking proficiency throughout the content curriculum, and especially in global and cultural literacy. When students are challenged to utilize skills that require higher levels of thinking, they are more likely to solve problems in real life situations. Teachers throughout the school incorporate a variety of applicable situations in which students must use reasoning in order to compare, analyze, generalize, make decisions, and evaluate situations in math, science, language arts and social studies. The link between social studies and language arts is a key factor in exercising this higher order thinking.

Students enjoy reading aloud within the classroom and the school sets a high standard of reading at home. Through the school's technological advancements in the classroom and the use of hometown books, students are taught literacy techniques that advance their critical thinking skills in global and cultural literacy.

## **Collaborative Efforts**

The Fairborn City School district has a healthy relationship with their local college, Wright State University. Recently, an education class for middle childhood teachers mastering in social studies education collaborated with teachers at Fairborn Intermediate. The collaboration was an effort to aid in creating lessons and activities that would aid students in their intermediate and middle school years to use higher level thinking skills. Two resources were created to support these teachers in their endeavor. One resource was a website comprised of hundreds of children's books that related directly to global and cultural literacy for all grade levels. The other resource was the creation of a "hometown book" that provided a variety of lessons and activities that could be adapted to various grade levels and Social Studies standards.

## **Technological Resources**

Multiple activities were gleaned from the wiki website to aid students' thinking skills in Social Studies and Language Arts. One such activity used in a fourth grade classroom incorporated technology, an interactive read aloud about Alexander Graham Bell, and the construction of timelines. In the activity, the students listened to a read aloud book entitled *Alexander Graham Bell: An Inventive Life*. While listening to the story,

student noted important dates and events on post-it notes. Once the story was completed, the teacher used a Smart board to access a website that created timelines. The students used the information on their post-it notes to construct a timeline as a class. The students then analyzed the parts of a timeline and the purposes for a timeline. Once students grasped that understanding, they were given other books about inventors to research and create their own timelines. This activity led students through the higher levels of Bloom's Taxonomy with ease. Not only were the students using analysis and synthesis to research and create their own inventors and timelines, they were evaluating the information that was important enough to contribute to their final product.

Another activity garnered from the website<sup>5</sup> involved the use of the children's book *Grandfather's Journey*<sup>6</sup>. The activity involves a "think/pair/share technique" where students are asked questions that are geared towards the feelings of the main character and underlying tensions felt between cultures. Once students have had time to collect their own thoughts, they are paired to share and validate their points with a partner. The student thinking was taken a step further when the class came together to discuss their views and reasons for the answers they presented. As a class, students discussed how an immigrant might feel coming to a completely new country, like United States, and how that might affect or change their cultural beliefs. They also discussed how someone might feel

if they consider two different countries home, like the Grandfather and Grandson did. Not only were the students in this activity thinking about how the characters in the story felt, but they were relating them to people in their own lives who had similar stories and placing value on the efforts of immigrants in our society.

### **Your Local Hometown Book**

At times, Fairborn Intermediate can be a hectic and slightly unfamiliar place for learning because of the high rate of students leaving or moving into the district each quarter. The teachers at Fairborn Intermediate, however, strive to provide the students with safe and conducive learning environments independent of the continuous changes within the school. This requires activities that break the ice between new groups of students and promote respect for each individual in the room.

Creating local hometown books are beneficial to the purpose of creating a safe and respectful classroom of students. The rapport between students greatly increases when utilizing this activity. Students are asked to write about their hometown, implementing the geographical and historical aspects of their city. These books include pages of pictures and explanations of the particular area of focus. When students are given this self-expression of their background and their hometown, they begin to show their pride of their heritage and awe for their classmates'. Students learn through these books the similarities they have to other students within the classroom that they otherwise would never had discovered.

Teachers can preface this activity with a picture book about a specific city or area of the country to show students. It is particularly helpful to create a model hometown book to use with students so that these students learn

about global and cultural literacy. Students are curious about a teacher's life outside of the school day, and this presents a terrific opportunity to share these "secrets" with students. The teachers have found that students think it is special when they share with them the memories of their own hometown.

### **Various Implementations**

One reason to love the local hometown book project is its diverse cultural adaptability. An extension to this activity is to have students create a poem to preface their hometown books. This poem called, "Where I'm From," gives the reader an idea about how the student feels about their childhood and hometown. Students who might find it difficult to create a hometown book, might easily create a poem that can help facilitate the construction of their books. Another form of poetry that can easily be integrated into this project is an acrostic poem. Students create an acrostic poem by using the letters of their hometown to create the lines of their poems. This activity aligns with the effort towards writing across the curriculum, in which students are writing in any given content area each day.

This activity requires students to think in a more creative means, which exercises a different portion of the brain. Students are given parameters in constructing their books; however, the finished products for each student book will vary due to the creativity and uniqueness of each student. For those students who are prone to more test anxiety or other stressors, this activity allows the student a more appropriate measure of assessing the work and understanding of the content material.

This project easily integrates other content area material including the mathematics and science concentration areas. The social studies local hometown book activity naturally includes language arts elements because students are required to read and write in order to create these books. The book can be written with only factual information, or can be written using fictional elements.

Another teacher created a book about the city of Fairborn in which "Sammy Skyhawk" gives a tour of the city to the readers. On every page, students see Sammy Skyhawk giving information on another aspect of Fairborn. At one point, Sammy Skyhawk goes back in time using a time machine in order to present the historical aspects of the city to the readers. The skyhawk is Fairborn Schools' mascot, and students enjoy learning about the city in which they currently live.

This teacher has also used Sammy Skyhawk and the hometown book about Fairborn to introduce the topic of research to students. In pairs,



students are each given a separate page to research more information on in order to create a classroom book filled with factual information about Fairborn. Whether students have just moved into the city or lived there their entire lives, everyone learns something new and interesting about their city. This builds a community of collaboration and cooperation between students.

When implementing this project in the classroom, teachers can decide which parameters to place upon the given students. In some cases, teachers might want to require that students include science elements such as the landscape, wildlife, vegetation, or climate of their city. Others might want to include some mathematical concepts such as the given state of the economy or currency exchange. Other parameters might include construction elements such as creating an alphabet book about your hometown, poetry anthology, or pop-up book. These books are best evaluated by using a pre-made rubric based upon these criteria.

In order to make the local hometown book activity an authentic assignment and assessment, teachers should consider binding these books. There are a variety of ways to bind these books. If the teacher has access to a laminator and binding machine, these books will be a long-lasting keepsake that teachers can someday show to their own children. A more student-friendly way to bind these books is using paper bags from a local grocery store. When folded in half, these bags take on a book appearance in which information, artifacts, and pictures can be pasted or written upon. Students can use ribbon or yarn to tie pages of the book together.

### **Conclusion: Fostering Thinking for the Future**

As teachers at Fairborn City Schools and students from Wright State University's graduate program continue to collaborate, the furthering of higher order thinking skills will be transmitted to future students. Through the use of online literacy references and relatable hands-on activities, students' analysis, synthesis and evaluation skills are enforced at younger ages. The earlier the implementation of these "skills for thinking" begins, the sooner middle school teachers, high school teachers, and eventually employers, will see results. By allowing students to experience these higher levels of Bloom's Taxonomy, they will, hopefully, grasp concepts more clearly during introductory instruction of new material and begin to experiment with advanced rationale.

## Notes

1. Omiuota Ukpokoda, "Essential Characteristics of a Culturally Conscientious Classroom," *Social Studies and the Young Learner* 19, 2 (2006): 4.
2. A typical entry from today's news: "With the loss of one seventh and one eighth grade teaching position, two courses formerly taught all year—science and social studies—will be taught for just half the year. ... If the school department must further cut its budget to meet the finance committee's recommended below-level-funded budget, the hit list includes a second grade teacher, reducing three classrooms down to two, with a resultant hike in class size." (M. E. Jones, *Nashoba News* [Shirley, Massachusetts], July 4, 2008, [www.nashobapublishing.com/ci\\_9786449](http://www.nashobapublishing.com/ci_9786449)).
3. Visit the Social Studies and Young Learner archives at [www.ncss.members](http://www.ncss.members) and read "Advocating for Social Studies: Becoming AGENTS for Change" by Tina L. Heafner, Katherine A. O'Connor, Eric C. Groce, Sandra Byrd, Amy J. Good, Sandra Oldendorf, Jeff Passe, and Tracy Rock, in *Social Studies and the Young Learner*, vol. 20, no. 1 (September/October 2007): 26-29.
4. National Council for the Social Studies, *Social Studies in the Era of No Child Left Behind: A Position Statement of National Council for the Social Studies* (Washington, DC: NCSS, 1997), <http://www.socialstudies.org/positions/nclbera>.
5. <https://childrenslit-socialstudies.wikispaces.com/>
6. James Shiveley and Ronald G. Helms, *Using Children's Literature to teach the Ohio Social Studies Academic Content Standards*. (Columbus, OH: The Ohio Council for the Social Studies, 2008.)
5. National Council for the Social Studies, *Expectations of Excellence: Curriculum*
6. National Council for the Social Studies, *National Standards for Social Studies Teachers* (Washington, DC: NCSS, 2000).
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# Interdisciplinary Education

*Elizabeth K. Wilson, Tammy Cook*

*Contributing Editors*

## **Elementary Geography and Ecology: If Earth Were a Cookie**

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*Ecology and population studies are among the most important curriculum standards of the NCSS. Population Connection has aligned its various lessons with NCSS national standards. The NCSS standard “People, Places, and Environments” aligns with the state standards of history and geography. Both the state and NCSS provide K-12 grade alignment. Social studies teachers nationwide are able to use the NCSS standards that Population Connection has provided to align the many lessons with NCSS national standards and state standards. Each of the following three lessons is designed for the elementary classroom teachers to integrate social studies with other elementary content. All three lessons have been field-tested and provide an overview, procedures, objectives, standards, skills and materials, discussion questions, and extension activities.*

## **Ronald G. Helms**

Director of Social Studies Education at Wright State University in Dayton, Ohio. Dr. Helms is a forty-plus year member of NCSS and OCSS and has served on NCSS Board of Directors and Executive Committee as well as numerous committees. He is an NCATE Board of Examiner, lead NCSS/NCATE program reviewer, NCSS/NCATE national auditor, Principal Investigator for several WSU NBPTS institutes, and Principal Investigator for a U.S. Department of Education Teaching American History Grant.

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## **Introduction**

The author is a teacher of ecology and population studies for forty-plus years and is presenting lessons about ecology and population and ecology studies at various state, regional, and national conferences. *Population Connection* (<http://www.populationconnection.org/>) provided a grant to the author to participate at a national population studies institute in order to prepare numerous population and ecology seminars and national conference presentations for a K-20 audience as well as for teacher preparation institutions. Population Connection provides the following information: “Although it [the United States] has only 4.5% of the world’s population, it consumes more than 29% of the world’s annual output of renewable resources.” Because non-renewable resources are limited, U.S. students are eager to learn conservation techniques and to practice alternative energy consumption behaviors.

The following position statement is from the Social Studies for Early Childhood and Elementary School Children Preparing for the 21st Century: A Report from the National Council for Social Studies (NCSS) Task Force on Early Childhood/Elementary Social Studies (Approved by NCSS Board of Directors, June 1988):

The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, pre-sent, and future. For elementary school children, as well as for all age groups, social studies have several purposes. The social studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions. Social studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, the social studies help students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their playgroup, the school, the community, or the world.

<http://www.socialstudies.org/positions/elementary>

## National Council for Social Studies Standards

Ecology and population studies are among the most important curriculum standards of the NCSS. Population Connection has aligned its various lessons with NCSS national standards. Many states provide an alignment chart that aligns state social studies standard with the NCSS national standards, for example, the 2003 publication of the Ohio Department of Education's Academic content standards K- 12 Social studies. Columbus, Ohio, provides a chart on page 16 that aligns the Ohio social studies standards with the NCSS standards. The NCSS standard "People, Places, and Environments" aligns with the Ohio standards history and geography. Both the state and NCSS provide K-12 grade alignment. Social studies teachers nationwide are able to use the NCSS standards that Population Connection has provided to align the many lessons with NCSS national standards and state standards.

The NCSS national standards provide "that National Council for the Social Studies (NCSS) has long supported civic competence as the goal of social studies." K-12 social studies programs integrate knowledge, skills, and attitudes within and across disciplines. Integrated social studies programs across the nation take many forms, varying in the amount and form of disciplinary integration:

At primary levels, children often learn social studies through learning opportunities that are highly integrated across several disciplines. These often take the form of units constructed around themes. For example, teachers using the theme "time, continuity, and change" will likely engage young learners in studies using history, science, and language arts.

<http://www.socialstudies.org/standards/introduction>

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geo- graphic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as follows: (a) Where are things located? (b) Why are they located where they are? (c) What patterns are reflected in the groupings of things? (d) What do we mean by region? (e) How do landforms change? (f) What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, these themes typically appear in units and courses dealing with area studies and geography.

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical

environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance (<http://www.socialstudies.org/standards/introduction>).

### **Ecology and Population Studies Literature**

Because Population Connection has been central to many of the author's national and state presentations, it is critical to obtain publishing permission from Population Connection. All lessons and pictures published in this article are printed by permission of Population Connection. The author is neither a representative of Population Connection, nor has he received compensation as a consultant for Population Connection.

The seven-minute DVD *World Population* (Population Connection, 2007) is a dramatic initial activity for students at all grade levels. Depending upon the grade level, the extent of the classroom discussion will open for modification by the grade level teacher.

Following 200-plus conference presentations, it is always difficult to predict participant numbers. Smaller audiences or classes will profit from experiencing the Population Connection activities. Having an audience of 200-plus enthusiastic educators proved to be a real challenge in San Diego; however, Population Connection had provided a website at <http://www.populationconnection.org/> which continues to offer excellent teaching materials.

Authors Shively and Helms have published a 2008 text entitled *Ohio Social Studies Standards: Annotated Books* which provides the elementary teacher with 30-40 social studies/ literacy fiction and non-fiction grade level books aligned with geography standards:

Ohio Benchmarks:<sup>[1]</sup><sub>[SEP]</sub>

By the end of the K-2 program, students will be able to

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.
- B. Identify physical and human features of places.
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

By the end of the 3-5 program, students will be able to

- A. Use map elements or coordinates to locate physical and human features of North America.

- B. Identify the physical and human characteristics of places and regions in North America.
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Examples of these books include the following:

*All the Places to Love* by Patricia MacLachlan (1994). Harper Collins Publishers.

**Summary:** On the day Eli is born, his grand- mother holds him up to the window so that the first thing he hears is the wind, and what he sees first are all the places to love: the valley, the river, the hilltop where blueberries grow. Everyone in Eli's family has a favorite place, and Eli will grow up knowing that no matter where his life takes him, all the paces to love are right here, connected to a way of life that has time for love, affection and simple pleasures. This is an excellent resource for teaching the concept of place. (K-2, 3-5)

*Around the World: Who ' s Been Here?* by George Lindsay Barrett (1999). Greenwillow Books.

**Summary:** A teacher, Miss Lewis, travels around the world aboard the ship *Explorer* and views animals in their natural habitats. From Antarctica to Kenya, China, to Alaska, there are natural wonders to observe and logical clues to piece together. She reports her findings and experiences in photographs and sketches and sends these along with letters back to the students in her classroom. (K-2, 3-5)

*Blast Off to Earth!: A Look at Geography* by Loreen Leedy (1992). Holiday House.

**Summary:** Mr. Quark takes his class, which are all aliens, aboard a spaceship on a field trip to earth to learn about geography. The students learn about the surface, the poles, the equator and the continents. The class visits each continent and learns about the area, the people, and the animals. (K-2, 3-5)

The use of children's literature to assist in the teaching of social studies content has a long-established history. Social studies methods books have advocated the use of such books to supplement textbooks for over forty years (Sandmann & Ahern, 2002). DeAn Krey, in the Bulletin for the National Council of the Social Studies, *Children's Literature in Social Studies: Teaching to the Standards* (1998), summarizes many of these benefits. She asserts that by using children's literature, teachers are better able to create lessons that accomplish the following: (a) expand a learner's knowledge of human events by transporting the reader to places, times, and cultures not other- wise possible; (b) provide an insider's perspective to the emotions of a human event; (c) offer more of a holistic picture of events than the typical survey approach provided by most textbooks; (d) offer a better balance between the facts of a particular occurrence and the human characteristics of the people involved; (e) provide learners with the opportunity to

connect events and characters to their own personal experiences (Krey, 1998).

Sunal and Haas (2008) found that “many primary-grade teachers read trade books with settings in other nations ....” (p. 424). Increasingly, elementary children are becoming familiar with a variety of social, ecological, and geographic issues. Sunal and Haas (2008) continue, “By linking these books to the study of geography through a focus on the locations of environment, students are encouraged to use skills in reading and listening while gaining greater understanding of the world in which they live” (p. 424).

Friedman, (2005) in *The World is Flat*, considers American education. Some of his commentary is reserved for parents: “There comes a time when you’ve got to put away the Game Boys, turn off the television set, put away the iPod, and get your kids down to work” (p. 303). Friedman is not a critic of the public schools; indeed, Friedman writes several pages on the achievements of public schools. “Public education is producing remarkable students ...” (p. 303). Friedman and others agree that there is much that is laudable concerning U.S. education.

The general field of ecology and population studies is an area that U.S. students have been serious about for nearly half a century. Social studies educators have state and national standards that promote ecology and population studies.

### **Population Connection Lessons**

Each of the following three lessons is designed for the elementary classroom teachers to integrate social studies with other elementary content. All three lessons have been field-tested and provide an overview, procedures, objectives, standards, skills and materials, discussion questions, and extension activities.

#### **Earth Cookie**

The lesson and picture are provided by permission from the Population Connection.

#### **Overview**

Only a small part of the earth’s land is available to grow crops to feed the world’s people. Personal decisions and actions can help conserve farmland. In this activity, students will help decorate a cookie that represents the basic geographic portions of the earth and develop an appreciation for the limited amount of farmland available on the planet.

#### **Grade Level**

- Pre K-5

#### **Objectives**

- Describe which makes up more of the earth’s surface: land or water?
- List three food products that come from farms.
- Name two things that people can do to preserve farmland/soil. (



## Standards

- Social Studies: people, places, and environments.
- Social Studies: global connections and interdependence.

## Skills

- Observing
- Dividing<sup>[SEP]</sup>
- Imagining
- Simulating
- Classifying and categorizing
- Ordering and arranging
- Representing

(

## Duration

- Preparation: 30–60 minutes depending on materials used
- Activity: 30 minutes (approximately)

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## Materials

- A large, pizza-sized sugar cookie (bake at home or purchase in advance)
- An assortment of cookie toppings: raisins, dried fruit, sliced berries, miniature marshmallows, small candies, and sugar sprinkles
- Icing or cream cheese
- Food coloring in assorted colors
- A globe or map of the world (as an alternative, you can use a beach ball or small pillow decorated as a globe)
- A plastic knife
- A round baking pan (e.g., pizza pan)

## Accommodations for special needs students<sup>[SEP]</sup>

Some students may require hearing and sight assistance. These students will be asked to move (or assisted to move to an area of the classroom for greater participation.) This lesson is an activity-orientated instruction. Appropriate linguistic and conceptual social studies may need to be addressed. If an intervention specialist is available, he or she will assist the student with special needs. Include special needs students in designing the “earth cookie.” Include special needs students in lesson extensions and in answering questions.<sup>[SEP]</sup>

**NOTE:** If you would rather not use real food products, you could use modeling clay to make the cookie instead.

## Procedure

1. Be sure you and the students wash your hands before this activity.
2. Introduce the concept of the activity and show the students the large, plain cookie:

*Today we are going to decorate a special cookie. Let's pretend that this big, round cookie represents the whole earth. This cookie will show us how much land is available to grow food for all of the world's people.*

3. Cut the cookie into quarters.
4. Explain that most of the earth is water. Point to  $\frac{3}{4}$  of the cookie and ask a group of students to add blue-colored icing to the part of the cookie, which represents the world's water.

Ask the students to name some things that live in the water. Then they can add colored candies or fruits (or goldfish crackers!) to represent the living things that are in the oceans, lakes, and rivers.

5. The remaining  $\frac{1}{4}$  of the cookie represents the earth's land. Cut that section in half (you will have two  $\frac{1}{8}$  pieces).

Explain to the class that you are going to pretend that these two pieces of the cookie represent the land on the earth.

6. Ask a different group of students to add marshmallows or white icing to  $\frac{1}{8}$  of the cookie.

Explain to them that this section represents areas of the earth where people cannot normally live, such as very icy regions, deserts, and very high and rocky mountains.

7. Take a moment to show the globe to the students and identify examples of the following types of regions: areas able to grow crops (farmland); areas densely populated where there is limited space to grow food (cities, coasts); areas with moderate climates where people can live; and areas where people cannot live (deserts, high mountains, swamps, icy regions).
8. Carefully cut the remaining  $\frac{1}{8}$  section of the cookie into four small pieces ( $\frac{4}{32}$ ). Ask the students to spread icing and assorted toppings in a variety of colors on three of these pieces ( $\frac{3}{32}$ ). <sup>[L]</sup><sub>SEP</sub>

Explain that these three pieces represent all the areas where people live: where we build our homes, roads, schools, shopping malls, factories, and cities. We also have to share this area with other living things — all the plants and animals that need homes too.

Finally, ask the students to put green colored icing on the last uncovered piece ( $\frac{1}{32}$ ). Explain that this little piece represents all the farmland on Earth — this portion of area produces all the (land-based) food for the world's people.

9. Discuss ways to keep the sections of the earth that we live and farm on clean and

healthy. Suggestions include planting trees to prevent soil erosion, keeping the ground and water clear of pollution by disposing of chemicals properly, conserving energy to help reduce pollution that leads to acid rain, and buying produce from local farmers.

10. Cut the cookie in small pieces so that everyone may get a bite of it to eat.

### Discussion Questions

1. What are some foods you eat every day that come from the earth? (possible answers include *grains like rice, wheat for bread, and corn for cereal; apples and other fruits that grow on trees; carrots and other vegetables; spinach and other green leafy plants*)
2. Does all our food come from the land? (answer: *no*) What do we eat that comes from the ocean? (possible answers: *fish, clams, shrimp, and shellfish*)
3. Were you surprised at what a small portion of our cookie represents farmland? Why or why not?

### Exploration and Extension

1. Help your students discover soil, an important part of gardens and farms. See *Under the Ground* by Joan Westley (Creative Publications, 1991) for ideas on how to introduce young learners to the plants and creatures that live in the soil and how they can protect soil from erosion.

Arrange a class field trip to a local farm or dairy. The students can learn what foods come from the farm they are visiting. They can ask the farmer to discuss how his or her farm has changed over the years and to tell them more about conserving farmland.

### Sample diagram of completed cookie

- $\frac{3}{4}$  oceans<sup>[SEP]</sup>
- $\frac{1}{4}$  land<sup>[SEP]</sup>
- $\frac{1}{8}$  land where people cannot live<sup>[SEP]</sup>
- $\frac{3}{32}$  land where people live but which cannot support crops<sup>[SEP]</sup>
- $\frac{1}{32}$  land that can grow crops (and on which people can live)

This activity was adapted from *Enviro-Cookie*, published by the North Carolina Zoo, Education Division, 1-800-488-0444.

*Enviro-Cookie* was based on *Earth: The Apple of Our Eye*, published in *Counting on People: Elementary Population and Environmental Activities*, Population Connection, 1994.

## **Creatures in Motion**

### **Discussion Questions**

- 1. How does moving like a millipede compare to walking by yourself?**
- 2. How would you like to walk to school or to the park everyday as part of a millipede of people?**

This lesson and picture is provided by permission from the Population Connection.

### ***Part I: Millipede Stampede***

#### **Overview**

A millipede is one creature with several parts; whereas, the group the students are imitating represents many parts working together. By presenting the picture of the millipede, the children will see one individual with several parts working together. The teacher and a teacher's aide may lead or follow as the students walk through the school hall as well as encourage the students to behave as one unit. When working as a group, cooperation may be necessary to achieve common goals. Some activities work better with just a few people, while others work better with lots of people. In the first part of this activity, students participate in a physical but noncompetitive game in which they demonstrate the problem-solving and cooperative skills needed to work in large groups. In the second part of this activity, students will demonstrate coordination as a team in creating a four-person "creature" that can move together as a unit.

#### **Grade Level**

- Part 1: K–3
- Part 2: 1–3 (

#### **Objectives (**

The student will be able to

- Name two activities that are easier to do (with many people.
- Identify two activities that work better (with fewer people.
- Work cooperatively in a small group. (

#### **Standards**

- Social Studies: interactions among individuals, groups, and institutions.
- Social Studies: study of how people create and change structures of power, authority, and governance.

- Social Studies: study of global connections and interdependence.

## **Skills**

- Following instructions
- Cooperating<sup>[L1]</sup><sub>[SEP]</sub>
- Organizing<sup>[L1]</sup><sub>[SEP]</sub>
- Critical thinking
- <sup>[L1]</sup><sub>[SEP]</sub>Problem solving as a group
- Simulating
- Role-playing
- Brainstorming
- Imaging

## **Duration**

### 2. Preparation<sup>[L1]</sup><sub>[SEP]</sub>

Part 1—none

Part 2—none

### 3. Activity<sup>[L1]</sup><sub>[SEP]</sub>

Part 1 - 15 minutes

Part 2 - 25 minutes

## **( Materials**

- Image of millipede
- Clock or wristwatch with a second hand
- Whistle
- Optional — measuring tape

## **Accommodations for special needs students**

<sup>[L1]</sup><sub>[SEP]</sub>Because this is a mobile exercise, a student with mobile disability may participate with the use of a mobile chair and/or an I.S. teacher. Because this is a mobile exercise, a student with a mobile disability will contribute significantly in terms of all the “millipede” parts co- operating. Some students may require hearing and sight assistance. These students will be asked to move (or assisted to move to an area of the classroom for greater participation.) This lesson is an activity-orientated instruction. Appropriate linguistic and conceptual social studies may need to be addressed. If an intervention specialist is available, the I.S. teacher will assist the student with special needs. Include special needs students in lesson extensions and in answering questions. <sup>[L1]</sup><sub>[SEP]</sub>

## Procedure <sup>[L]</sup><sub>[SEP]</sub>

The challenge of this activity is for the group to move like a millipede for a few moments. This will take both cooperation and coordination from every student. Begin by asking the class if they know what a millipede is (a description follows and an image is provided).

1. Direct the students to form a line (the longer the line, the more fun and challenging the activity). Each person in the line should put his/her hands on the shoulders of the person in front of him/her, keeping arms straight, so each student is one arm's length apart. Everyone becomes part of the millipede. The leader of the group will be the head of the millipede:

*A millipede is a long bug-like creature with lots of legs, sometimes as many as 100! All those legs have to move the same way at the same time. We're going to try and do that together to find out what it is like to work together in this way.*

2. Explain that at your signal, the millipede should begin to walk as instructed by the first person in the line (the head of the millipede). The segments (children) should remain one arm's length apart, and no more. If any segment separates, the rhythm and the millipede will be broken.
3. Give the signal for the millipede to start walking. One to three minutes of the activity should be enough to demonstrate the millipede's ability to work together.

## Discussion Questions

1. How does moving like a millipede compare to walking by yourself?
2. How would you like to walk to school or to the park everyday as part of a millipede of people?
3. Imagine if your whole school had to move together like that. Would it be hard to do with that many people?
4. When are some things easier, or maybe even only possible, if you have a small group of people? What activities are more appropriate for a large group of people? (In advance, think about population density and how it relates to young students' lives at home and at school. Feel free to add other examples to the following list. Use the list to stimulate group discussion.)

- A. grocery shopping<sup>[L]</sup><sub>[SEP]</sub>
- B. standing in the lunch line<sup>[L]</sup><sub>[SEP]</sub>
- C. swimming in the pool
- <sup>[L]</sup><sub>[SEP]</sub>D. working in class
- <sup>[L]</sup><sub>[SEP]</sub>E. riding the bus
- <sup>[L]</sup><sub>[SEP]</sub>F. eating a snack<sup>[L]</sup><sub>[SEP]</sub>
- G. napping<sup>[L]</sup><sub>[SEP]</sub>
- H. playing tug-of-war
- <sup>[L]</sup><sub>[SEP]</sub>I. celebrating at birthday parties

- J. watching a parade (or marching in a parade)
- K. playing at the playground

## ***Part Two: Create-a-Creature***

### **Procedure**

1. Divide the class into teams of four students each.
2. Inform the teams that each group will become a single, moving creature of its own creation. The movement of the creature will only work if everyone is cooperating and working together. Each member of the group must be in contact with the person next to him or her, and all four students must move together so that all parts of the creature function as one unit.

Students must decide how their creature will move (e.g., hopping like a frog or wiggling like a snake). Students can name their creatures, describe where they live, and what they eat.

3. Allow 10-15 minutes for each team to create its creature. During the brainstorming period, each group will test its creature's ability to move a pre-determined distance (a few feet or the length of a hallway, for example) successfully.
4. Finally, each group will present its creature to the class and demonstrate how it moves.

### **Discussion Questions**

1. What problems did you have walking as a team?
2. Why did the creatures have to move together in the same motion and at the same time?
3. Was it hard to do exactly what the person next to you or in front of you was doing? Why? Did you choose a leader?
4. What are other occasions when do groups of people need to cooperate? (relate question to the larger concept that doing anything as a group requires teamwork)
5. What insects or animals have to move and work together to survive? (Possible answers: *ants, bees*)

This activity is based on *Popumonsters in Counting on People: Elementary Population and Environmental Activities*, Population Connection, 1994.

### **Crowding Can Be Seedy**

This lesson and picture is provided by permission from the Population Connection.

## Overview

Different plants and animals need different amounts of space to grow well and to be healthy. In this activity, students will first simulate seeds sprouting together in a crowded pot and then plant real seeds in a gardening lab to determine how space makes a difference in their growth.

## Grade Level

- Pre-K–5

## Objectives

The student will be able to

- Describe two effects of crowding on the growth of living things.
- Name two resources plants need to grow well. (

## Standards

- Social Studies: experiences that provide for the study of individual development and identity.

## Skills

- Observing
- Collecting and analyzing data
- Basic gardening
- Understanding cause and effect
- Doubling numbers
- Role-playing
- Simulating

## Duration

- Preparation<sup>[SEP]</sup>
  - Part 1—5 minutes
  - Part 2—15 minutes
- Activity<sup>[SEP]</sup>
  - Part 1—30 minutes<sup>[SEP]</sup>
  - Part 2—30 minutes initially and then seeds grow for about one week



## Materials

- Part 1<sup>[SEP]</sup>

Yarn or tape to show borders of a 5' x 5' (1.5m x 1.5m) area in the classroom

- Part 2<sup>[SEP]</sup>

Package of radish seeds (or other fast germinating seeds)<sup>[SEP]</sup>

Many children may have experienced radish seeds (or other fast germinating seeds) and may draw on the experience. Because U.S. education is very diverse today, the teacher may need to have the students reflect on the relationship of fast-germinating seeds and high population areas in towns, cities, and other areas. The teacher may ask some questions and solicit ideas from students about parallels between growing seeds and growing children.

Potting soil (or other planting medium) and sunlight

Scissors<sup>[SEP]</sup>

Half-pint milk cartons, rinsed (one per student)<sup>[SEP]</sup>

Water-catch basins (plastic ids, aluminum pans, etc.)

Labels

## Accommodations for special needs students

Because this is a mobile exercise, a student with mobile disability may participate with the use of a mobile chair and or an I.S. teacher. Because this is a mobile exercise, a student with mobile disability will contribute significance in terms of all the “plant growth.” Some students may require hearing and sight assistance. These students will be asked to move (or assisted to move to an area of the classroom for greater participation). This lesson is an activity-orientated instruction. Appropriate linguistic and conceptual social studies may need to be addressed. If an intervention specialist is available, the I.S. teacher will assist the student with special needs. Include special needs students in lesson extensions and in answering questions.

### *Part One: The Sprouts Game*

#### Procedure

1. Mark off a 5' x 5'(1.5m x 1.5m) area.
2. Ask someone to assume the role of a seed. The seed is “planted” inside the square and remains dormant (person should be sitting with head tucked). You can use the

following rhyme to signal the seed to start “growing”:

*The sun shines,<sup>[SEP]</sup>  
the wind blows,<sup>[SEP]</sup>  
the rain falls and<sup>[SEP]</sup>  
the little seed grows!*

(Original author unknown — several songs and rhymes can be found at <http://www.preschooleducation.com/sgarden.shtml>)

Given a signal to sprout, the seed slowly becomes active and finally becomes a mature plant, standing and slowly waving its stem and branches (using arms and upper body).

3. Now plant more and more seeds (students) in the same area and (try to) repeat the growth process each time.

### ***Part Two: The Gardening Activity***

#### **Procedure**

1. Make planting pots by cutting off the tops of empty, rinsed milk cartons and using the bottoms.
2. Punch a few holes in the bottom of the cartons for drainage.
3. Fill the pots with potting soil to about 1/4” below the rim.
4. Distribute the seeds as follows: Give 1/3 of the class (Group 1) one seed each; give 1/3 of the class (Group 2) two seeds each; give 1/3 of the class (Group 3) six to ten seeds each.
5. Plant seeds at the depth recommended on the seed package. Each student should plant all of his or her seeds in a single hole in the middle of the carton. Students should label their cartons with their names, the number of seeds planted, and the date.
6. Set the pots in a lighted spot and keep them moist. Seeds should germinate in about one week. Maintain the plants during the growth period and make notes on growth observed in each group.
7. Harvest the radishes when foliage appears thick and mature. Compare size.

#### **Discussion Questions**

1. What happened to some of the seeds?
2. How did you feel if you did not have enough room to sprout and grow?
3. Think of your own home and the people you share it with. What would it be like if there were two or three times as many of you living there? What things might there be too much or not enough of? (possible answers: *too much noise, trash; not enough beds, food, hot water, space, privacy, quiet, etc.*) How do you think you and the people you live with would like that?
4. Which student grew the largest radish? The smallest?
5. Which group grew the largest, most healthy-looking radishes? Why?

This activity first appeared in *Counting on People: Elementary Population and Environmental Activities*, Population Connection, 1994.

## Summary

In summary, the K-12 social studies classroom is the appropriate classroom to teach about ecology and population studies. Population Connection has given permission to print the three elementary classroom lessons and pictures to the readership of *Social Studies Research and Practice Journal*. These three lessons and other materials are excellent lessons for the study of ecology and population studies.

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# **LAW STUDIES**

"A Test"

**THE LAW**

1. The American Constitution is modeled along the lines of the British Constitution.  
A. True                      B. False
  
2. Which of the following states does not provide for at least 10 years of mandatory education:  
A. Kansas                      B. Arkansas                      C. Delaware  
D. Mississippi                      E. Georgia
  
3. Students have the right to express their opinion on any subject while they are in school.  
A. True                      B. False
  
4. Except for the "clear and present danger," students may invite any speaker to their club meetings regardless of how controversial the speaker is.  
A. True                      B. False
  
5. It is legal for schools to prohibit students from handing out literature, including "underground newspapers" on school premises.  
A. True                      B. False
  
6. A crime carrying a potential penalty of no more than imprisonment for one year is:  
A. Misdemeanor                      B. Felony  
C. Either depending on the crime
  
7. The power or authority of a court:  
A. Jurisprudence                      B. Injunction                      C. Prima Facie  
D. Jurisdiction                      E. Venue
  
8. \_\_\_\_\_ can be any of various, unrelated types of wrong doings against individuals, for which the remedy is money damages.  
A. Mistrial                      B. Torts                      C. Criminal Action  
D. chattel                      E. Due Process of Law
  
9. In Connecticut, it is against the law to sell pickles, when dropped twelve inches and collapse in their own juice.  
A. True                      B. False
  
10. It is illegal in Chillicothe, Ohio to place tombstones on the sidewalks.  
A. True                      B. False
  
11. In Cleveland, Ohio, it is illegal to get married in a bathing suit.  
A. True                      B. False

12. It is illegal to take a French poodle to an opera house in Chicago.  
A. True                      B. False
13. In Marshalltown, Iowa it is illegal for a horse to eat a fire hydrant.  
A. True                      B. False
14. A teacher may be fired or disciplined for out-of-class speech critical of school officials.  
A. True                      B. False
15. Teachers have a constitutional right to communicate with other teachers through faculty mailboxes or school bulletin boards.  
A. True                      B. False
16. A teacher may be discharged or disciplined for engaging in peaceful civil rights activity during his off-duty time.  
A. True                      B. False
17. A state or school board may restrict the right of a teacher to campaign against his school board or superintendent.  
A. True                      B. False
18. A teacher is constitutionally protected from adverse action by school authorities because they disapprove of the way he lives his private life.  
A. True                      B. False
19. A lawyer's first step in dissolution of marriage proceedings is often to try to reconciliation.  
A. True                      B. False
20. Only a grand jury can convict a murderer.  
A. True                      B. False
21. An accident victim's dying words are part of his will.  
A. True                      B. False
22. Your secrets are safe with your lawyer, since no court can compel him to reveal them.  
A. True                      B. False
23. The bar association maintains district ethics committees to hear complaints against lawyers.  
A. True                      B. False
24. Any intelligent person can appear in court as an attorney for another.  
A. True                      B. False

25. A curfew law may be imposed on known troublemakers in a city.  
A. True                      B. False
26. Parents are entitled to their children's earnings.  
A. True                      B. False

Analyzing and Interpreting

The Fair Housing Act of 1963 makes it illegal for a landlord renting more than four units to refuse tenants on the basis of race, religion, or national origin. Read each of the situations below. If you think it involves a violation of the Fair Housing Act, write "Violation" in the space provided. If you think it does not, write 'No Violation.'

27. Benny Wolcott was a black student at the State University. He needed to find a place to live. He found a large apartment building that suited his needs perfectly. The landlord refused to rent to him on the grounds that he didn't rent to students.  
\_\_\_\_\_
28. Mrs. Hudson decided to rent out the one spare room in her house to a student. She placed an ad in the school paper. Jim Chu answered the ad, Mrs. Hudson told him she was sorry, but that she wanted to rent only to Caucasians.  
\_\_\_\_\_
29. Steve was a former member of a religious commune, was still shaved in the style of the other members. However, he had decided to leave the commune. He enrolled in school and went looking for an apartment. He found an apartment in a large "singles" apartment complex. The landlord refused to rent to him on the grounds that he didn't want any of "those weirdo religious nuts" hanging around his apartments. \_\_\_\_\_
30. A teacher should know the law in order to teach about it.  
A. True                      B. False
31. A lawyer should know the law in order to practice it.  
A. True                      B. False

## WHAT IF???



Director:

Jonah:

Mom:

Dad:

Marsha:

Bear:

Crossing Guard:

Judge:

Prosecuting Attorney:

Defense Attorney:

Jurors:

1988-89 FUTURE PROBLEM SOLVING PROGRAM  
SECOND PRACTICE PROBLEM

**YOUTH AND THE LAW**

A little over a hundred years ago in 1899 the Juvenile Court System was begun in Chicago. Within the next two decades every state adopted a similar system, thereby removing children from the adult courts. The main purpose of the Juvenile Courts was to keep youngsters (many of whose crimes would not have been considered crimes had they been committed by adults) out of adult prisons and away from hardened criminals. It was also hoped that an understanding and caring judge might act as a substitute parent, especially for youngsters who lacked direction from the home. Such a judge would issue sentences that both punished (if necessary) and helped the young offenders.

During the 1960s there were a number of important court decisions that increased the rights of juveniles. Because of those decisions, young people were granted most of the legal rights of adults, such as the right to be represented by a lawyer. Many of these rights had been withheld when juveniles were removed from adult justice systems. Several laws were also passed during the 1960s to protect children and youth from adults who might hurt them.

During the 1980s and 1990: there were some very violent and brutal crimes committed by young people, some as young as nine and ten years old. The media, especially television, covered these crimes in great detail. Citizens were shocked and angered. Many felt that children who committed such terrible crimes should be punished the same as adults. Clearly they wanted to be protected from these young criminals. They demanded and got laws that created stiffer penalties for juveniles who committed violent crimes. For example, almost all of the states and provinces passed laws lowering the age at which youngsters can be tried as adults, some to as low as eleven years of age. Several states also passed laws making the death sentence legal for juveniles convicted of the most brutal crimes.

During the same time period, however, there was also a very strong movement to protect children. A number of laws expanding the rights of children were passed during the mid-1990s. For example, one such law prohibits parents from spanking or hitting their children. Parents found guilty of breaking this law must pay fines and risk the possible loss of their children. Another example is a law that allows children to divorce their parents. Such divorces are only granted in extreme cases of physical or mental abuse. Parents divorced by their children are required to make monthly child-support payments to the government, who then turns the money over to the agency or family caring for the child. These payments are required until the child reaches his/her 18th birthday.

It is now the year 2008 As in times past, parents and other adults continue to be concerned about children and youth. Some think that we need to do more to protect children's rights. Others think: that protecting society from juvenile crime should be the main goal. Everyone seems to have an opinion, but no one really knows what to do about the law as it applies to children and youth.

Use your problem solving skills to examine the situation and to offer a best solution.

**Charlene Nicholas, 111 Briar Heath Cir, Dayton, OH**

...missing, that's all replaced by the aqueous. At the time of surgery we replaced it both with the gas bubble, as I mentioned, and with basically a salt-water solution, and it's not of any importance really at all as far as we know.

Q. Very good. You can put the graph down, Doctor, I think.

Doctor, based upon the history that you received when you arrived at the emergency room at Kettering on January 21, 1987, based upon your examination of Kimberly Black's eye at that time, based upon the operation which you performed and the things you were able to see during the course of that operation, and based upon your subsequent care and treatment of Kimberly Black, do you have an opinion based upon a reasonable degree of medical probability as to the proximate producing cause of the injury to Kim's left eye?

A. Yes. Based on the history, assuming the history is accurate, everything that she had is compatible with the stab injury with the pencil or with some other sharp object.

Q. How, Doctor, again, based upon the history which you received, and based upon the operation which you helped perform, and based upon your subsequent care and treatment of Kimberly Black, and based upon your training and your experience, do you have an opinion within a reasonable degree of medical certainty as to Kim's prognosis given the nature of her left eye injury that we have talked about this morning?

A. Yes. It's a little bit difficult, because the corneal scar does not allow us to fully evaluate her retina, and so I can only be general. And that is to say that certainly at this point we would expect that Kim will have useful vision in the eye. That's not absolute, because any time an eye is injured like this, even many, many years later,

patients can develop retinal detachment and other problems as a result. But the longer one goes without this sort of thing, the greater the chance that won't happen.

Assuming she does not develop any late complications, and again I'd say chances are small, but still possible, I think she will definitely have useful vision. In order to have that useful vision she certainly is going to have to have another operation, and that's a corneal transplant. If she has a corneal transplant performed, then again, it's difficult to predict, but vision I think we could say based on what Dr. Denlinger's information was, that vision would be at least 20/100 assuming surgery went well, and it certainly is possible that it could be much better than that, but there is just no way to predict that right now.

In my discussions with Dr. Denlinger, we felt that Kim could have a transplant done at any time she wishes, but because she has one good eye and is doing most of the things she needs to do, even though that's not the same as having both eyes, Dr. Denlinger felt that we shouldn't push her to have surgery yet, because she will need surgery someday, but the longer she goes from the date of the injury without surgery it's Dr. Denlinger's opinion -- speaking for him, that this is what he told me -- that the chances of a rejection of a transplant and the chances of successful transplant surgery are greater.

So that he says that as long as she is getting along reasonably, then she could wait until some future time to have this done, but that it will need to be done, and the chances of success are reasonably good.

Q. Now, Doctor, this transplant that we have talked about, can you just on a very basic level describe for us what occurs?

A. Yes, that's really kind of simple. She has a big scar here on her cornea, and as a result the surface of her cornea is irregular. It doesn't present a smooth surface. A contact lens could be put over her eye, which would then present a smooth surface to the oncoming light, but the difficulty with Kim is that her scar is so big and it leaves such a whitish-opaque area, that that partially blocks the light from coming in and makes the light bounce around in different ways. So what's needed is a clear window for the light to get through so that it can get to the back of the eye.

When the surgery is done, what's done is an instrument almost like a cookie cutter is used to punch out 5 piece of the cornea. That cornea is removed, and then they take a clear cornea from someone who has donated an eye and punch out a similar size piece of that and just replace hers with the clear cornea. Then stitches are put in to hold this in place.

Afterwards Kim would either have to wear a contact lens to replace her lens, which was gone at the time of surgery, or Dr. Denlinger could consider putting in an implant, which is a plastic lens inside the eye at the time of surgery to help correct her vision. Whichever he does, it still may be necessary for Kim in order to have her best vision, it may be necessary for her to wear glasses or a lens over that eye in addition to either an implant or a contact lens.

Q. Okay. Now, Doctor, one final question in this area. Let's assume that the cornea transplant occurs, and all the things are done that need to be done. Do you have an opinion within a reasonable degree of medical certainty as to what Kim's vision will be at that point in time?

A. Well, again, that's difficult. I would say at least 20/100, but based on the way her eye looks; I think it could be much better. It's just unpredictable -- it could be as good as 20/20. That's possible. I would say that's unlikely, but I would say at least 20/100 based on Dr. Denlinger's information.

Q. That's 20/100 with the aid of the corrective with the aid of corrective lenses?

A. With the aid of all, that's, yes, exactly, with all corrected (sic) lenses, corrective lenses.

Q. I think that's all I need the graph for at the moment, Doctor.

A. Okay.

Q. Doctor, do you have an opinion within a reasonable degree of medical certainty as to what the cost of that cornea transplant would be?

A. That I can't say. It's Dr. Denlinger's operation.

Q. I understand. At the present time is Kimberly on any medication or other restrictions? I asked a 2-part question there.

A. Not from us. She is on no eye medication. She is having some headaches, which may or may not be...

### **NO VEHICLES IN THE PARK**

The town of Beautifica has established a lovely park in the city. The city council wishes to preserve some elements of nature, undisturbed by city noise, traffic, pollution

and crowding. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park, the following sign has been posted:

### NO VEHICLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the attached cases, keeping in mind the letter of the law as well as the intent of the law.

1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.
2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.
3. Two police cars are chasing a suspected bank robber. If one cuts through the park, he can get in front of the suspect's car and trap him between the patrol cars.
4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.
5. Some of the children who visit the park want to ride their bicycles there.
6. Mrs. Thomas wants to take her baby to the park in his baby buggy.
7. A monument to the town's citizens who died in the Vietnam War is being constructed. A tank, donated by the government, is to be placed beside the monument.
8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

### A DAY IN THE LIFE OF TOM PHILLIPS

Tom Phillips is thirteen years old. He lives at 2893 Sycamore Street, Sweet Gum, Ohio, with his family, a mother and father, a brother, and a dog. Today was a school day, so Tom got up when his mother called him at 7:00 a.m. He washed his face with Dial soap, brushed his teeth with Crest toothpaste, and then got dressed for school.

Soon Tom came to the kitchen. He turned on the radio and sat down to eat a breakfast of orange juice, a bowl of Cheerios, toast, and a quart of milk. When he finished eating, Tom attached a leash to his dog's collar and took the dog for a walk around the block.

Returning to his house, Tom heard the sound of the school bus. He grabbed his books and ran to meet the bus, which had stopped in front of his house, its red lights flashing. Tom boarded the bus and greeted the bus driver with a friendly smile. Another day of school was about to begin.



March 1987

### ALONG FOR THE RIDE

Friday February 6, I did my police ride-along with the Huber Heights police. I scheduled my ride through Capt. Mahew and was told to report for the 10:00 shift and that I could ride as long as I wanted to. When Friday rolled around, my heart wasn't in it at all. I had been up since 5:00 am, and I really didn't see how I could stay up until 2:00 am. I left the house at 9:30 all bundled up. It was cold and I was tired and just wanted to get this evening over with. While sitting in the waiting area at the police station I began to wonder what the evening would be like. I was sure that the patrolman was really looking forward to an evening riding around with a little old lady schoolteacher, sort of like show-and-tell. He's probably looking forward to this as much as I am. About that time a nice looking, friendly young man came through the office carrying his gear. He introduced himself as Randy Baldrige and said he would pull the cruiser up out front. He seemed full of energy and ready for the evening. I guess you can get used to anything. We had two calls waiting. I buckled up and we were off.

The first stop was at a party. I'll leave out the street name to protect the innocent (the parents). They were out of town. Randy pulled up in front of the house and requested that I stay in the cruiser at all stops. He informed me that he always locks the door and showed me how to use the radio if I needed help. Help? The party was in trouble. Kids were walking all over. Some were trying to walk. There were some beer cans scattered here and there. I heard later that several students recognized me. They probably wondered what they picked that teacher up for.

The next call was a disturbance at Super Sub and there was another party going on somewhere else in the Heights. We didn't make that one. Another disturbance came

over the radio. This one was at McDonald's. McDonald's had a bad night. Several calls would come through over the course of the evening.

The next call that we responded to was the theft of a bike. It was taken out of the person's front yard. I was locked in the car again, writing in the dark. I preferred it that way. When Randy got back in the cruiser, he had some time to explain a few things to me. He had a clipboard in the middle of the seat and he logged every event and the time it happened. He also had a voice-activated device on his shoulder, which could come through the radio. Everything is taped and reports are written up from the tapes.

Back to the radio. Someone called in complaining about kids riding dirt bikes in the neighborhood.

Our next stop was to check out two kids. An older boy had a younger boy backed up against a building. Randy took their names and checked them out. He later explained that they always do this and it surprising how many times these names will pop up in connection with something else.

Next I heard one of our student's names over the radio. They did a license check and it was valid. I found out later, that he drove his truck over the curb and grass to get away from someone who had blocked him in.

Now for a little excitement. A report of a stolen silver blazer comes over the radio. Randy asks me to help him look for it. I'm beginning to feel, not quite so tired. Things quiet down and we cruise his area. He explains how the city is divided into quadrants and we have the quietest and smallest area. He invites me to come back in the summer on some hot weekend and ride with him and I could really see some action. I thought it was nice that he gave me an open invitation. We are developing a rapport. I'm

gaining respect for this young man. It's obvious he likes his job and he has a calm professional way about him. I would appreciate this calm a lot more later on in the evening. He offers to stop and get coffee for me, but he doesn't drink coffee.

Our drive takes us through the country roads west of Huber Heights. As we come to Chambersburg a car speeds by, we're off. Oh boy, a chase. Randy follows the car and pulls up behind it at the intersection of Chambersburg and Troy. He checks out the license, it's ok. About that time a call comes in. The silver blazer has been spotted and involved in a hit-and-run. The speeder gets off as we go for the blazer. Another cruiser gets to the blazer first. Rats! The kids that took the blazer got scared and went home.

Next we went to check on a phone harassment complaint. No one was home.

From there we went toward I-70. As we are calmly checking out the shopping center a call comes for 80. Number 80 is the supervisor, Sgt. Schwieterman. The State Patrol is chasing a truck on I-70 requesting assistance. Number 80 is too far away. The dispatcher calls for 82, that's us, we're right there. The lights and the siren go on. Randy asks me if I'm buckled up. I reply, "I've been buckled up!" Suddenly I have the urge to ask him to pull over and let me out. It's too late, we're on the ramp. Randy's on the radio for a 10-4. The OSP is at mile marker 36 and heading eastbound, right for us. Randy says, "we'll be right here waiting." The only time I looked behind me was to look for those red lights. I saw them. We are off. I can't believe this is really happening. This guy is trying to out run two police officers and has been trying to run OSP off the highway. My heart is beginning to pound. The adrenalin is starting to flow. I'm no longer tired. As we're dodging trucks and cars. I say a couple of prayers, first for us and then for the person in the truck. Some cars and trucks pull off to the side, others don't have time. We

approach Rt. 4. I sense that he would like to get off. He moves that way but a truck is blocking the exit. We are right behind the truck. OSP is beside the truck. He is not giving an inch or slowing down. Every opening between trucks or cars he breaks through. I look at Randy. He's cool. I do not say a word. I don't want to interfere with his concentration. At this point anything could happen. He tells me to put my clipboard on the floor so I can brace myself in case of impact. I say another prayer. It occurs to me that Randy really seems to be a good driver. I'm hanging on to the seatbelt. We approach 675. The driver of the truck chooses not to get off. The dispatcher comes over the radio. The OSP has a rolling roadblock set up. We see it up ahead. Two more State Patrol cars join us. We are still behind the truck. Sgt. Schwieterman is behind us, and another Huber car is behind him. We are approaching Upper Valley Pike. The driver of the truck makes a smooth exit. We all follow. We then back off and the other Huber car takes our place. We go only a short distance to the exit at George Rogers Clark Park. At the last minute the truck exits. He takes to the grass. The state cars take to the grass. The Huber car doesn't make the exit. We are behind again. We are now on a two-way road. Randy says he does not like hills and curves. At this point I have complete trust in his driving ability. I'm beginning to really fear how this chase might end. We reach Rt. 40. We go right. We go a short distance and for some reason we begin to slow down and the truck moves over to the side of the road. Randy pulls over behind the truck. I think its over and the driver shoves the truck in reverse and hits the front of our cruiser. Wow! I still can't believe this is really happening. Steam and dust are everywhere. Randy reports in and gets out of the car to assist in the arrest. One OSP gets the guy out of the truck and another has a shotgun pointed at him. Randy puts the handcuffs on him and Sgt. Schwieterman comes over the

radio requesting the assistance of a tow truck. Randy comes back to the cruiser and tells me to get out or I'll get antifreeze poisoning. I walk around to the other cruiser and lean on the door. My legs are shaking so hard they don't want to hold me up. I could not believe the cruisers and the red lights. I counted them twice just to make sure. Twelve cruisers, all in a row, more or less.

I then make a speedy return to the city with the other patrolman as Huber Heights has been left with only two cruisers. Upon my return to the station my immediate request was to go to the bathroom. I thought, surely Dr. Helms won't care if I call it an evening. Sgt. Schwieterman was back by this time and invited me to ride with him the rest of the evening. I knew that I wouldn't be able to go to sleep, so I took him up on it and went along for the ride. The rest of my evening was not uneventful, but it would take a lot to top what I had just been through. Sgt. Schwieterman talked to me a lot and explained how the force was divided up according to responsibilities.

I've always had a great respect for law and order and realized that police officers must constantly put their lives on the line. This ride-along gave me a tremendous insight into how it really is. They never know what the next call holds for them.

I think I'll take Randy up on that summer ride-along.

Mark Brunswick  
3-4-94

**Police Ride-Along**

On Friday, March 4, I performed my police ride-along with a Dayton detective who is a very good friend of our family. The name of our friend is Bo Bolinski and he has been with the Dayton Police Department for 15 years and does certain work in the areas of homicide, drug trafficking and special stakeout missions. I wanted to go on a stakeout with them but he recommended to me to stay away from this event because of it being highly dangerous at certain times. So on this day I settled for a undercover police cruise from our friend which ended up being a ‘eye opener‘ for me because I really did not know all of the procedures that a police officer performs while he is on the job. The public really take them for granted and for me to go on this mission was great because it gave me a good feeling for our justice system.

Bo Bolinski is a former baseball player who stays in very good shape and is well equipped for the job. He goes through extensive weight training in order to keep his strength level up. He is a strength -fitness not who thrives on keeping a professional image for himself and his job.

To start the night, Bo and I went on a cruise through the west side of Dayton to make sure every thing was on schedule. As I got in the cruiser, I noticed he had a handgun along with a shotgun hidden in the vehicle. The car had radar with many other features that I did not ask about because I did not want to interfere with his job. On our cruise, Bo would show me areas of pest problems such as a homicide on Stanley Avenue at the old Dayton Motor Hotel, the murder of a Fuget family member while he was being chased for the murder of a convenient store manager at a Seven-Eleven store on Keowee street near the downtown area. The night was fairly slow to start but with stories like this it really got my adrenaline flowing, which started to make the cruise very interesting. He

even told me the story when his wife kept nagging him about going on a cruise with him, which he finally left her go on a trip. on that trip, it was the Puget member who was shot and killed which she saw first hand in the cruiser. Granted, this was the last trip she ever went on with her husband. My friend was very interesting to listen to because he was full of stories.

After being on the ride-along for 1 1/2 hours, we finally received some action from the public. A driver was driving at high speeds, which my friend had to chase the driver down. I thought to myself that "I am too young to die" please help me out. When it comes to these things I am a real chicken. The chase went on for a few minutes but once Bo put his lights on he pulled over. Bo went up to the car while I was warned that I had to stay in the car (I think this is standard procedure for a police officer to do). He gave the driver a speeding ticket for going 50 mph in a 35 mph speed limit.

Once the speeding ticket incident was over, we proceeded on Main Street and were headed in the area of the University of Dayton. It was 10:00 p.m. and I wanted to see more happen but I was running out of time because my wife expected me back around midnight. We stopped to get some coffee at the Dairy Mart on Stewart Street but once we got back to the car, Bo received a call over the radio, which headed us to a house on Stewart Street. I had a feeling this had to do with a domestic problem that ended up to be the right calculations. As Bo got to the house, he looked at me and said stay in the car because this could be a dangerous situation. This made me apprehensive and I wanted to get the 'hell' out of there. Bo waited on his backup and once they got there they approached the door very slowly and wanted to see what was wrong inside of the house. When this was going on, I hid in the car and staged close to the floor of the cruiser. I had

no idea what was going to happen. Very interesting situation!!! Bo said the call came from a neighbor, which probably meant that the husband and wife were in a verbal or physical fight. The police knocked on the door and the husband answered the door. He looked very upset and the police just wanted to get him out of the house so he can cool off. They put him in the cruiser and asked him questions about the incident. The thing I could not believe is the paperwork you have to do for a situation like this. Heck, I would not want to run into trouble because then I can stay away from all of that unnecessary paperwork. What a bummer for a policeman. Finally, the disruption just ended up in being a difference in opinion and the police left the husband go back into the house but gave him a period of time to cool of f and calm down. The family was warned and if it happened again they would be arrested for disturbing the peace. It was a white family who lived in the area of Stewart Street, close to the University of Dayton. To me, this was a very interesting situation because I got to see first had how a policeman handles a certain situation. Anything can happen on any night for a policeman.

It was now 11:00 p.m. and I didn't have much time left on my police ride-along. Bo and I were heading back toward his house (where I met him at to start the evening off) when we were going through the 'GHETTO' of the party scene of the University of Dayton. On our way back toward Beavercreek, Bo received a call on the dispatcher about a disturbance in Flanigan's Bar on Stewart Street. We went to the sight while other back up was on the scene. It was a bar fight between two alcohol related individuals who were both very obnoxious toward the men of justice. The names were Sam and Ken and I think the fight was between, you guessed it, girlfriend. The fight caused small damage to the bar and the arrest lasted the other policemen who were on the scene. The time was new



about 11:45pm, and Bo took me to his house where I went inside to get a quick bite to eat with his family. Bo asked, 'Did you have a good time tonight' and I replied 'Yes.' I told him it was good for me to see because I was going to teach social studies and I needed to learn more about social issues that are happening in our society.

Soon I left his residence and I thanked him for the evening of anxiety and fun. I really liked my ride-along because mg policeman was great to work with and more importantly it gave me a great outlook for an officer of the law. Policemen should be thanked for a 'thankless' job done well. Keep up the good work and I hope to go on a ride in the near future. This was a very exciting experience for me!!!!!!!!!!

**AN EVENING WITH RON**  
(Police ride along)  
Ed 448  
David Spicer

To start this assignment off, I must say that it has to have been the most interesting assignment I have received in the five years that I have been perusing my degree. Law enforcement has always been a career that I have been interested in since I graduated flout high school. The main reason I never pursued it is because my wife had some fears of being widowed at an early age. Since she and our marriage are the most important things I have on this earth. I never pressed the issue. I have mentioned it about three times in our soon to be eight years of marriage. Each of the first two times she answered "No. I don't want to be married to a cop!" The last time I mentioned it in passing she said, "Why don't you go ahead". At that time, I began talking to some friends I have made on the Sidney Police department and the Sheriff's department to see what all I could do to pursue this. This assignment gave me a chance to really see if I wanted to go after it. Now, as of today March 9, 1994, I have just been employed by the Shelby County Sheriffs Department as a Corrections Officer at the jail. This is the first step for employment as a deputy in this department. Officially I will start on March 21. This summer I will probably be going to the Police Academy. I will finish my degree a little later than originally planned, with only five classes to go it won't take very long.

Now for the ride along.

I arranged this assignment with a friend of mine that I met at the YMCA where I work. Ron Jensen has been on the Sidney P. D. for only a couple of years. He started his career at the jail as a corrections officer. I arranged to ride with him on the third shift on Friday, January 28. I was to meet him after his roll call and shift brief a little after 11:00 PM. While I was sitting in the lobby waiting on him a family came in and reported a

woman waving a gun at some people at a local bowling alley. Right after the family left, Ron came and got me. We took care of the paper work and were off.

The woman with a gun was the first call we responded on. It was reported that she was driving a red Dodge pickup. We were heading for the area of town where she was last reported in when a call for back up came over the radio. We were the third cruiser on the scene. Ron went into the house that the woman lived in and then quickly came out. He told me that there was another stop that required backup a couple of streets away.

The K-9 unit had another red Dodge pickup stopped. When we got there Ron jumped out and assisted the other officer in getting a man with very long hair out of the truck. Frisking this man didn't turn up a weapon but the man was carrying three bags of marijuana. We got to transport this person to the jail. While on the way to the jail, a call came over the radio about a fight at a bar. We missed this one.

Back on the road, Ron showed me how to use the radio and the release to the shotgun. He said it was just incase something happened to him. He decided to cruise the same bar where the fight took place in. No one was outside, so we headed for a neighborhood where a man who had a warrant for his arrest had been seen frequently. This was the same person that a very large memo had been placed on a couple of bulletin boards about being armed and dangerous. It seems that he had threatened to shoot the first officer he saw who would try to take him in. I must admit that at this time I was a little nervous. On that same bulletin, it mentioned that this man was armed with a Mac 10.

While cruising the neighborhood, a call came over the radio about another fight at the same bar. We were the first car on the scene. When we stopped there were seven people outside and the bouncers had a young man down on the cement. As it turns out,

this man had punched the owner of the bar after he told the man to leave. This guy had a rather hard encounter with the concrete and his face. He was bleeding from a few places on his forehead. This young man was cuffed and in the car before the other officers arrived. Once they got there, the watch commander took over assessing the situation. While he was doing this I had gotten back into the car because I thought we were going to get this kid to the emergency room. While I was waiting on Ron to get in, another guy walked up to the police car to talk to the injured guy in the back. This was a big mistake. Two or three officers told him to get away from the car. This guy started arguing with the officers. He was told to leave the area. He refused and the next thing I saw was his face pressed against the window. He was cuffed and also taken to the station. Ron got in and we took off. Ron asked the young man if he wanted to go to the hospital, he refused. Ron then called to the station to have a couple of paramedics from the fire station meet us at the interrogation room.

Once we were back at the station, the paramedics tried to look at him but he got obnoxious and refused treatment. Ron then had to take him over to the jail. At the jail, Ron had some paper work to fill out. While at the jail, the young man started to threaten Ron but Ron just ignored it. The deputy in charge took the guy up stairs to book him. Ron said he would wait around incase there was any trouble. While the deputy was upstairs, we talked for a while about the job. Ron was giving me pointers about getting into the business. While we were talking we started to hear some banging around upstairs. The phone in the office rang and the woman who was also on duty at the jail said that the deputy wanted to know if Ron was still there. He then told Ron, “ This guy wants to tango“. Ron ran upstairs and then we heard some yelling and then more banging around.

Two more of the Sidney police showed up and they went upstairs. Right after this we heard the sound of Velcro. That was the sound of the guy being put into a strait jacket.

After this episode, we made another pass through town. Ron and I talked about the good and bad points of the job. He then headed for the station. He said that if he didn't get started on the paper work for the last couple of arrests he'd be there part of the day finishing it. This is what really amazed me. Ron spent the next two and half hours or so writing the reports for the evening. I sat around looking at police magazines.

We got back on the street at about 4:00a.m. Ron said that this is the time he dislikes the most. The drunks are home and the domestic fights begin. Sure enough we had to respond as back up to a domestic fight. He said that these are the most dangerous. It was a response to a domestic last summer that resulted in one officer nearly being shot when the man at the house opened the door and fired a pistol. Ron and another officer returned fire hitting the man several times. They were firing at the door and windows of the house to cover the officer that was down on the porch. He told me this was a low point of his two years on the force and the related stress almost ended his career. We then received a call about an accident.

Someone had hit two parked cars totaling their own car and let it at the scene. This call was the only one that I was able to take an active part in. I helped search for the driver and gather evidence to prove in a courtroom what was so obvious at the scene. This took the rest of the shit and at about 6:00 am I went home.

This ended my ride along assignment and started my shift in career plans. I am looking forward to my new career, which begins March 21. Who knows maybe my education will enable me to teach at an academy or a private school after I retire. I might

add that I'll be able to do this in about 21 years since my military time counts toward retirement.

## **Women's Suffrage:**

# **The Nineteenth Amendment**

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### EDUCATION

Institution	Concentration	Degree	Date
Ohio State University	Social Studies Education Curriculum & Instruction	• Ph.D.	1972
University of Dayton	Political Science	• M. A.	1968
Fairmont State College	Social Studies Comprehensive	• B. S.	1966

Ronald G. Helms is a full professor, one of two national auditors for **NCSS\_NCATE** Program Reviews, a member of **NCATE Board of Examiners, National Board for Professional Teacher Standards** facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a \$916,000 **Teaching American History** Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations, and over 159



consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.

Helms national service includes; Kappa Delta Pi, *The Educational Forum*, Educational Review Panel, Phi Delta Kappa Foundation, Author Seminar-Lecture Program, National Education Association, Educational Web Page **Consultant**, **The Population Connection Organization**, Education Foundation National Lecturer Program. 1997 - - Present.

Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada, Puerto Vallarta, Costa Rica, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.

# Women's Suffrage: The Nineteenth Amendment

*Ronald G. Helms, Ph.D*

*Wright State University*

## **Modern Democracy**

Fareed Zakaria in *The Future of Freedom* notes, “in 1900 not a single country had what we would consider a democracy” (Zakaria, 13). The women’s movement resulted in a real American democracy as well as the successful suffrage campaign that resulted in the right to vote for all American women. Alice Paul truly applied issues of race, ethnicity, class, and gender in her life’s work for social equality

(<http://www.alicepaul.org/alicep.htm>).

The first major country to permit women’s suffrage in national elections was New Zealand in 1893. Various states and territories in Australia and the United States had given women the vote prior to this date. The first major country to permit women’s suffrage and the right to stand for election was Australia in 1902. The first major European country to permit women’s suffrage was Finland in 1906

([http://www.history.com/search.do?searchText=Women%27s+suffrage&targetDB=THC\\_WORLD\\_TIMELINE\\_v2](http://www.history.com/search.do?searchText=Women%27s+suffrage&targetDB=THC_WORLD_TIMELINE_v2).)

The Weimar Republic, proclaimed on November 9, 1918, was perhaps the world's first modern democracy because the new German constitution provided for universal suffrage ([http://www.germanculture.com.ua/library/history/bl\\_weimar\\_republic.htm](http://www.germanculture.com.ua/library/history/bl_weimar_republic.htm)).

### **The Nineteenth Amendment**

The Nineteenth Amendment - Women's Suffrage Rights provides for the following:

Section 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. (National Archives and Records Administration).

Section 2. Congress shall have power to enforce this article by appropriate legislation.

#### **Women have always been involved in leadership in America**

One cannot study the history of democracy in the United States without investigating the courageous vision of Alice Paul. In *From equal suffrage to equal rights*, Christine Lunardini has written the definitive history of Alice Paul's contribution to equality and democracy. Lunardini (xiii) documents the efforts of Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt of the National American Woman Suffrage Association (NAWSA), and Lunardini observes that Carrie Chapman Catt, as leader of NAWSA in 1913, thought that woman suffrage would not be attained in her lifetime.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women's influence and leadership. Joseph Ellis in *Passionate Sage* explains influence of women in democracy with the

historical letters of John and Abigail Adams. Fisher Ames noted “that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as a Lady in the old French Court (21).”

The influence of Abigail Adams has been well documented by historians. During the Jefferson presidential campaign both Adams argued that Jefferson has placed party above principle. Joseph Ellis in *Founding Brothers* (210-211) summarizes the Adams’ view as follows:

We can be reasonably sure that Abigail was speaking for her husband as well as herself in this brief volley of letters. The Adams team, then, was charging Jefferson with two serious offenses against the unwritten code of political honor purportedly binding on the leadership class of the revolutionary generation. The first offense, which has a quaint and anachronistic sound to our modern ears was that Jefferson was personally involved in his own campaign for the presidency and that he conducted the campaign with only one goal in mind—namely, winning the election.... His second offense was more personal. Namely he had vilified a man whom he claimed was a long-standing friend. He had sponsored Callendar’s polemics against the Adams administration even though he knew them to be a gross misrepresentation.

Joseph Ellis in *His Excellency: George Washington* laments the historical destruction of letters between George and Martha by Martha (42), and observes that history records over a thousand letters between John and Abigail Adams, “the most fully revealed marriage of the age.” McCullough (2005, 43) supports the influence of Abigail Adams in recounting that when John Adams described Washington as “amiable and brave”, Abigail wrote to John that “he has hardly said enough” about Washington.

Ellis (2003, 72-73) explores the effect of Abigail on Jefferson as follows:

... the deep emotional bonding of the two men occurred in France in 1784-85.... Abigail was the link between questions of foreign policy and family priorities, probably the first woman Jefferson came to know well who combined the traditional virtues of a wife and mother with the sharp mind and tongue of a fully empowered accomplish in her husband's career.

In another account describing the influence of Abigail Adams on John, McCullough (2001, 479) writes that during the Adam's Presidency concerning the affair with the French, Adams "confessed to being totally exhausted and begged her to come to his rescue:"

I must go to you or you must come to me. I cannot live without you.... I must entreat you to lose not a moment's time in preparing to come on, that you may take off from me every care of life but that of my public duty, assist me with your councils, and console me with your conversation.... The times are critical and dangerous, and I must repeat this with zeal and earnestness. I can do nothing without you.

However much women had influence, neither the constitution nor the Bill of Rights granted women the franchise and formal political power and influence. Democracy was extended to the U.S. with the ratification of the Nineteenth Amendment on August 26, 1920 (<http://caselaw.lp.findlaw.com/data/constitution/amendment19/>). The dramatic challenges faced by Alice Paul in the ratification process are a vital component of the university's Democracy and Education courses and the social studies method courses (<http://www.alicepaul.org/alicep.htm>).

Lunardini bridges the historical gap between the suffrage movement led by Susan Anthony and Elizabeth Cady Stanton to the National American Woman Suffrage Association led by Carrie Chapman Catt to Alice Paul and the National Woman's Party (ix-xiii).

Kraditor (41) summarizes the prevailing view of Elizabeth Cady Stanton as follows:

Here is the classical natural right theory on the verge of change. Unlike the eighteenth-century Robinson Crusoe, the female Robinson Crusoe of the nineteenth century could not create her own destiny. Equal in natural right, she was unequal in condition. Her equality was in the future, not something given but rather a potential to be developed. Mrs. Stanton was demanding for woman not the right to manifest her equality but the right to become equal. For this she needed education and the vote. Hence the claim to equality; it required concrete demands for specific social and political rights.

Gurko (303) in writing *The Ladies of Seneca Falls* observed that the fears of Mrs.

Staunton and Mrs. Catt were realized:

In later decades of the twentieth century, women were still regarded as a second sex, inferior or “different” in a sense that implied inferiority. And this in spite of the visible advances—the vastly expanded and vocational opportunities, the larger social and sexual freedoms (sic). Though the pressures were subtler, girls were still being steered into exclusive domestic lives and attitudes, or made to think that they were less than their brothers in everything from playing tennis to the capacity for abstract thought. And being less implied an automatic confinement to the kitchen or typists’ pool.

Eleanor Cliff in *Founding Sisters and the nineteenth amendment* illustrated the typist opportunities (4-5). Cliff recounts her career:

My own career parallels the women’s movement. I started at *Newsweek* as a secretary in 1963, with no expectation of becoming a reporter or writer. With rare exceptions, women at the newsmagazines were confined to clerical and research positions. I was grateful to work in a place where what I typed was interesting. When feminist Gloria Steinem appeared on the cover of *Newsweek* in March 1970, there was no woman of staff whom the editors would entrust to write about her. An outsider brought in, journalist Helen Dudar, who did a first-rate job interpreting the new feminism sweeping the country as a long-lasting movement with consequences for men and women alike. But the fuse was lit. The women at *Newsweek* brought a class action suit against the magazine for discrimination. Nora Ephron, a *Newsweek* researcher, was among the plaintiffs. The *Washington Post* owns *Newsweek*, and when publisher Katherine Graham learned of the lawsuit, she asked, “Which side am I supposed to be on? She was management, but she was also a woman. The case was settled out of court, and *Newsweek*

agreed to a system of goals and timetables to advance women at the magazine. I applied for an internship, and the biggest hurdle I had to get over was convincing the chief of correspondents that I could handle out-of-town assignments because I had young children. Soon after my internship, I was assigned to cover Jimmy's Carter's first presidential campaign. When he won, I was named White House correspondent for *Newsweek*. I call it my Cinderella story.

### **Education and Democracy**

Too often both men and women of all races and classes take voting and democracy for granted. Americans must take care to review the vital history of women suffrage and study issues of race, ethnicity, class, and gender as core components of social justice.

Women have outnumbered men on college campuses since 1979, and on graduate school campuses since 1984. More American women than men have received bachelor's degrees every year since 1982. Undergraduate levels rose from 41% to 56% between 1969 and 2000. Issues of race, ethnicity, class, and gender are core components of a course on Democracy and Education.

The genesis for this article is a new general education course (Education and Democracy) designed by a committee of the College of Education and Human Services. The committee's design was an outgrowth of a project for the National Network for Educational Renewal. John Goodlad's recommendation (29) to provide future educators with multiple experiences in classroom settings further emphasizes the need for various experiences and learning in democracy and education.

Political scientists and historians have long observed the necessary role of education in a democracy. While it is logical for educators to discuss democracy and education, it seems that few colleges of education have taken the opportunity to provide a general education course on democracy and education. At a recent National Network for Educational Renewal conference, the author (presenter) asked a large audience if any other universities provided a general education course on democracy and education; the answer was a resounding “no” (Finegan and Helms, 2005). In New York City at a National Conference on Race & Ethnicity in American Higher Education the author (presenter) found the same response (Helms, 2005). In Baltimore at the 84<sup>th</sup> Annual Conference of The National Council for the Social Studies the author (presenter) again found the same response (Helms, 2004). It is vital that students realize the importance that a single person or group of people may have in changing American society.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women’s influence and leadership. Joseph Ellis in *Passionate Sage* explains influence of women in democracy with the historical letters of John and Abigail Adams. Fisher Ames noted “that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as an Lady in the old French Court (21).”



## Iron Jawed Angels

The history of American education is linked with the history of democracy in the U.S. In teaching the Education and Democracy course, the author found both men and women were fascinated with the study of Alice Paul. Many students commented in class and in private that this was the very first time that they had any idea of the 1912-1920 suffrage movement.

Sections of the recent film, *Iron Jawed Angels* were viewed and discussed (*Iron Jawed Angels* and <http://www.hbo.com/films/ironjawedangels/>)

*Iron Jawed Angels* recounts for a contemporary audience a key chapter in U.S. history: in this case, the struggle of suffragists who fought for the passage of the 19th Amendment. Focusing on the two defiant women, Alice Paul (Hilary Swank) and Lucy Burns (Frances O'Connor), the film shows how these activists broke from the mainstream women's-rights movement and created a more radical wing, daring to push the boundaries of political protest to secure women's voting rights in 1920. Breathing life into the relationships between Paul, Burns and others, the movie makes the women feel like complete characters instead of one-dimensional figures from a distant past.

Although the protagonists have different personalities and backgrounds - Alice is a Quaker and Lucy an Irish Brooklynite - they are united in their fierce devotion to women's suffrage. In a country dominated by chauvinism, this is no easy fight, as the women and their volunteers clash with older, conservative activists, particularly Carrie Chapman Catt (Angelica Huston). They also battle public opinion in a tumultuous time of war, not to mention the most powerful men in the country, including President Woodrow Wilson (Bob Gunton). Along the way, sacrifices are made: Alice gives up a chance for love, and colleague Inez Mulholland (Julia Ormond) gives up her life.

The women are thrown in jail, with an ensuing hunger strike making headline news. The women's resistance to being force-fed earns them the nickname "The Iron Jawed Angels." However, it is truly their wills that are made of iron, and their courage inspires a nation and changes it forever.

Given this history Alice Paul (Lunardini, 5) emerged fresh from suffrage experiences in England to assume leadership of NAWSA's Congressional Committee. Alice Paul was born on January 11, 1885 to Tacie and William Paul, a Quaker family residing in Moorestown, New Jersey. It was from this Quaker background that Paul acquired the values of equality between the sexes. Alice Paul earned a number of college degrees (Lunardini, xiv) including two law degrees and a Ph.D. Lunardini concludes (xiv-xv) the following:

Yet Paul was an extraordinary personality, perhaps the single truly charismatic figure in the twentieth-century suffrage movement. Certainly she was the engine that powered the militant suffrage movement. She successfully mobilized both impatient and younger women and discontented older women. To these women, Paul represented the force that made them willing to take uncommon risks, including imprisonment and possible estrangement for family, friends, and peers. In the *Sociology of Religion*, written in 1922, Max Weber might have used Paul as his model in developing the concept of the charismatic leader.

Political scientists and historians have long observed the necessary role of education in a democracy. It is vital that students realize the importance that a single person or group of people may have in changing American society. The success of women in education is largely dependent upon the successes of women in American democracy.

For a review of electronic resources on leadership of women in education please refer Provenzo, G., Finegan, C., Helms, R., & Barr, L. (2003) ) *iSearch for Education*. The author recommends *Advancing Women: Women's Role in Education* at <http://www.advancingwomen.com/womedu.html>

This site found the following:

Women who wanted to teach, historically, faced the same struggle as women who wanted to vote, and those today who want to become tail hook pilots, or to join

the top echelon of leadership in education. Just as throughout the rest of society, in education patriarchal systems prevail, and male models for leadership dominate. The laws may exist on the books, but in the real world, support often evaporates, and those making it to the top are a token minority of the capable women available for those positions which will shape the future of education and ultimately, the future of our children and therefore the future for all of us.

Both female and male university students are quite engaged and thoughtful when presented with the story of Alice Paul and the ratification of the Nineteenth Amendment on August 26, 1920. Perhaps the student's interest is engaged because *Iron Jawed Angels* "recounts for a contemporary audience a key chapter in U.S. history." Perhaps the plot, storytelling, and dynamic acting engaged the student's interest.

At any rate university students may become very engaged with women's issues, and women's leadership roles given a thought blending of history and contemporary issues, the time to write reflective papers, and appropriate guidance in class discussion.

There is little question that women have made enormous strides in American society, government, and education. There is also little question that the youthful voters of today have the smallest voter turnout of any age cohort. It is as if the gains of the past 150 years are being taken for granted. Unfortunately, colleges of education may not depend on liberal arts colleges to engage students in the study of women's rights, education, and leadership.

At best professional educators must realize that women studies and leadership programs are primarily elective courses. There is every reason to infuse the goals and achievement

of Alice Paul and others into education foundations and education methods courses. The National Council on the Accreditation of Teacher Education's standard of diversity must include education concerning women in leadership positions. Somehow, the current cohort of teacher educators must assume their responsibility to promote and cherish the hard-won values of gender equity and female leadership into future generations.

### **Timeline of Women's Suffrage in the United States**

<http://www.dpsinfo.com/women/history/timeline.html>

1776 Abigail Adams writes to her husband, John Adams, asking him to "remember the ladies" in the new code of laws. Adams replies the men will fight the "despotism of the petticoat."

1777 Women lose the right to vote in New York.

1780 Women lose the right to vote in Massachusetts.

1784 Women lose the right to vote in New Hampshire.

1787 US Constitutional Convention places voting qualifications in the hands of the states. Women in all states except New Jersey lose the right to vote.

1792 Mary Wollstonecraft publishes *Vindication of the Rights of Women* in England.

1807 Women lose the right to vote in New Jersey, the last state to revoke the right.

### **Women Join the Abolitionist Movement**

1830s Formation of the female anti-slavery associations.

1836 Angelina Grimke appeals to Southern women to speak out against slavery.

1837 The "Pastoral Letter of the General Association of Massachusetts to the Congregational Churches Under Their Care" is promulgated against women speaking in public against slavery, it is mainly directed against the Grimke sisters.

1840 World Anti-Slavery Convention in London. Lucretia Mott, Elizabeth Cady Stanton, and other women barred from participating on account of their sex.

### **Women Begin to Organize For Their Own Rights**

1848 First Women's Rights convention in Seneca Fall, New York. Equal suffrage proposed by Elizabeth Cady Stanton After debate of so radical a notion, it is adopted.

1850 Women's rights convention held in April in Salem, Ohio. First national women's rights convention held in October in Worcester, Massachusetts.

1850-1861 Annual Women's Rights conventions held. The last, in 1861, in Albany, New York lobbies for a liberalized divorce bill. Horace Greely opposes the bill, which loses.

1861-1865 Civil War. Over the objections of Susan B. Anthony, women put aside suffrage activities to help the war effort.

1867 Fourteenth amendment passes Congress, defining citizens as "male;" this is the first use of the word male in the Constitution. Kansas campaign for black and woman suffrage: both lose. Susan B. Anthony forms Equal Rights Association, working for universal suffrage. Suffrage Movement Divides Over Black vs. Woman Suffrage

1868 Fourteenth amendment ratified. Fifteenth amendment passes Congress, giving the vote to black men. Women petition to be included but are turned down. Formation of New England Woman Suffrage Association. In New Jersey, 172 women attempt to vote; their ballots are ignored.

1869 Frederick Douglass and others back down from woman suffrage to concentrate on fight for black male suffrage. National Woman Suffrage Association formed in May with Elizabeth Cady Stanton as president. American Woman Suffrage Association formed in November with Henry Ward Beecher as president. In England, John Stuart Mill, economist and husband of suffragist Harriet Taylor, publishes *On the Subjugation of Women*. Wyoming territory grants first woman suffrage since 1807.

### **Civil Disobedience Is Tried**

1870 Fifteenth Amendment ratified. The Grimke sisters, now quite aged, and 42 other women attempt to vote in Massachusetts, their ballots are cast but ignored. Utah territory grants woman suffrage.

1871 The Anti-Suffrage Society is formed.

1872 Susan B. Anthony and supporters arrested for voting. Anthony's sisters and 11 other women held for \$500 bail. Anthony herself is held for \$1000 bail.

1873 Denied a trial by jury, Anthony loses her case in June and is fined \$100 plus costs. Suffrage demonstration at the Centennial of the Boston Tea Party.

1874 Protest at a commemoration of the Battle of Lexington. In *Myner v. Happerstett* the US Supreme Court decides that being a citizen does not guarantee suffrage. Women's Christian Temperance Union formed.

1876 On July 4, in Philadelphia, Susan B. Anthony reads *The Declaration for the Rights of Women* from a podium in front of the Liberty Bell. The crowd cheers. Later, the suffragists meet in the historic First Unitarian Church.

1878 Woman suffrage amendment first introduced in US Congress.

1880 Lucretia Mott, born in 1793, dies.

- 1882 The House and Senate appoint committees on woman suffrage, both report favorably.
- 1884 Belva Lockwood runs for president. The US House of Representatives debates woman suffrage.
- 1886 Women protest being excluded from the dedication ceremonies for the Statue of Liberty. Suffrage amendment reaches the US Senate floor; it is defeated two to one.
- 1887 Utah women lose right to vote.
- 1890 The NWSA and the AWSA merge to form NAWSA. The focus turns to working at the state level. Campaign loses in South Dakota.
- 1893 Matilda Joslyn Gage publishes *Woman, Church and State*. After a vigorous campaign led by Carrie Chapman Catt, Colorado men vote for woman suffrage.
- 1894 Despite 600,000 signatures, a petition for woman suffrage is ignored in New York. Lucy Stone, born in 1818, dies.
- 1895 Elizabeth Cady Stanton publishes *The Woman's Bible*. Utah women regain suffrage.
- 1896 Idaho grants woman suffrage.

### **Suffrage Activism Enters the 20th Century**

- 1900 Carrie Chapman Catt takes over the reins of the NASWA.
- 1902 Elizabeth Cady Stanton, born in 1815, dies.
- 1906 Susan Brownell Anthony, born in 1820, dies.
- 1907 Harriet Stanton Blatch, Elizabeth's daughter, forms the Equality League of Self Supporting Women, which becomes the Women's Political Union in 1910. She introduces the English suffragists' tactics of parades, street speakers, and pickets.

1910 Washington (state) grants woman suffrage.

1911 California grants woman suffrage. In New York City, 3,000 march for suffrage.

1912 Teddy Roosevelt's Progressive Party includes woman suffrage in their platform. Oregon, Arizona, and Kansas grant woman suffrage.

1913 Women's Suffrage parade on the eve of Wilson's inauguration is attacked by a mob. Hundreds of women are injured, no arrests are made. Alaskan Territory grants suffrage. Illinois grants municipal and presidential but not state suffrage to women.

1916 Alice Paul and others break away from the NASWA and form the National Women's Party.

1917 Beginning in January, NWP posts silent "Sentinels of Liberty" at the White House. In June, the arrests begin. Nearly 500 women are arrested, 168 women serve jail time, and their jailers brutalize some. North Dakota, Indiana, Nebraska, and Michigan grant presidential suffrage; Arkansas grants primary suffrage. New York, South Dakota, and Oklahoma state constitutions grant suffrage.

1918 The jailed suffragists released from prison. Appellate court rules all the arrests were illegal. President Wilson declares support for suffrage. Suffrage Amendment passes US House with exactly a two-thirds vote but loses by two votes in the Senate.

1919 In January, the NWP lights and guards a "Watchfire for Freedom." It is maintained until the Suffrage Amendment passes US Senate on June 4. The battle for ratification by at least 36 states begins.

1920 The Nineteenth Amendment, called the Susan B. Anthony Amendment, is ratified by Tennessee on August 18. It becomes law on August 26.



## American Voting Rights Timeline

<http://www.peaceworkmagazine.org/pwork/0410/041005.htm>

1776 White men with property can vote. Free black men can vote in New Jersey, Pennsylvania, and Connecticut.

1789 Establishment of the American democracy. White men with property can vote. Poor people cannot vote. Women, Native Americans, and enslaved African-Americans cannot vote.

1790 Between 1770 and 1790, each state handles its own naturalization laws. In 1790 the US passes its first law that grants citizenship to white men and some women. The right to vote is only for whites who have lived in the country for two years. In 1798 the law is changed so that white immigrants must live in the US for 14 years before they can become citizens. This changed to 5 years in 1902.

1820 The property laws are taken off the books and whites can vote even if they do not own property. But they must pay a poll tax or be able to read and, in some places, they must pass religious tests to vote.

1840 Poll taxes, literacy taxes, and religion tests are taken off the books. Only white men can vote.

1848 The Treaty of Guadalupe-Hidalgo ends the Mexican-American War. The treaty guarantees citizenship to Mexicans living in the newly acquired territories of Arizona, California, New Mexico, Texas, and Nevada. Voting rights are denied -- Mexican-Americans are not allowed to vote despite having US citizenship. Property laws, language and literacy requirements keep people from voting. "Night Riders" use intimidation and violence.

1860 Maine, New Hampshire, Vermont, Rhode Island, and Massachusetts allow free black men to vote.

1866 The Civil War ends in 1865. The Civil Rights Act of 1866 grants citizenship to native-born Americans but excludes Native Americans.

1870 The 15th Amendment establishes the right of African-American men to vote. In the South especially, poll taxes, reading requirements, physical violence, property destruction, hiding the polls, and economic pressures keep most African-Americans from voting.

1882 The Chinese Exclusion Act bars people of Chinese ancestry from becoming citizens. They cannot vote.

1887 The Dawes Act gives citizenship only to Native Americans who give up their tribal affiliations.

1890 The Indian Naturalization Act grants citizenship to Native Americans in an application process similar to immigrant naturalization.

1901 Congress grants citizenship to Native Americans living in the Indian Territory (Oklahoma).

1920 White and African-American women gain the right to vote. (Prior to 1920, some parts of the country let some women vote. For what or for whom they could vote depended on where they were. Some could vote only in school elections.)

1921 The Sons of America organize to fight for equality and the rights of Mexican-American citizens, including the right to vote. It will be 1975 before the right to vote is available to all Mexican-Americans.

1922 In the case of *Takao v. United States* the US Supreme Court upholds the 1790 Naturalization Act that barred Asian Americans from becoming citizens. This enforces the policy of no voting rights for Asian immigrants.

1923 The court ruling in the case *Bhagat Sing Thind v. The US* rules that Asian Indians are eligible for citizenship. Technically it means that they can vote because they are now citizens. However, almost all immigrants who are people of color continue to be denied the right to vote.

1924 The service of Native Americans during World War I helps bring about the 1924 Indian Citizenship Act. The Act grants Native Americans citizenship, but many western states refuse to allow them to vote.

1943 Chinese Exclusion Act is repealed, making immigrants of Chinese ancestry eligible for citizenship.

1946 Filipinos are now allowed to become citizens.

1952 The McCarran-Walter Act repeals the racial restrictions of the 1790 Naturalization Law. First-generation Japanese can now become citizens.

1965 In direct response to the Civil Rights movement, the Voting Rights Act of 1965 is enacted. It bans literacy tests and provides federal enforcement of black voter registration and voting rights.

1970 The 1970 Voting Rights Act bans literacy tests in 20 states including New York, Illinois, California, and Texas.

1971 The 26th Amendment gives full voting rights to 18-year-olds. This is a response to demonstrations demanding the vote for men under the age of 21 who were being drafted and sent to Vietnam.

1975 The Voting Rights Act is amended to include language assistance to minority voters. Language requirements have been used routinely to keep the vote from US-born citizens who speak other languages. It is now that the Voting Rights Act has some real impact and enforcement in the Southwest.

1990 The Americans with Disabilities Act requires access to the polls and to the ballot.

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# **LOCAL GOVERNMENT**

**Local Government**  
Pre Test

1. A new ordinance reads: “Anyone who throws trash on the street must pay a fine of \$100.” What group probably passed this ordinance?
  - A. A state senate
  - B. A city council
  - C. A city department of sanitation
  - D. A country department of public works
  
2. What is one major difference between a mayor and a city manager?
  - A. A city manager is more powerful than a mayor
  - B. A mayor is more powerful than a city manager
  - C. A manager can vote on city laws but a mayor cannot.
  - D. A mayor is chosen by the people
  
3. What is the most common way of raising money to build a new school?
  - A. Raising the city’s property tax
  - B. Raising the state sales tax
  - C. Borrowing money by selling bonds
  - D. Asking for contributions
  
4. Mary Schmitt was elected to office. She is responsible for seeing that all city ordinances are enforced. What position does Mary hold?
  - A. Mayor
  - B. City manager
  - C. City council member
  - D. Commissioner of sanitation
  
5. How many city councils make ordinances?
  - A. All
  - B. Some
  - C. None
  
6. How many cities exist because of a charter granted them by their state?
  - A. All
  - B. Some
  - C. None

7. Suppose you lived in Camden, New Jersey, on the east side of the Delaware River. Philadelphia, Pennsylvania, is across the river on the west side. What antipollution law would probably help most to clean up the river that flows past your house?
- One passed by the city of Camden
  - One passed by the city of Philadelphia
  - One passed by the state of New Jersey
  - One passed by the U.S. Congress
8. THE MAYOR'S FIVE MISTAKES. Here are parts of an imaginary speech by a mayor. Explain what is wrong with each statement.
1. People in minority groups complain about job discrimination. But this is a private matter. State and city laws can do nothing.
  2. People complain about poor police protection. But the governor controls our police force.
  3. People complain about high taxes. But these taxes go to the state. The city is not allowed to collect taxes of its own.
  4. I wish the city government could do more for poor people. But the U.S. congress controls how much aid a city can give.
  5. Finally, many citizens say they want a new mayor. Well, the governor appointed me to this job; only he can remove me.
9. Which of the following problems are considered most important by the nation's mayors?
- Working with the local Chamber of Commerce
  - Working with housing problems
  - Meeting organized protest groups.
  - Working on city beautification
10. Of the above which is considered the least important by today's mayors?
11. Which was the first American city to operate under a city manager form of government?
- Dayton
  - Chicago
  - New York
  - Los Angeles



12. What level of government does people have the greatest voice?  
A. National  
B. State  
C. Local
13. At what level of government are the greatest numbers of laws passed?  
A. National  
B. State  
C. Local
14. Who is the mayor of your city? \_\_\_\_\_
15. Who is the city manager of your city? \_\_\_\_\_
16. What does C.O.G. stand for? \_\_\_\_\_
17. About what percent of the Municipal revenue comes from the property tax?  
A. 10%  
B. 25%  
C. 40%  
D. 65%
18. What department in the city government is responsible for land use?  
A. Streets  
B. Parks and Recreation  
C. Planning  
D. Finance
19. Who appoints the various city commissioners in your city? \_\_\_\_\_
20. What is a variance code? \_\_\_\_\_
21. What is a zoning ordinance? \_\_\_\_\_
22. What does the city technology agent do? \_\_\_\_\_
23. Is the rat a significant menace in your city?  
A. Yes                      B. No
24. Given a period of two years, how many rats can be produced starting with two adult rats?  
A. 100  
B. 1,000  
C. 100,000  
D. 1,000,000

25. Which department has the largest part of the city budget?
- A. Personnel
  - B. Law enforcement
  - C. Finance
  - D. Parks and Recreation
26. Which of the following is not a requirement to be a police officer?
- A. 21 years old
  - B. College degree
  - C. Psychological exam
  - D. Polygraph exam
27. Approximately what percent of the residents normally vote in local elections (elections that are not connected with state or local elections)? \_\_\_\_\_
28. The city manager is an elected official?
- A. Yes
  - B. No
29. The city manager can veto laws passed by the city council?
- A. Yes
  - B. No
30. The city manager helps make laws in your city?
- A. Yes
  - B. No
31. The police chief is an appointed official in your city?
- A. Yes
  - B. No
32. Municipal court judges are elected.
- A. Yes
  - B. No

## OHIO HISTORICAL LOCATIONS TEST

1. \_\_\_\_\_ IS A RECONSTRUCTED CHARCOAL FIRED IRON BLAST FURNACE.
2. \_\_\_\_\_ NATURE PRESERVE IN THE SOUTHERNMOST ALKALINE ARBOVITAE BOG IN THE U.S.
3. \_\_\_\_\_ WAS ESTABLISHED IN 1817 BY JOE BAUMELER.
4. \_\_\_\_\_ IS A RECONSTRUCTION OF A TYPICAL CIVIL WAR COUNTY SEAT.
5. \_\_\_\_\_ ---- THERE IS A 50 FOOT OBELISK
6. \_\_\_\_\_ SITE WHERE MAD ANTHONY WAYNE DEFEATED THE INDIANS IN BATTLE. .
7. \_\_\_\_\_ FIRST ORGANIZED SETTLEMENT IN THE N.W. TERRITORY.
8. \_\_\_\_\_ WAS AN IMPORTANT WAYSTATION ON THE UNDERGROUND RAILROAD.
9. \_\_\_\_\_ LARGEST AND FINEST SERPENT EFFIGY IN THE U.S.
10. \_\_\_\_\_ FOUNDED BY D. ZEISBERGER FOR THE DELAWARE INDIANS.
11. \_\_\_\_\_ STRETCHED FROM CUMBERLAND, MD TO VANDALIA, IL
12. \_\_\_\_\_ LARGEST CONICAL BURIAL MOUND IN THE STATE OF OHIO
13. \_\_\_\_\_ IS THE FINEST GREEK REVIVAL RESTORED MANSION OPEN TO THE PUBLIC IN THE U.S.
14. \_\_\_\_\_ WAS HOME OF PAUL LAWRENCE DUNBAR.
15. \_\_\_\_\_ 10 MILES EAST OF JACKSON, OH.
16. \_\_\_\_\_ IS LOCATED NEAR OREGONIA, OH.
17. \_\_\_\_\_ ON THE MAUMEE RIVER, PLAYED AN IMPORTANT ROLE IN THE WAR OF 1812.
18. \_\_\_\_\_ LOCATED ALONG WABASH RIVER WHERE 3/4 OF ST. CLAIR'S TROOPS WERE KILLED.
19. \_\_\_\_\_ HOME OF THOMAS WORTHINGTON.
20. \_\_\_\_\_ WAS BUILT BY HENRY CUSHING IN 1819.
21. \_\_\_\_\_ THE JOHNSTON FARM IS THE FOCAL POINT OF THIS PROPERTY.
22. \_\_\_\_\_ IS THE STATE'S REPOSITORY FOR ITS HISTORICAL COLLECTION.
23. \_\_\_\_\_ IS AN OUTSTANDING EXAMPLE OF PREHISTORIC INDIAN INSCRIPTION.
24. \_\_\_\_\_ IS A MEMORIAL TO CHIEF LOGAN OF THE MINGO TRIBE.
25. \_\_\_\_\_ PICTURESQUE SETTING JUST WEST OF BIG INDIAN CREEK.

## **Favorite Sons and Daughters**

Almost every community has someone who has done well locally, statewide or nationwide. It may be someone who has become a governor or a senator, an actor or singer, or a prominent person in the community. In this activity, the students would research these people's lives and find out how they reached their prominence.

**OBJECTIVE:** To increase the students' awareness of people in their community and their success stories.

**SUGGESTED TIME:** Two-three weeks.

**PROCEDURE:**

1. Students will make a list of prominent residents and famous people who were born or spent most of their early lives in the community. For example: In the area around Daviess County, Kentucky, students might list singer and actress, Florence Henderson; Actor Tom Ewell, race car driver Darrell Waltrip, and basketball pro star Cliff Hagan. Students might also include people no longer living.
2. After the list is drawn up, the students could, individually or in small groups of three or four, research the lives of these people. Possible sources of information might be local history books, newspapers, interviews with members of the person's family or local people who knew them, and possibly an interview with the person himself. If the person could not be interviewed in person, the student might try writing the man or woman a letter. Most people are more than happy to answer questions from students back home.
3. Once all the information is gathered, the students would write their findings in the form of a research paper. The student may want to add illustrations: photographs, and/or drawings relating to the famous person's life. The research papers could be kept individually or compiled into a booklet entitled "Famous Sons and Daughters" or another appropriate title.

Name: \_\_\_\_\_

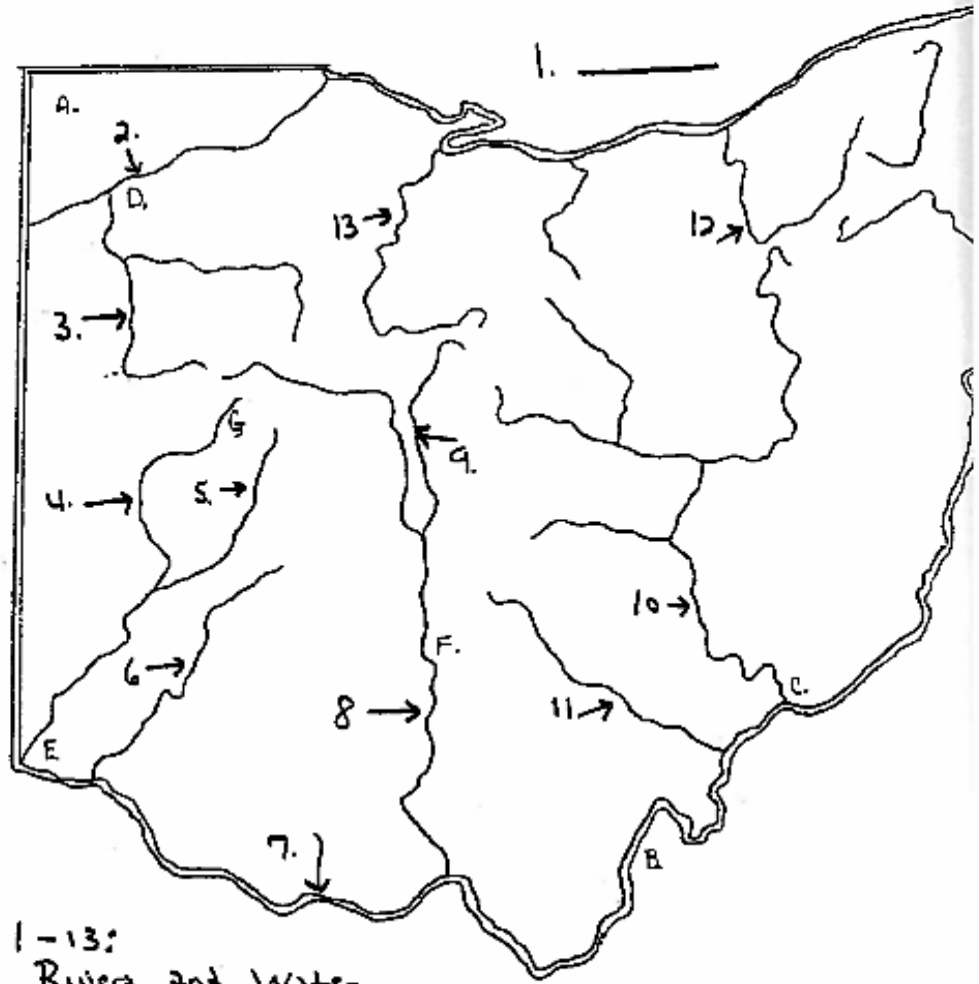
## **ACTIVITY MASTER: Experiences in Ohio Local Government**

### EXPERIENCES IN OHIO LOCAL GOVERNMENT

Prepare a 2-3 page written or typed report in outline form and a 3-5 minute oral presentation on one of the following realistic and practical experiences involving local government. Please attach to your written report any pertinent documents, which you obtained.

1. Secure a zone change
2. Secure a zoning variance
3. Run for precinct committeeman
4. Challenge your property-tax statement
5. Obtain food stamps
6. Apply for welfare
7. Secure a room in county nursing home
8. Place a referendum on ballot objecting to trustee's decision on zone change
9. Place on ballot referendum to cease liquor sales in your precinct
10. Change status of your township to city
11. Secure explanation of disposition of your property tax dollar
12. Initiate annexation proceedings to annex contiguous township
13. Initiate proceedings to resist annexation attempt by contiguous city
14. Get a septic-tank permit
15. Obtain a marriage license
16. Run for city council
17. Get a car back after it has been impounded
18. Issues consumer complaint
19. Get 5 building permit
20. Use the claims court
21. Obtain a vendor's license
22. Settle an estate when no will was left
23. Obtain information about disaster services
24. Declare bankruptcy
25. Adopt a child
26. Trace the owners of a particular piece of property
27. Obtain free mental and dental care
28. Obtain a divorce
29. Register a complaint against a police officer
30. Determine the boundaries of a piece of property
31. Post bond
32. Condemn a building
33. Secure a passport

Test: Simon Kenton's Ohio



# 1-13:  
Rivers and Water

A-G: Forts and locations

# **SOCIAL STUDIES PROJECTS**

Sean M. Kelly  
ED 448  
Dr. Helms  
3/9/95

**Social Studies Project**  
**Journey of Exploration: Europe**

Your Mission: In this assignment, you and a partner will plan a two-week vacation in Europe. The purpose of this vacation will be to visit the parts of Europe you might have desired to visit, while at the same time, learning about European cultures and geography. You will also get to pretend that you can spend quite a bit of money (even if it is just an exercise).

Format: You will not get to loaf around in Paris the whole two weeks, or get to just sleep in the streets of Madrid. Sure, you can visit these cities, but your trip will be a lot more active, and to make sure you make it a busy trip, here are some requirements for your trip:

1. You must visit five European countries (including Russia and the countries of the former Soviet Union, if you would like). Each one of the countries will be accompanied with a one-page description.

2. In each one of these countries you must visit the capital, the city with the highest population (if different from the capital), two historic landmarks, and one tourists' attraction. Each one of these stops will include a one to two paragraph description of the place and why you stopped.



3. You must make a map for the voyage through each country and, with a map of Europe, map out your entire trip. You can take train, boat, or car through the countries you visit. You cannot use a plane unless it is okayed by me.

4. A budget for your trip must be included. Some tables from A Vacationer's guide to Europe and Travel to Europe Made Easy will be handed out and the books will be available for use during free time. Any questions about prices can be checked with me.

5. Finally, you and your partner will make a presentation to the class, approximately 10 minutes long, discussing your trip and the reasons for your choices.

References Available: Use these or any other ones you can find in the library (especially for individual countries).

Morgan, Philip R. A Vacationer's Guide to Europe. Barnsten, Boston: 1990.

Tennet, James. Travel to Europe Made Easy. Keagan & Sons, New York: 1992.

Touroit, Robert. The Beauty of the Low Countries. Hermann, London: 1987.

Verbeek, Edward L. Wandering Europe. Martinville Publishing, New York: 1984.

# Project Hyperstudio

Name: \_\_\_\_\_  
\_\_\_\_\_ of 300 points

Prepare a **Hypestudio stack** to illustrate your **I.R.P.** {Save your stack to your own diskette --- use save as function}.

- **5 points --- Title Card**
- **50 points --- 15 - 20 information cards.** May include the following: IRP letter, survey, graphs, illustrations, original art work
- **50 points --- Informational text fields ---** Scrollable & non-scrollable
- **45 points --- 1 - 4 graphic items** per card --- original or clip art {Graphics may be imported from Hyperstudio, Hard Drive Clip Art, selected CD-ROM. Art Roundup may be used}. Be sure to review Clip Art Files from Hyperstudio
- **25 points --- Buttons:** {hidden, rectangle, shadow, icon.....Next card, play a sound, play animation, play quick time, Magic Buttons}.
- **25 points --- Background ----** color, borders, lines per card
- **50 points --- 1 planning page** per card
- **Optional ---**Selected **sounds** may be added to cards

**Skills:** develop HS stacks, use paint tools, use clip art, load background, add text items, add graphic items, create buttons to link stacks, use edit functions {copy, paste, delete, ...}, save stacks, present stacks.

## Project Hyperstudio II

Prepare a **Hyperstudio stack** to illustrate your project.

- **Title card**
- 20 – 40 information cards. May include original artwork, text, clip art, sound, animation, quick time movies, and buttons.
- Informational text fields --- scrollable and non-scrollable text.
- 4 **graphic** items per columns --- original or clip art. **Graphics** may be imported from HS stacks, hard drive, CD ROM, ...
- **Buttons** --- hidden, rectangle, icon, shadow, magic, play animation, quick time movies, sound, ...
- **Background** --- color, borders, ...

Skills: develop Hyperstudio stacks, use paint tools, use clip art, load background, add text items, link cards, use edit functions, ...

## Independent Research Projects

*NEW IMPROVED!*

- **IRP --- Regular Version**
- **IRP --- Short Version**
- **Global Geography**
- **Ohio --- The Heart of it All**

## Technological Resources

- **Online: Prodigy ---**  
*American Academic,*  
*Encyclopedia,*  
*Mobil Travel Guide,*  
*Education Bulletin Boards*
- **CD ROM:** World Atlas & USA atlas
- **Mac Hard Drive:** Applications World Atlas, Hyper Atlas
- **Library: TOM, Jr.**
- **Laser Discs:** Selected Software programs form SOITA and Kettering
- **Hyperstudio** Stacks interfaced with VHS to offer VHS playback

## INDEPENDENT RESEARCH PROJECT

Written report: all data is to be included in 8.5 x 11 inch format. The subject must be a real-life problem.

- 10 1. **Title page:** use software to generate artwork
- 5 2. Table of contents.
- 50 **Summary:** 2 - 5 pages.
- 50 4. **Letters:** include copies of your information request as well as written responses --- minimum of five letters.
- 30 5. **Interview:** 1-3 pages. Write in question-answer format- 10???
- 20 6. **Student H.O.:** 1-5 pages --- examples: charts, graphs, activity sheets {each IRP must have 2 - 4 student activities}
- 20 7. **Survey:** at least ten questions. Survey at least 10 people. Must survey adults, H.S. students, or college students. {Cannot survey J.H.S. students}
- 20 8. **Survey report:** 1-3 pages --- use computer software to generate graphs.
- 30 9. **A-V summary:** 1 page --- must us at least two forms of A-V.
- 10 10. **Vocabulary page** --- at least 10 terms
- 35 11. **Bibliography:** at least 10 sources --- three of which must be primary documents. Include interview.
- 20 12. **Presentation:** good eye contact, speak clearly, well organized, interest, and enthusiasm.

\_\_\_\_\_ of 300 points

## INDEPENDENT RESEARCH PROJECT

### Short Version

Written report: all data is to be included in 8.5 x 11 inch format. The subject must be a real-life problem.

- 20 1. **Title page**: use software to generate artwork
- 10 2. Table of contents.
- 20 3. **Summary**: 2 - 5 pages.
- 20 4. **Letter**: include copies of your information request as well as written responses.
- 20 7. **Survey**: at least ten questions. Survey at least 10 people. Must survey adults, H.S. students, or college students. {Cannot survey J.H.S. students}
- 20 6. **Survey report**: 1-3 pages --- use computer software to generate graphs.
- 20 7. **A-V summary**: 1 page--- must use at least two forms of A-V.
- 20 8. **Vocabulary page** --- at least 10 terms.
- 20 9. **Bibliography**: at least 5 sources.
- 20 10. **Presentation**: good eye contact, speak clearly, well organized, interest, and enthusiasm.

\_\_\_\_\_ of 190 points

## Technological Resources

- On Line: **Prodigy** --- American Academic Encyclopedia
- CD ROM: **World Atlas**
- Mac Hard Drive: Applications **World Atlas, Hyper Atlas**
- VHS: Selected **National Geographic** Specials
- Laser Disks: Selected National Documentaries

## Global Geography Project: *Nation* \_\_\_\_\_

{Submitted report is to conform to an 8 1/2 x 11 format}

- \_\_\_\_\_ 10 points      **Cover Page**
- \_\_\_\_\_ 40 points      **Data Base** {layout as a one page table.} Nation, Total Area, Population, Population Density, Capital City, Major Exports, Major Imports, Religions, Languages, Literacy Rate, Climatic Data, Environmental Problems, GNP Per Capita \$\$\$, Economy, Government Form, Transportation, Multinational Corporations, Energy Consumption, Ethnic Divisions, Technology, Military, Entertainment, Recreation, Healthcare, Human Rights.
- \_\_\_\_\_ 10 points      **Poster**
- \_\_\_\_\_ 10 points      **Timeline**
- \_\_\_\_\_ 10 points      **Model**
- \_\_\_\_\_ 20 points      **National Map:** rivers, lakes, landforms, deserts, major cities, political units.
- \_\_\_\_\_ 10 points      **Society/Culture:** 1/2 --- 1 page
- \_\_\_\_\_ 10 points      **Tourist Attractions:** 5 with 1 paragraph description
- \_\_\_\_\_ 10 points      **Vocabulary Terms:** 5 with definitions
- \_\_\_\_\_ 10 points      **Political --- Economic Review:** 1/2 --- 1 page
- \_\_\_\_\_ 20 points      **5 photos:** 1 paragraph summary
- \_\_\_\_\_ 20 points      **1 News Magazine** Photocopy & 1/2 --- 1 page summary
- \_\_\_\_\_ 20 points      **Oral Presentation**
- \_\_\_\_\_ **of 200 points**

**From the Mac of...DR. HELMS**

7123 W. VON DETTE CR. CENTERDVILLE, OHIO 45459

## **ASSIGNMENT: POLITICAL CARTOONS**

**REQUIREMENTS: COLLECT TEN POLITICAL CARTOONS {THREE MAY BE HUMOROUS}. BUILD A FILE FOLDER, WHICH HAS ONE CARTOON PER PAGE. THE DATE OF THE CARTOON AND AN ANALYSIS OF THE CARTOON.**

SOME QUESTIONS TO ASSIST IN ANALYSIS:

1. WHAT SYMBOLISM HAS THE CARTOONIST USED?
2. WHAT IMPACT MAY THE CARTOON HAVE ON PUBLIC OPINION?
3. DOES THE CARTOON CAUSE YOU TO FEEL ANY STRONG EMOTION?
4. WHAT ARE THE CARTOONISTS FEELINGS ABOUT THE SUBJECT?
5. WHAT ARE YOUR THOUGHTS ABOUT THE APPROPRIATENESS OF "MAKING FUN" OF LEADERS OF THE USA AND OF THE WORLD?



# Video Production: Script

To: KMS/VBMS Faculty  
From: R. Helms  
Re: **Video Productions**  
Winter, 1995

## Audio Sequence:

- Dialogue
- Music
- Sound effects
- Voiceovers

## Imports:

- Graphic Imports
- Hyperstudio Imports
- Scanning Imports

## Parameters:

- 15 --- 20 minute production
- Positive, upbeat
- **Edit\***/control student verbal /nonverbal input
- **Edit\*** {delete} any negative comments concerning administrators, teachers, parents, school, peers, ...

## Possible uses:

- Educational access channel
- KMS/VBMS Orientations
- Parent's viewing
- Elementary schools

## Video Sequence:

### Action scenes

- Prologue
- a.m. arrivals
- lockers
- a.m. announcements
- classes/students/teachers
- hallways
- KAL Center
- team meetings
- lunch room
- P.E.
- music
- art
- flex time
- channel one
- special events
- proficiency tests
- library
- co-curricular activities
- student comments\*\*\*
- assemblies
- athletics
- graphics imports
- bus departure
- -----
- epilogue

## Video Production: Script

To: KMS/VBMS Faculty  
From: R. Helms

Re: **Video Productions — 2nd M-E-M-O**

Winter, 1995

### Audio Sequence:

- Dialogue
- Music
- Sound effects
- Voiceovers

### Imports:

- Graphic Imports
- Hyperstudio Imports
- Scanning Imports

### Parameters:

- 15 --- 20 minute production
- Positive, upbeat
- Edit/control student verbal/nonverbal input
- Edit {delete} any negative comments concerning administrators, teachers, parents, school, peers.

### Possible uses:

- Educational access channel
- KMS/VBMS Orientations
- Parent's viewing
- Elementary schools

### Video Filming:

Several teachers have invited a **camera crew** for specific dates and class periods. If you are doing something **interesting, exciting, novel, unique, extraordinary, unusual, creative, ...**, please send me a note, and we will try to send a film crew. We will not be able to film February 6 -- - 10, 1995.

### Teacher Consent:

Student crews may be excused from classes for filming purposes **if** the teacher gives prior consent. Students must obtain teacher permission for filming purposes. Of course, students are responsible for make up work.

Students must request teacher permission to film classroom activities. If filming is not appropriate at a given time, advise students to proceed to a different area.

# Ohio Studies Project

Call 1-800-BUCKEYE to request a student resource packet  
**Plan** a 7-10 day tour of *Ohio*; you may not exceed the speed limit, and you may drive/tour a maximum of 14 hours per day.

## Geographic objectives: \_\_\_\_\_ of 230 Points

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>○ 10 historical sites</li> <li>○ Lake Erie</li> <li>○ Columbus</li> <li>○ The Ohio River</li> <li>○ Mad River Ski Resort</li> </ul> | <ul style="list-style-type: none"> <li>○ 5 state parks</li> <li>○ Buckeye or Indian Lake</li> <li>○ 5 major cities</li> <li>○ Pymatuning Lake</li> <li>○ Marietta</li> </ul> |
|--|--|

## Written report:

- **10** cover/title page
- **5** table of contents
- **10** 8.5 \* 11 inch map of Ohio: indicate cities, historical sites, state parks, ...
- **10** 8.5 \* 11 inch map of Ohio: indicate interstates, state routes, major cities
- **30** day-by—day *itinerary*:

Day #1	Dayton & Cincinnati	Miles	Route	\$\$\$
9:00 – 9:45	Dayton Art Institute	---	---	\$
10:00 – 10:45	Wright Brothers Museum	---	---	\$
11:00 – 11:40	Patterson Homestead	---	---	\$
noon – 2:00	U.S. Air Force Museum & Lunch	---	---	\$
2:00 – 3:00	en route to Cincinnati	62	I-75	
3:10 – 5:00	Cincinnati Art Museum	---	---	\$
5:00 – 6:10	dinner @ Xeno's	---	---	\$
6:30 – 8:00	Museum of Natural History	---	---	\$
8:30 -	Westin Hotel	---	---	\$

### {One paragraph description of each site, city, photo, ...}

- **60** visit Columbus & 5 major cities --- 4 sites per city
- **50** ten historical sites
- **25** five state parks
- **10** other points of interest & descriptions --- Mad River Ski, Lake Erie, Ohio River, ...
- **20** ten pictures, photos, or drawings

**Grading will be based on neatness, completeness, originality, and accuracy.**

## Resources: The Ohio Geography Project

Cashdollar, Pat, ed., The Ohio Almanac, Dayton, Ohio: Kids Com in Special Flavors Pub. CO. 1980.

Hawley, Marcy, ed., “the Seven Wonders of Ohio,” Ohio Magazine, April, 1988, 21-27, 71.

Hochstetter, nancy, ed., Travel Historic Ohio, Madison, Wisconsin: Guide Press Co., 1986

Ohio Road Map, Falls Church, Virginia: AAA Pub. Co., 1990.

Travel Pages Ohio, Dayton, Ohio: Ameritec Pub. Co., 1988.

Yankelevitz, Harold L., AAA Ohio Tour Book, Falls Church, Virginia: AAA Pub. Co., 1990.

## **Bibliography**

AAA Tourbook, Ohio, Illinois, Indiana – 1994.

AAA Campbook, Greatlakes – 1993.

Folzenlogen, Robert; Hiking Ohio – Scenic Trails of the Buckeye State, Glendale, Ohio, 1990.

Laycock, George and Ellen, The Ohio Valley, Doubleday and Co., Inc, 1983.

McCraig, Barbara and Margie; Ohio State Parks and Forests, Ohio Department of Natural Resources, 1987.

Will, Robin; The Beauty of Ohio, Portland, Oregon, 1990.

A Guide to Historic Houses in Ohio – Open to the Public, by the National Society of the Colonial Dames of America in the State of Ohio. Defiance, Ohio, 1984.

The Smithsonian Guide to Historic America – The Great Lakes States, New York, 1989.

1993 Mobile Travel Guide, Great Lakes, New York, 1990.

Ohio, September, 1991, November, 1991, January, 1992, March, 1992, December, 1993, January, 1994, March, 1994.

Ohio – The Heart of it All, Get Away Planner, 1984.

Ohio Pass, State of Ohio Travel Planner, 1991 – 1992.

# Tour Ohio: Data Base

**Ohio Cities:** (See AAA Tour book) Akron, Athens, Canton, Chillicothe, Cleveland, Columbus, Dayton, Hamilton, Lancaster, Lorain, Lima, Mansfield, Marietta, Marion, Middletown, Newark, Portsmouth, Sandusky, Springfield, Toledo, Warren, Wooster, Youngstown, Warren.

**Ohio Historical Locations:** (See AAA Tour book) Adena, Ohio Caverns, Ohio Historical Center & Village, Roscoe Village, Schoenbrunn, Serpent Mound, Zoar Village, Ohio Caverns, Amish Farm, Sauder Farm, Stan Hywet Hall, Gnadenuhnten, Fort Ancient, Miamisburg Mound, Sunwatch, Leo Petroglyph, Buckeye Furnace, Bear's Mill, Drama --- Tecumseh, Buckeye Scenic Railroad, Hocking Valley Scenic Railroad, Pioneer Village, German Village, B&B Riverboats, The Valley Gem Riverboat, Hopewell Culture.

**Write one paragraph on each city, city site, state park, and other sites**  
 See Prodigy: Mobil Travel Guide or CD ROM

**Cities** (AAA Tour book)

- **Columbus**  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_
- **City #1** \_\_\_\_\_  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_
- **City #2** \_\_\_\_\_  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_
- **City #3** \_\_\_\_\_  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_
- **City #4** \_\_\_\_\_  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_
- **City #5** \_\_\_\_\_  
 Site #1 \_\_\_\_\_  
 Site #2 \_\_\_\_\_  
 Site #3 \_\_\_\_\_  
 Site #4 \_\_\_\_\_

**State Parks** (Ohio Almanac or Ohio Getaway Planner)

- Park #1 \_\_\_\_\_
- Park #2 \_\_\_\_\_
- Park #3 \_\_\_\_\_
- Park #4 \_\_\_\_\_
- Park #5 \_\_\_\_\_

**Historical Sites** (AAA Tour book)

These sites may not be used as city sites or state park sites

- Site #1 \_\_\_\_\_
- Site #2 \_\_\_\_\_
- Site #3 \_\_\_\_\_
- Site #4 \_\_\_\_\_
- Site #5 \_\_\_\_\_
- Site #6 \_\_\_\_\_
- Site #7 \_\_\_\_\_
- Site #8 \_\_\_\_\_
- Site #9 \_\_\_\_\_
- Site #10 \_\_\_\_\_

**Other Sites**

- Mad River Ski Mt.
- Ohio River
- Lake Erie
- Other \_\_\_\_\_

# Ohio Planner: Data Base

## Ohio Regions: NE, NW, CENTRAL, SE, SW

○ **List 6 Zoos & 2 Aquariums**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
#4 \_\_\_\_\_  
#5 \_\_\_\_\_  
#6 \_\_\_\_\_

#1 \_\_\_\_\_  
#2 \_\_\_\_\_

○ **List 20 Historical Sites (4 per region)**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
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#3 \_\_\_\_\_  
#4 \_\_\_\_\_

○ **List 10 Amish Communities**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
#4 \_\_\_\_\_  
#5 \_\_\_\_\_  
#6 \_\_\_\_\_  
#7 \_\_\_\_\_  
#8 \_\_\_\_\_  
#9 \_\_\_\_\_  
#10 \_\_\_\_\_

○ **List 8 Restored Communities (2 from 4 Regions)**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
#4 \_\_\_\_\_  
#5 \_\_\_\_\_  
#6 \_\_\_\_\_  
#7 \_\_\_\_\_  
#8 \_\_\_\_\_

○ **List 10 Natural Wonders**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_  
#4 \_\_\_\_\_  
#5 \_\_\_\_\_  
#6 \_\_\_\_\_  
#7 \_\_\_\_\_  
#8 \_\_\_\_\_  
#9 \_\_\_\_\_  
#10 \_\_\_\_\_

# Ohio Planner: Data Base

## Ohio Regions: NE, NW, CENTRAL, SE, SW

○ **List 20 State Parks (4 per Region)**

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_
- #4 \_\_\_\_\_
  
- #5 \_\_\_\_\_
- #6 \_\_\_\_\_
- #7 \_\_\_\_\_
- #8 \_\_\_\_\_
  
- #9 \_\_\_\_\_
- #10 \_\_\_\_\_
- #11 \_\_\_\_\_
- #12 \_\_\_\_\_
  
- #13 \_\_\_\_\_
- #14 \_\_\_\_\_
- #15 \_\_\_\_\_
- #16 \_\_\_\_\_
  
- #17 \_\_\_\_\_
- #18 \_\_\_\_\_
- #19 \_\_\_\_\_
- #20 \_\_\_\_\_

○ **List 3 Historical Railroad Rides**

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_

○ **List 5 Boat Rides**

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_
- #4 \_\_\_\_\_
- #5 \_\_\_\_\_

○ **List 5 Ski Resorts**

- #1 \_\_\_\_\_
- #2 \_\_\_\_\_
- #3 \_\_\_\_\_
- #4 \_\_\_\_\_
- #5 \_\_\_\_\_



# Ohio Almanac & Ohio: A Photographic Celebration

## ○ Ohio Almanac

### p. 147: Ohio State Parks

- Review Ohio State Parks
- Select any 5 Ohio State Parks -- summarize one paragraph about each park: location, unique offerings, facilities

### p. 165: Ohio Loop Tours

- Review 5 loop tours
- List 20 possible sites for your Ohio tour. Write one sentence on each of these sites

### p. 389: Ohio Metropolitan Profiles

- Review Ohio cities
- List 7 Ohio cities -- summarize one paragraph about each
- List 7 sites per city

## ○ Ohio: A Photographic Celebration

- \_\_\_ what is the Ohio state bird
- \_\_\_ where is Portside
- \_\_\_ where is Marblehead
- \_\_\_ where was Grant born
- \_\_\_ where is P & G headquarters
- \_\_\_ where is Trumbull county courthouse
- \_\_\_ where is Cedar Falls
- \_\_\_ where is Wildwood Manor House
- \_\_\_ where is the Armstrong Museum
- \_\_\_ where is the Pro Football Hall of Fame
  
- \_\_\_ where is the Great Lakes Historical Museum
- \_\_\_ where is Quaker Square Hotel
- \_\_\_ where are Ohio Caverns
- \_\_\_ where is Fountain Square
- \_\_\_ where is Riverfront Stadium
- \_\_\_ where is a WWII B-29 Superfortress
- \_\_\_ where is Great Serpent Mound
- \_\_\_ where is the pumpkin show
- \_\_\_ which city is on the Scioto River
- \_\_\_ which city is on the Miami River
  
- \_\_\_ which city is on the Maumee River
- \_\_\_ where is Capitol Square
- \_\_\_ where is Ohio Center Mall
- \_\_\_ where is Franklin Park Conservatory
- \_\_\_ where is the Ohio Village
- \_\_\_ where is Kingwood Center
- \_\_\_ where is the Ohio River Museum

## ITINERARY

DAY	TIME	ACTIVITY	MILES	ROUTE	\$\$\$
1	5:00AM - 5:30AM	Breakfast at home			
	6:00AM - 6:45AM	En route to VOA	40	I-75	
	7:00AM - 8:00AM	Visit VOA			
	8:00AM - 9:00AM	En route to Cincinnati	20	I-75	
	9:00AM - 12:15PM	Visit Cincinnati Zoo			\$27.50
	12:15PM - 12:45PM	Lunch at Zoo			\$30.
	1:00PM - 1:45PM	John Hauck House			\$8.00
	2:00PM - 3:00PM	Taft Museum			\$8.00
	3:15PM - 4:30PM	Krohn Conservatory			
	4:30PM - 5:00PM	View Ohio River/Eden Park			
	5:15PM - 6:30PM	Dinner: David's Buffet			\$45.00
	7:00PM	Holiday Inn			\$85.00
	<b>MILEAGE SUBTOTAL --&gt; 60</b>			<b>COST SUBTOTAL --&gt;</b>	<b>\$203.50</b>
2	6:00AM - 6:30AM	Breakfast: Hotel			\$30.00
	7:00AM - 8:30AM	En route to Hillsboro	40	SR 50	
	8:30AM - 9:15AM	Tour Rocky Pork St. Pk.			
	9:15AM - 10:00AM	En route to Chillicothe	35	SR 50	
	10:00AM - 11:00AM	Visit Adena Mound			\$16.00
	11:00AM - 1:00PM	Lunch: Fox Farm Inn			\$40.00
	1:30PM - 2:30PM	Visit Ross County Museum			
	3:00PM - 5:30PM	Setup camp, REST!			
	6:00PM - 7:30PM	Dinner at Tecumseh!			\$32.00
	8:00PM - 11:00PM	See Tecumseh!			\$44.00
	11:00PM	Lake Hill Campground			\$16.00
<b>MILEAGE SUBTOTAL --&gt; 75</b>			<b>COST SUBTOTAL --&gt;</b>	<b>\$178.00</b>	
3	7:00AM - 8:30AM	Breakfast: Campsite, break camp			
	9:00AM - 10:00AM	En route to Columbus	46	US 23	
	10:00AM - 11:30AM	Visit COSI			\$20.00
	11:30AM - 12:15PM	Lunch: Wendy's			\$20.00
	12:30PM - 2:30PM	Ohio Historical Center			\$16.00
	2:30PM - 3:30PM	Columbus Museum of Art			\$2.00
	4:00PM - 5:00PM	Oleantany Indian Caverns			\$29.00
	5:30PM - 6:30PM	Dinner: Bob Evan's Farms			\$40.00
	7:00PM	Holiday Inn/Worthington			\$100.00
<b>MILEAGE SUBTOTAL --&gt; 46</b>			<b>COST SUBTOTAL --&gt;</b>	<b>\$227.00</b>	
4	7:00AM - 8:00AM	Breakfast: Hotel			\$30.00
	8:00AM - 8:20AM	En route to Westerville	15	I-270, I-71, SR 3	
	8:20AM - 9:00AM	Visit Otterbein College			
	9:00AM - 9:30AM	En route to Delaware	25	SR 3, SR 37	
	9:30AM - 10:30AM	Visit Ohio Wesleyan			
	10:30AM - 11:30AM	En route to Bellefontaine	40	SR 37, SR 347, SR33	
	11:30AM - 12:15PM	Lunch: Had River Ski Resort			\$30.00
	12:15PM - 12:45PM	En route to Wapakoneta See Indian Lake state Park	25	SR 33	

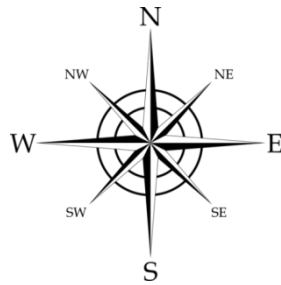
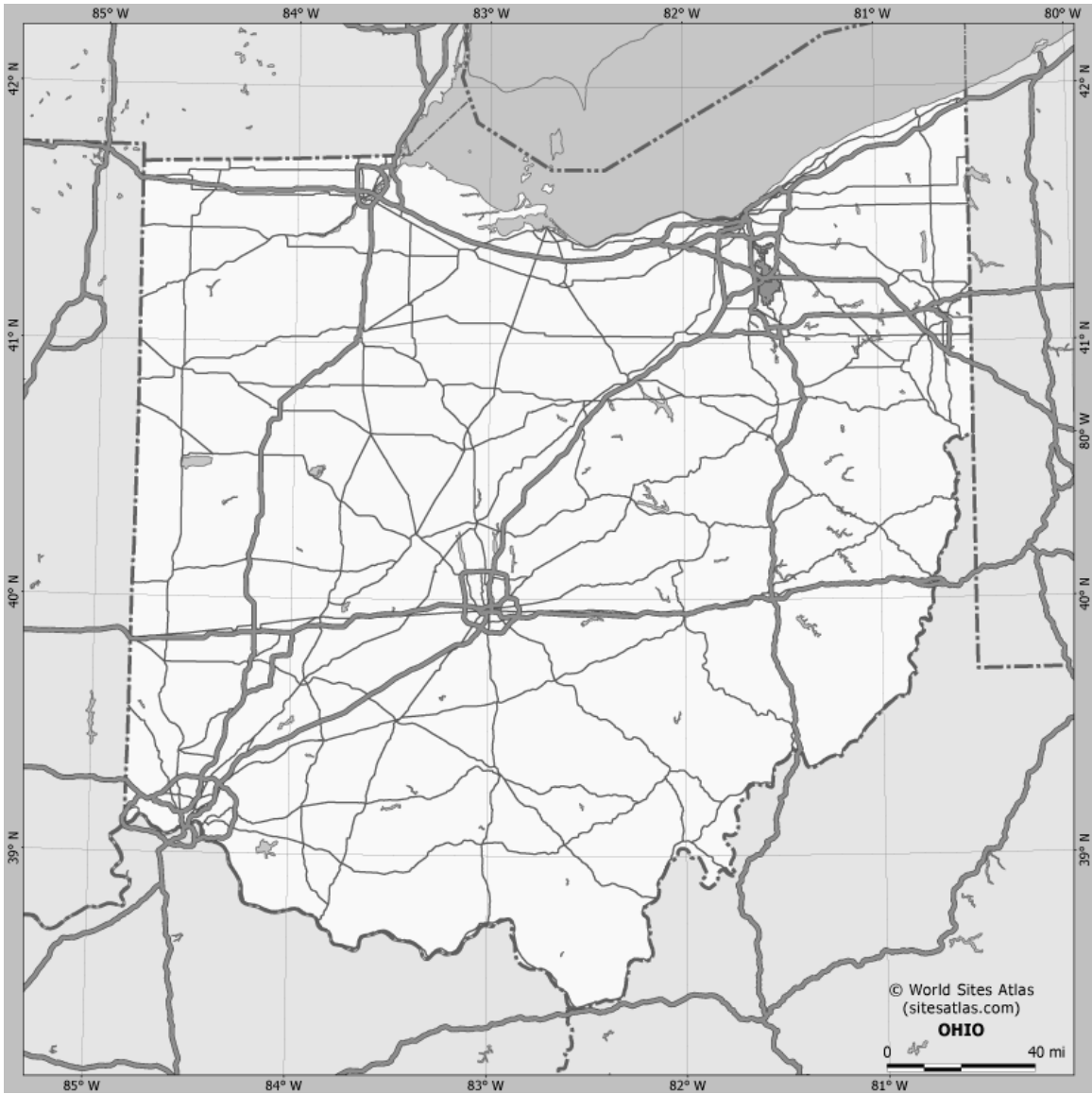
	12:45PM - 2:45PM	Neil Armstrong Museum			\$16.00
	2:45PM - 4:45PM	En route to Toledo	90	I-75	
	5:00PM - 6:30PM	The Old Spaghetti Warehouse			\$40.00
	7:30PM	Toledo Hilton			\$100.00
		<b>MILEAGE SUBTOTAL --&gt; 195</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$216.00</b>
-----					
5	7:30AM - 9:00AM	Breakfast: Bob Evan's, checkout			
	9:00AM - 9:45AM	Wildwood Manor			
	9:45AM - 10:30AM	Ft. Meigs State Memorial			\$20.00
	10:30AM - 12:15PM	Willis B. Boyer			\$14.00
	12:30PM - 1:30PM	Lunch: Arby's			\$20.00
	2:00PM - 3:30PM	Toledo Botanical Gardens			
	3:30PM - 4:45PM	En route to lakeside, view Lake Erie	50	SR 2, SR 163	
	5:00PM - 6:00PM	Picnic on beach of Lake Erie			\$15.00
	6:00PM	stay in Lakeside (friend's house)			
		<b>MILEAGE SUBTOTAL --&gt; 50</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$69.00</b>
-----					
6	7:30AM - 8:30AM	Breakfast at friend's house			\$15.00
	9:00AM - 10:00AM	Kelley's Island			\$31.20
	10:00AM - 11:30AM	En route to Cleveland	65	SR 2, I-90	
	11:30AM - 12:15PM	Lunch: Taco Ball			\$20.00
	12:15PM - 1:00PM	NASA-Lewis space center			
	1:00PM - 1:45PM	Cleveland Health Education Museum			\$7.00
	1:45PM - 3:00PM	Dittrick Museum of Medical History			
	3:00PM - 4:30PM	Visit Oldest Stone House Museum			
	4:30PM - 6:00PM	Shop at Dillards & HMay Co.			\$75.00
	6:00PM - 7:30PM	Dinner: old Country Buffet			\$30.00
	7:30PM - 8:30PM	En route to Pymantuningq	43		
	8:30PM	Stay in Lodge			\$100.00
		<b>MILEAGE SUBTOTAL --&gt; 108</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$278.20</b>
-----					
7	7:30AM - 8:00AM	Breakfast: Lodge, checkout			\$20.00
	8:00AM - 9:00AM	En route to Youngstown	40	SR 85, SR 11	
	9:00AM - 9:45AM	Visit Mill Creek Park			
	9:45AM - 10:30AM	Visit Peacock Haven/Educ. Museum			
	10:30AM - 11:30AM	ford Nature Center			
	11:30AM - 1:00PM	Lunch: The Moonraker Restaurant			\$45.00
	1:00PM - 2:00PM	Visit the Arms Museum			\$5.00
	2:00PM - 4:30PM	En route to Marietta	162	I-76, I-77	
	4:30PM - 6:00PM	Dinner: Hotel			\$40.00
	6:00PM	Best Western/Marietta			\$75.00
		<b>MILEAGE SUBTOTAL --&gt; 202</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$135.</b>
-----					
8	8:00AM - 9:30AM	Breakfast: Hotel, Checkout			\$40.00
	9:30AM - 11:00AM	Visit campus Martius			\$16.00
	11:00AM - 12:15PM	Visit Hound Cemetery			
	12:15PM - 1:00PM	Lunch: Subway			\$25.00
	1:00PM - 1:45PM	Visit Fenton Art Glass Co.			\$25.00
	1:45PM - 2:45PM	Ride on the Valley Gen			
	2:45PM - 4:30PM	En route to Salt Fork State Park	65	I-77	

	4:30PM - 5:15PM	Visit Salt Fork State Park			
	5:15PM - 6:15PM	Eat at Salt Fork State Part			\$40.00
	6:15PM - 8:15PM	Boating on Salt Fork Lake			
	8:30PM	Check into Salt Fork Lodge			
		<b>MILEAGE SUBTOTAL --&gt; 65</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$146.00</b>
-----					
9	8:00AM - 10:00AM	Breakfast: Lodge, Checkout			
	10:00AM - 11:15AM	En route to Coshocton	40	I-77, SR 36	
	11:15AM - 12:15PM	Visit Roscoe Village			\$18.00
	12:15PM - 12:45PM	Lunch: McDonald's			\$25.00
	12:45PM - 1:30PM	En route to Sugarcreek	25	SR 36, SR 93	
	1:30PM - 5:00PM	Visit Amish Country, and shop			
	5:00PM - 6:00PM	Dinner: Amish County			\$40.00
	6:30PM	Best Western/Valley Inn			\$90.00
		<b>MILEAGE SUBTOTAL --&gt; 65</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$173.00</b>
-----					
10	7:00AM - 8:30AM	Breakfast: Hotel, Checkout			\$40.00
	8:30AM - 12:30PM	En route to Dayton	185	I-70, I-77	
	12:30PM - 1:30PM	Lunch: Wendy's			\$25.00
	1:30PM - 2:15PM	SunWatch			\$14.00
	2:15PM - 3:00PM	Dayton Museum of Natural History			\$9.00
	3:00PM - 3:30PM	Patterson Homestead			
	3:30PM - 5:00PM	Carillon Park			\$4.00
	5:00PM - 6:00PM	Dinner: Bill Knapp's			\$45.00
	6:00PM	HOME!			
		<b>MILEAGE SUBTOTAL --&gt; 185</b>		<b>COST SUBTOTAL --&gt;</b>	<b>\$137.00</b>
-----					
		<b>TOTAL MILEAGE --&gt; 1051</b>		<b>TOTAL COST --&gt;</b>	<b>\$1,812.70</b>

**Ohio Maps**







# Lake Erie







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