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Malcolm Price Laboratory School PLS • NEWSLETTE R

Volume I, Issue VI

University of Northern Iowa

March 1991

All Students are at Risk

by Nick Teig

Acting Secondary Principal

It has become quite common to talk about targeting "at-risk" students for substance-abuse prevention programs or for school dropout intervention. I am convinced that all students are at risk and that we need to convince parents, educators and the larger community that this is society's real challenge.

Following is a list of at risk factors that was compiled by Andrea Funkhouser, a substance-abuse consultant from Okemos, Michigan. She compiled this list by talking to and listening to students. Students are at risk from harmful involvement with not only alcohol and other drugs but also a variety of other problems - suicide, teen pregnancy, criminal activity, dropping out. They are also at risk from:

- Alcoholic parent(s), grandparent(s), sibling(s) or other close family member.
- Divorced parents.
- Abuse in the home - physical, mental, emotional, sexual.
- Neglect in the home.
- Being adopted.
- Living in a blended family.
- Being new to a school.
- Being handicapped or chronically ill.
- Having learning problems.
- Having a chronically ill parent or sibling, or having a parent or sibling who has died.
- Having an emotionally distant father or mother.
- Living in an emotionally repressive family.
- Being the child of a workaholic.
- Being the child of a perfectionist.
- Being a latchkey kid.

After completing the list the students were asked if any of them have none of these factors in their lives. After talking to hundreds of students in her school district she could not find a single student claim that none of those factors fit him/her.

All students are at risk in some way in this day and age. Price Laboratory School is no exception. Generally, when I have a student in my office for discipline

reasons, I find that the action that brought them there is just a symptom and not the root cause of the students disruptive behavior. The real cause lies outside of the school setting. The school is a mirror of the greater society. Perhaps our society needs to take a hard look at itself.

Desert Storm Project

We are attempting to identify all relatives of students, faculty, or staff currently serving in the Persian Gulf. In addition, we would like to be made aware of any former Lab School students who may be serving. This information may be called to either the Elementary Office (273-2512) or Secondary Office (273-2138).

Project G.R.O.W. *

(*Growing, Reaching, Opening, Wondering)

by Diane McCarty

Grade 4 Classroom Teacher

Project G.R.O.W. is a collaborative effort between three fourth grade classes in three different school districts. The three schools and teachers involved are Denver Elementary School in Denver, Instructor: Pat Leonhart; Grant Elementary School in Waterloo, Instructor: Kathi Latta; and the Price Laboratory School in Cedar Falls, Instructor: Diane McCarty.

The acronym G.R.O.W. stands for growing, reaching, opening, and wondering. These verbs represent ways the three fourth grade teachers hope their students "grow" through the partnership activities between the three classes. Project G.R.O.W. commenced in the month of December when each of these classes created a video of their school and themselves to share with the other two school districts. The children have partners from each of the respective schools and have now seen their partners and heard a brief message from them on the video tape.

This project will continue throughout the rest of this

school year. Not only did the students write a letter to their partners in January but they also placed a telephone call to them during school hours. February, March, and April bring traveling opportunities for all of these fourth graders in the form of field trips.

Grant School hosted the other two schools on February 20. African-American cultural activities were highlighted incorporating music, literature, self-concept, and cultural awareness. Special speakers included Walt Cunningham, Special Assistant to the Superintendent of the Waterloo School system, and Diana Fortenberry, coordinator of the Multi-Cultural, Non-Sexist Program (MCNS) in the Waterloo Schools.

The Price Laboratory School will host Denver and Grant students on March 27. Our program will include some unique features of our school district. With the assistance of Señora Hawley, the students will be utilizing their Spanish skills as peer teachers with the fourth graders from the other two schools. Math Magic will be demonstrated by UNI Assistant Professor Larry Leutzinger. Barbara Heitzman will lead the students on special adventures through the means of creative drama.

April 24 will find the PLS students in the community of Denver. The students will "live" a half day with other fourth graders in a rural school setting. A brown sack lunch will be enjoyed when Grant school students join them at noon. Cooperative, non-competitive games will be taught.

A Family Night Celebration will be conducted at the Price Laboratory School for all the partners and their parents on May 7. A meal, speaker, and entertainment (provided by the students) will be the concluding activity of this project.

Our desire is that Project G.R.O.W. really doesn't end here, but that the benefits from being involved in it will profit the students their entire life.

G.R.O.W.

Summer Driver Education for Secondary Students

by Nick E. Teig

Director of Safety Education

Acting Secondary Principal

Driver's Education will be offered to secondary students this summer at Malcolm Price Laboratory School. The program will start on June 10, 1991, at 10:00 a.m., with a meeting in Butzier Auditorium for the students who are admitted to the program. The program will end on/or before August 9, 1991. The ending date will be determined by the availability of the student to complete the driving phase of the course.

Section 321.178 of the Code of Iowa specifies that an approved driver education course:

"shall consist of at least 30 clock hours of classroom instruction, and 6 or more clock hours of laboratory instruction of which at least 3 clock hours shall consist of street or highway driving. An approved course shall include a minimum of 2 hours of classroom instruction concerning substance abuse as part of its curriculum." The program shall also contain instruction in (a) routine maintenance of motor vehicles to maximize energy efficiency and safety and (b) operation of motor vehicles to maximize energy efficiency and safety (this resulted from passage of Senate File 2403).

Driver and Traffic Safety Education costs result from program administration, instruction, facilities, program equipment, materials, supplies, and other operating expenses. These costs require that the school must charge a fee of one hundred and eighty (180) dollars per student in order to offer the program.

Any student interested can pick up a registration form in the high school office. Students will be accepted into the program with Laboratory School students having first priority. Then, as positions are available students outside of PLS will be admitted on a first applied - first served basis. The school will enroll no more than sixty (60) students who will be taught in two classes of thirty (30) each.

Students who are closest to their 16th birthday will be given priority over younger students. Students must have a valid learners permit to begin the driving phase of the course.

Iowa Children's Choice Award

by Gail Froyen

Media Specialist

"Who, me? I can be on a video? And most of the kids in Iowa will see the video next fall?" That was the reaction of students in grades 3-6 at MPLS in January. Ten students auditioned for the five openings to be on the 1991 Iowa Children's Choice Award promotional video. Jessica Peters, Mrs. Peterson's 6th grade, will be reviewing Ghost Children by Eve Bunting. Jessica Schacterle, a 5th grader in Mrs. Betterton's homeroom, will do After Fifth Grade, the World by Claudia Mills. Mike Hays and Keely Moon from Mrs. McCarty's 4th grade will be touting Carol Carrick's Elephant in the Dark and Alfred Slote's A Friend Like That. From Dr. Nelson's Unit III class, Ashley Atherton will be reviewing Fudge by Charlotte Towner Graeber.

First the students will read "their" book. Then they will memorize the review for that book. The reviews were written by members of the Iowa Children's Choice Video committee. Finally, the group will practice performing the reviews with clarity and expression. On March 4 the students and Mrs. Gail Froyen, library/media specialist, will travel to the Waterloo Public Library for the taping session. A reception will be held in the spring. At that time the participating students will see the finished video and each of them will be given a copy of the tape.

Last year over 400 Iowa elementary schools participated in the program. In the fall of the year, third through sixth grade students are introduced to that year's Master List through the use of the video produced by the IEMA featuring short reviews written Iowa Library/Media Specialists and performed by Iowa students. This year students on the tape will be from the Malcolm Price Laboratory School, Grant, McKinstry, and Elk Run Schools in Waterloo. From September through February, students read books from the master list and those who have read or heard at least two titles by February are eligible to vote. Eligible students then vote for only one title and should not vote for any title they have not read or heard read. The votes are tabulated and the author of the winning book receives a school bell engraved with the Iowa Children's Choice Award logo.

The Iowa Children's Choice Award program, sponsored by the Iowa Educational Media Association encourages students grades 3-6 to recommend books to their peers. This is the first year that the students at the

Lab School have participated in Iowa Children's Choice activities. In February students here will vote for their favorites and all votes will be mailed to the ICCA committee. In late March or early April we will know what author will receive the ICCA School Bell for 1991.

Winners from past years include:

1980	<u>How to Eat Fried Worms</u>	Thomas Rockwell
1981	<u>Great Gilly Hopkins</u>	Katherine Paterson
1982	<u>Bunnicula</u>	James Howe
1983	<u>Superfudge</u>	Judy Blume
1984	<u>Nothing's Fair in Fifth Grade</u>	Barthe DeClements
1985	<u>Ralph S. Mouse</u>	Beverly Cleary
1986	<u>When the Boys Ran the House</u>	Joan Carris
1987	<u>Ramona Forever</u>	Beverly Cleary
1988	<u>Dollhouse Murders</u>	Betty Ryn Wright
1989	<u>Night of the Twisters</u>	Ivy Rickman
1990	<u>Wait Till Helen Comes</u>	Mary Downing Hahn

Each year 20 to 25 titles are chosen to be on the ICCA master list. The books chosen must be those written by American authors within the last five years. Titles may be fiction or non-fiction. In addition to the five titles MPLS students will read and review, the 1991 ICCA Master List includes:

<u>Pick of the Litter</u>	Auch, Mary Jane
<u>The Chalk Box Kid</u>	Bulla, Clyde
<u>The Burning Question of Bingo Brown</u>	Byars, Betsy
<u>The Fourth Grade Wizards</u>	DeClements, Barthe
<u>Missing</u>	Duffey, James
<u>Good-bye my Wishing Star</u>	Grove, Vicky
<u>The Doll in the Garden</u>	Hahn, Mary D.
<u>Heads, I Win</u>	Hermes, Patricia
<u>Eating Crow</u>	Hopkins, Lila
<u>The Cold and Hot Winter</u>	Hurwitz, Johanna
<u>Ten Kids, No Pets</u>	Martin, Ann
<u>After Fifth Grade, the World</u>	Mills, Claudia
<u>Beetles Lightly Toasted</u>	Naylor, Phyllis
<u>My Mother Got Married (and Other Disasters)</u>	Park, Barbara
<u>The Josie Gambit</u>	Shura, Maryi Francis
<u>Beauty</u>	Wallace, Bill
<u>Pike River Phantom</u>	Wright, Betty Ren

Elementary General Music - Something For Everyone

by *Melanie Holmes*

Elementary Music Instructor

The elementary general music program at Malcolm Price Laboratory School is process oriented, activity based and child centered. The approach used in the music room parallels that of the whole language approach and draws heavily from the ideas of Carl Orff. Children experience music through a varied media of speech, body percussion, singing, playing instruments, moving, creating and listening. Specific skills are taught within the activities including imitation, exploration and creation to discover the structure, basic elements and expressive qualities of music. Students begin with the basics in Nursery/Kindergarten (steady beat and pitch matching) and progress on up to syncopation, mixed meter and harmony. The Orff instruments (child-sized xylophones, metallophones and glockenspiels) allow the students to create and perform music entirely on their own without the need for teacher accompaniment. As a result, students develop a critical ear and the ability to analyze their music-making, often offering their own suggestions for ways to improve what they hear.

Music reading skills are taught as the children learn to sing and play the instruments. In addition, fourth graders learn soprano recorders and fourth through sixth grades try their hand at "Name That Tune" in which a familiar song is displayed without the words. Using skills taught in class, the students try to identify the tune without playing or singing out loud.

Music making requires a safe, supportive environment in which people work together towards a common goal. Because the proper environment is so essential to a successful music experience, first through sixth grades assess their behavior at the end of each class and discuss their successes or ways they could improve in regards to respecting others, respecting equipment and working as a team. The assessment also reinforces music reading. If the class shows respect for others, the musical note "A" is turned over showing the letter "A." Respect for equipment corresponds to a "C" and teamwork to an "E." Thus, when a class has worked especially well together they "ACE" the class and receive a special "Footnote" to take back to their classroom teacher.

Individual music tastes vary widely and change rapidly at the elementary level. For this reason and because of the unsuitability of much of the popular music on the radio, pop music is not often used as a basis for learning. Rather students are encouraged to share their likes and talents with their classmates during the

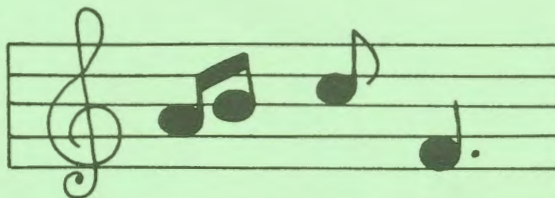
first five minutes of class or fill-out a request form to be honored when time allows. This gives the rest of the class a chance to practice good audience conduct while listening to a peer play a piece on the piano or share their favorite hit of the week. Students may also perform or share their favorite music on "Choice Day." When second and third grades have earned ten footnotes and fourth through sixth have accumulated fifteen, the class receives a "Choice Day." On these special days the children choose their favorite music activity or song or bring a tape to share. Upper elementary students often choose to vote as a class, lower elementary usually decide to take turns. Since a typical Choice Day includes four different activities and Choice Days occur about once every two months, each child usually gets one time during the year to choose their favorite music activity.

The elementary music program at Malcolm Price Laboratory School is integrated and diversified. Print-rich in both musical notation and the printed page, learning to read extends into the music classroom. "Singing is language in unity. It helps sharpen the inner ear and is a way of getting to the rhythm of language."¹ Drawing heavily upon the rich musical heritage of this country and other countries of the world, the process-oriented, whole music approach allows a flexible curriculum, ever-changing along with the lives of the students. When China is being studied in the classroom, Chinese music is included as a basis for learning. While the Vienna In Concert exhibit was in town, classical music was used as well as a study of the composers.

"When children learn to express themselves through music, we all benefit. Aside from its inherent value, the study of music teaches children problem solving skills, creative thinking skills, and skills for working with others. It fosters a sense of discipline and helps children develop a sense of pride, accomplishment and identity, which are so necessary to the development of a well-rounded human being."²

¹ Bob Ramonda, Professor of Education, San Jose State University.

² Statement by Music Educators National Conference



NAME THAT TUNE

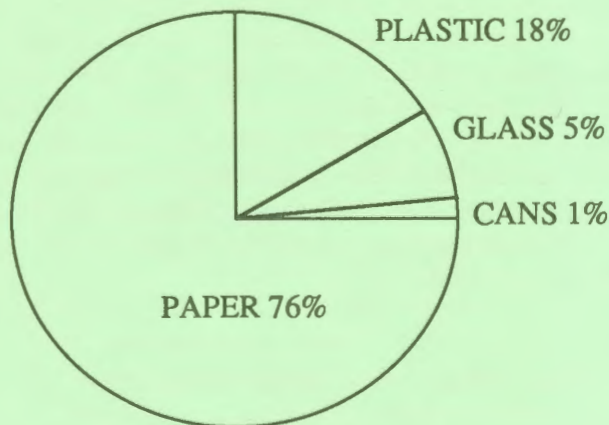
Teaching Across the Curriculum: Science-Language Arts Connection

by Lyn Countryman

Science Department Instructor

Seventh and eighth grade science students enjoyed an added spark to their classes the first week back from Winter Break.

Energy was the topic of discussion for the seventh grade. Although students realized energy is never lost, they began to see that energy can be changed to a "less usable form." The point was made that when we "throw items away" we are, in fact, burying useful energy. Five seventh graders volunteered to bring the family trash which was generated in one week. By sorting the trash from the families, students found the main components in this energy tie-up to be paper, plastic, metal, and glass. (See pie graph.) Students found that over 75% of this energy that was being tied up could be utilized by recycling.



Our discussion of renewable and non-renewable energy sources culminated in a senate debate about the current conflict in the Gulf, a conflict that has to do in part with the world's need for oil. Students had the chance to take on the role of a present U.S. Senator, assume the podium and microphone and voice their opinions about the necessity for war at this time. Their pleas were eloquent at times, but always impassioned. After this debate, a vote was taken. Eleven felt the time for war was now. Thirty-seven felt we should wait. It was an exciting week.

The eighth grade science students had an opportunity to learn more about researching a topic using the library. During this week, classes were held in the UNI Library. After an initial tour of the UNI Library, the eighth graders enjoyed the opportunity to use the new

on-line UNISTAR computer system. They searched for and located books on environmental topics. Although all experienced frustration at finding their books/magazines in a library this size, we wish you could have seen their faces when they finally located their first book. Students also became acquainted with the Reader's Guide to Periodical Literature and the General Science Index. They were surprised to find that magazines in libraries are bound in books.

Student reactions to having classes in the UNI Union and Library:

- It was more fun with a changed atmosphere to go to school -- Cy Wilkinson
- I liked going to the UNI Library and learning how to do a computer search. -- Aaron Johnson
- The freedom, space and conversational opportunities made this week terrific. -- Vicky Higby, Mike McGuire
- Getting to use the facilities at the UNI Student Union made this a memorable week. -- Adlai Griffith
- It was fun to learn new things about different countries. -- Ryan McCray
- Having classes in big open places was interesting and fun. -- Adam Wittmayer
- It was fun to do different activities such as fencing and to experience Vienna. -- Alicia Mercado
- I have enjoyed the added responsibility we have been given this week. It kind of makes you feel like a college student. -- Jay Meier
- I liked looking at the paintings and helping the little kids to learn about Vienna. -- Galen Alexander
- I liked the whole Vienna surroundings. The exhibits brought home the fact that history is continuous. -- Brandon Sears

Spring Fling!

On Thursday, March 14, 1991 at 1:45 in the Butzier Auditorium of Price Laboratory School, the lower elementary students (N/K-3) will present a program. Planned by the art, music, drama and physical education faculty, the program will give parents a chance to see some of the activities that occur in each discipline. Original art work will be on display as the students sing, move, play instruments, dramatize and speak. Parents, faculty and friends are invited to come enjoy this integrated arts program.



Elementary Student Council Minutes

Wednesday, February 7, 1991

Peter called the meeting to order at 11:38 a.m. Mrs. Struck went over a Declaration of Affiliation between the University of Northern Iowa College of Education and the Iowa Peace Institute. Dr. Nielsen went over the finished version for the pack for new students. It was decided for a meeting with the cooks to thank them for the salad bar and to try and get it on a trial basis. The group is Tomy and Bryce. The Student Council brainstormed on ideas about the PTP carnival. The ideas were: rope climb, fishing game, duck pond, softball throw, ping-pong game, parent organized cake walk, dart throw, bingo, balloon pop, ball toss and grand prize game. Kody motioned adjournment, Tyler seconded it.

Social Studies Goals for the Year 2000

by James Hantula

Social Studies Department Chair

When President Bush and the Governors announced six national goals for public education in February, 1990, they put education in the United States on the front burner for the 1990s. Among these goals is that:

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

At Malcolm Price Laboratory School, learning about history and geography is a primary responsibility of Social Studies teachers. Kit Salter (University of Missouri) presented the case for achieving this goal is the following verse. Upon conclusion of Social Studies education at Malcolm Price Laboratory School, one expected outcome is for students to read the verse with understanding. A second expected outcome is to possess the necessary skills to learn that the past, present, and future is explored by history with geography. Read the verse aloud and let us know your reaction to our goal for the year 2000.

How can there be a separate scene,
For history without place?
How can there be events in time,
For which there is no space?

Take trade, take wars, take marketplace,
And shape them without land;
Give thought to all the stories told,
But delete their settings grand.

Chart human growth and outward reach,
Then strip away the grid
That serves as anchor for all sites
... All order will be hid.

Show generations marching on
--There flag of clan held high--
But if you mask their sense of place,
Their family sagas die.

NORTHERN UNIVERSITY HIGH SCHOOL SPRING-SUMMER SPORTS CALENDAR

TRACK - Varsity (Girls)

Mar 14	Wartburg Inv.	There	4:30
Apr 9	Jesup Inv.	There	5:00
12	N. Tama Inv.	There	5:00
15	Aplington Inv.	There	5:00
17	Dike Inv.	There	5:00
24	Jesup	There	5:00
26	Janesville	There	4:30
29	Ack-Gen Inv.	There	5:00
May 1	ENP/Denver	Here	5:00
3	NU Inv.	Here	5:00
6	N.Hart/W. Cent.	Here	4:30
8	BCL-UW Inv.	There	5:00
21	NICL Conf.	Hudson	5:00

TRACK - Varsity (Boys)

Mar 11	UNI-Dome	Dome	6:00
15	Wartburg Inv.	There	4:30
30	Dickenson Relays	Dome	10:00
Apr 9	Union/N.Tama	LPC	4:30
10	Jesup/ENP	Here	5:00
12	Clarion Inv.	There	5:00
15	Jesup Inv.	There	5:00
19	Cole Collinge	C.F.	5:00
24	Ackely Geneva	There	5:00
26/27	Drake Relays	D.M.	
May 8	Grundy Relays	There	5:00
11	Aldrich Relays	C.F.	10:00
18	Warburg Meet	There	10:00
21	NICL Conf.	Hudson	5:00

TENNIS - Varsity (Girls)

Apr 10	ENP	There	4:00
16	Grundy Center	There	4:00
18	Waverly-Shell Rock	There	4:00
23	Union	Here	4:00
29	Hudson	Here	4:00
May 2	Union	There	4:00
6	East Waterloo	Here	4:00
7	ENP	Here	4:00
13	Ackley-Geneva	Here	4:15
16	Cedar Falls	There	4:00
21	NICL Conf.	Here	

TENNIS - Varsity (Boys)

Apr 10	ENP	Here	4:00
15	Grundy Center	Here	4:00
18	Waverly-Shell Rock	Here	4:00
22	East Waterloo	There	4:00
23	Union	There	4:00
25	Cedar Falls	Here	4:00
30	Hudson	Here	4:00
May 2	Union	Here	4:00
7	ENP	There	4:00
9	Waverly-Shell Rock	There	4:00
10	Dike	Here	4:00
21	NICL Conf.	Here	

TRACK - Junior High

Apr 15	Grundy/Dike	G-H	4:15
		B-G.C.	
22	Ackley Geneva	B-H	4:25
		G-T	
May 6	N. Tama (B&G)	There	4:30
7	ENP/Dike	B-H	4:15
		G-Dike	
15	NICL Conf.	B-Hudson	
		G-Dysart	

GOLF - Varsity

Apr 10	Union	Here	4:00
22	Grundy/Hudson	G.C.	4:00
23	ENP	Here	4:00
27	Grundy Inv.	There	8:00
29	Oelwein	There	4:00
30	Denver	There	4:00
May 1	Parkersburg	There	4:30
9	N. Tama	Here	4:00
13	NICL Conf.	Conrad	

SOFTBALL - Varsity

Jun 5	C.F. (JV & 2 Var)	There	5:30
7	Hudson	Here	4:00
8	Dike Tourn.	There	9:00
10	Denver	There	6:00
12	Dike (DH)	There	4:00
14	North Tama	Here	4:00
15	Parkersburg Tourn.	There	
17	Union	There	6:00
19	Grundy (DH)	Here	4:00
24	Hudson	There	4:00
25	W-SR (JV & Var.)	Here	4:00
26	BCL-UW (DH)	There	6:00
28	Denver	Here	4:00
29	Denver Tourn.	There	
Jul 1	North Tama	There	6:00
3	Ack-Geneva (DH)	There	6:00
5	Union	Here	4:00
10	Eldora (DH)	Here	4:00
12/13	Don Bosco Tourn.	There	4:00
15	East Waterloo	Here	4:00
18	Don Bosco	Here	4:00

BASEBALL - Varsity

May 30	Janesville	Here	4:00
Jun 7	Hudson	Here	4:00
10	Denver	There	6:00
12	Dike (DH)	There	4:00
14	North Tama	Here	4:00
17	Union	There	6:00
19	Grundy (DH)	Here	4:00
24	Hudson	There	4:00
26	BCL-UW (DH)	There	6:00
28	Denver	Here	4:00
Jul 1	North Tama	There	6:00
3	Ack-Geneva (DH)	There	6:00
5	Union	Here	4:00
10	Eldora (DH)	Here	4:00
11	Don Bosco	There	5:00

Give birth to cities grey and great,
And list their peoples' skill.
But fail to show their debt to land--
Each place falls quickly still.

Seek art, seek love, seek any must,
But seek it with no place,
And soon you'll note it will not next--
For simple lack of space.

Or, turn your head and look afield,
At sights both far and near.
But when you close out Mother Earth,
You'll see there's nothing here.

Look to the past, to times gone by,
Chart a date...a name...
Ignore the settings for such times,
And the mind will stake no claim.

The math of time without some ground,
Is a set both void and null.
The thought of people unattached to place,
Is as empty as it is dull.

The Grapes of Wrath with no concern
For farmstead, road, and land,
Would be an empty vessel, All,
Untutoring... and bland.

The immigrant's view of distant shores
It not summoned by a date...
Its strength and power to remove
Comes from its landed fate.

The glint in Pizarro's watchful eye,
The strength of Cortez so bold,
Both gained their marked motive force,
From tales of land oft told.

Crusades, The Grail, the Holy Land,
All gain their badge from place.
Chronicles of year out, year in,
Cross minds, but leave no trace.

Even moments of this day,
And thoughts of who we are,
Are all suffused with spatial points,
"Where's you home... how far?"

So...if you ask me to explain
Just why I've built my case

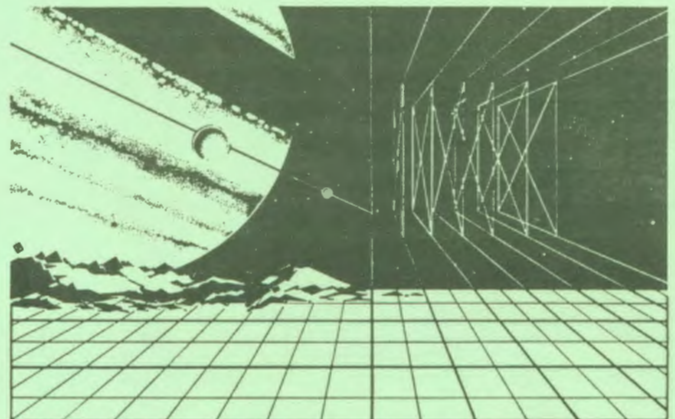
For geography's bond with history--
It's to link all time with space.

I see the flow of human tide
Awash in sands of place;
I cannot see an ordered world
Without full nod to space.

So, when thinking of your point of view,
When trying to shape a mind,
Recall that what has gone before
Had space, full touched by time.

And even, as historians claim,
To know the past makes free...
You must learn that past in tandem reads:
... History with geography.

YEAR 2000



Discussions Involving Whole Grade Sharing with the New Hartford Community School

Some time ago, members of the New Hartford community and representatives of the school board, approached the University of Northern Iowa to inquire about the possibility of whole grade sharing with Malcolm Price Laboratory School at the high school level. Currently conversations are being held between representatives of the University of Northern Iowa and New Hartford Community Schools in order to identify the questions which would need to be answered if such an arrangement were to become a reality. As more information is available, it will be shared with everyone concerned.

From the Health Office

At various times throughout the year students have come to school using crutches. Crutches create a safety hazard within the school setting, not only for the student using them but for other students as well. It is our policy that crutches not be used during school hours without physician documentation requiring their use at school. Your cooperation on this will be appreciated.

It is the time of year for flu and colds and Price Lab students have experienced a significant number of these episodes. It seems appropriate to review a few points.

In spite of good care your child will have some illnesses. Most of them will be minor, some will be serious. All of them will require you to observe your child carefully, have patience, and perhaps lose a night's sleep.

HERE ARE SOME SYMPTOMS THAT INDICATE YOUR CHILD IS ILL:

1. Vomiting and nausea; frequent loose stools (diarrhea).
2. A temperature of over 99.
3. Skin that is dry and very warm and profuse sweating; a skin rash that is spreading.
4. A sore throat, runny nose, severe cough, frequent cough or croup.
5. Pain in the chest, abdomen, ears, or joints.
6. A stiff back and neck.

DO NOT SEND YOUR CHILD TO SCHOOL UNTIL HE/SHE HAS HAD NONE OF THE ABOVE SYMPTOMS FOR TWENTY-FOUR HOURS.

CALL YOUR DOCTOR AND TALK TO HIM/HER ABOUT YOUR CHILD IF:

1. He/she has a temperature of 100 degrees and has:
 - a. frequent, very loose stools (diarrhea)
 - b. an earache and/or running ears
 - c. a sore throat, coughing and/or croup.
2. Has a temperature and pain in abdomen, joints or chest or a stiff neck and back.
3. If he/she has been quite ill all day with a temperature, call your doctor before he leaves the office. Chances are the temperature will not go down, but will go up as night comes on.
4. Be prepared to tell the doctor:
 - a. the child's temperature

- b. signs of illness, i.e., vomiting, loose stools, etc.
- c. how long he/she has been sick.

WHEN YOUR CHILD IS ILL:

1. Keep him/her in bed.
2. Don't worry if he/she doesn't eat for a day, but do give him/her water or fruit juice.
3. If he/she is vomiting, try a few sips of water, 7-Up, gingerale or ice chips.

A Note About Medication: Iowa law forbids the dispensing of any medications, including aspirin, cough drops, etc. by school personnel without written permission from parent and physician. Medication authorization forms are available from the school health office for students who require medications during the school hours. Medications also can be safely stored here. If your doctor prescribes a medication during an office visit and you don't have a school form, just request that he/she use a prescription slip to request that medications be given at school.

Working together we can get through this winter. Spring is coming! Please feel free to contact the Health Office (273-2348) if you have any questions or concerns during the rest of this school year.



PTP Carnival

The Annual PTP (Parents and Teachers in Partnership) Carnival will be held in Nielsen Field House on Thursday, April 4, 1991. This annual event not only brings the parents and students of the Laboratory School community together for an evening of fun and frolic but also raises a considerable amount of money designated for special school projects. The carnival is wholly organized and run by parent volunteers under the leadership of the PTP Officers. If you would like to help in this very important school event, please contact Sue Sawyer at 277-3826 or Luann McAdams at 277-2105.

Price Lab School Travels to Vienna

by Andrea Spaeth, PLS Student

Kathy Oakland, Language Arts Instructor

What do the following people and groups have in common?

Wolfgang Amadeus Mozart
Andrea, Jessica, Gabe
Vienna Tourist Group
Maucker Union Expansion
The Sound of Music
The Magic Flute
Vienna Austria
Cedar Falls, Iowa
The ARTS Connection
Price Laboratory School
Hostess Ruth
Dr. Don Whitnah

Answer: All of the people celebrated "Vienna in Concert."

During the week of January 7-11, 1991, students from Price Lab School traveled to Vienna through a joint venture of the University of Northern Iowa and the Vienna Tourist Board. The traveling exhibit, tracing 800 years of musical history, was on display at Maucker Union. Price Laboratory School once again provided its students with a "first class" educational opportunity by touring Vienna without ever leaving Cedar Falls.

During the week, the seventh and eighth grade classes at PLS were transported to the center of UNI campus . . . to the center of musical history . . . to the center of another country. Attending their regular seven period day, students had classes in Maucker Union with an emphasis on the academics. Students and instructors were allowed to integrate a variety of instructional methods and locations during the week. Experiences included:

- ** A tour of the UNI library with access to the UNISTAR computer;
- ** Dr. Whitnah sharing experiences in Vienna;
- ** Launching rockets from the top of the Union;
- ** Learning to waltz to Austrian music;
- ** Fencing . . . reading . . . writing . . . listening . . . speaking . . . and visualizing.

On the first day, students toured "Vienna in Concert" with Ruth, the hostess from Vienna. "Vienna in Concert" was a celebration that included a beautiful piece of art work that symbolized the history, the enchanting beauty, and the triumph and promising future

of Vienna. Even though the exhibit was a journey through the musical history, students experienced all aspects of another country.

Along with the exhibit, a Viennese Cafe was included. Coffee and pastries, created by Frantz, the pastry chef from Vienna, were on the menu.

A major highlight of the week was the Learning Center for elementary students where children had a hands-on experience in ten different areas. They created "stick notes," fashioned play dough musical instruments, wrote letters to the City of Vienna, matched composers with pictures and cut out silhouettes of famous composers. The letters and drawings were placed in a photo album and given to The ARTS Connection. They are now being shared with the people of Vienna.

"Vienna in Concert" was a wonderful experience. Students will remember it as a week in Vienna.

SPRING BREAK
BREAKING BREAK
SPRING . . . ING BRE
BLAKSPRING BRE

Secondary Announcements

Spring Break: There will be no classes the week of March 17 through 24; classes resume on March 25.

Third Nine Weeks: Will end on March 29; Parent/Teacher/Student Conferences are scheduled for Monday, April 8. No classes will be in session on that day.

Seniors: REMINDER - Your cap and gown payment should be made now. Cost is \$13.00; if you ordered an extra souvenir tassel (black/orange), there is an additional \$3.50 due. Checks should be made Payable to NUHS.

Spring Play: Will be presented on Friday and Saturday evenings, March 8 and 9 at 8:00 p.m. in the Butzier Auditorium. The production is "Harvey," a comedy.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 SW STATE----- Girls BB Regionals-----	2 District Speech - Ind.
3 Dorian Band Festival-----	4	5	6	7 *Jazz Band Reh.- 8:15-9:15 p.m.	8 Spring Play-----	9 Boys BB Sub-State *NEIBA Jazz Festival
10	11 Boys BB Sub-State----- Girls BB State----- BTR-???-H (Dome) 6:00	12	13	14 *Jazz Band Reh.- 8:15-9:15 p.m. *GTR Wartburg Inv.-T 4:30	15 *BTR Wartburg Inv.-T 4:30	16 GTR-State Indoor
17	18 SPRING BREAK----- GTEN-V Prac Begins	19 Boys BB State-----	20	21 *Jazz Band Reh.- 8:15-9:15 p.m.	22	23 State Speech-Ind.
24 31	25 GF Prac. Begins BTEN Prac. Begins	26	27	28 *Jazz Band Reh.- 8:15-9:15 p.m.	29 End 3rd Quarter	30

* Indicates a change

MARCH 1991

PLS School Lunch Menu



MARCH 1991



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				Mar. 1 Tator Tot Casserole w/Vegetables Buttered Bread Fruit Cocktail Peanut Butter Bar
Mar. 4 Hamburger Vegetable Sticks Apple Rice Krispie Bar	Mar. 5 Beef Stew Cinnamon Roll Diced Pears	Mar. 6 Hot Dog French Fries Fruited Jello	Mar. 7 Hot Turkey Sandwich Mashed Potatoes w/Gravy Green Beans Orange Slice	Mar. 8 Fish Sandwich Tator Rounds Cole Slaw Cherry Bar
Mar. 11 Hot Ham 'n Cheese Sandwich Corn Peach Crisp	Mar. 12 Baked Chicken Mashed Potatoes Peas & Carrots Applesauce	Mar. 13 Pizza Burgers Vegetable Sticks Fresh Fruit Pudding	Mar. 14 Toasted Cheese Sandwich Chicken/Noodle Soup Fresh Fruit Bar Cookie	Mar. 15 Egg or Tuna Salad Sandwich Chips Vegetable Sticks Fruit Cocktail Cookie

Mar. 18

Mar. 19

Mar. 20

Mar. 21

Mar. 22



Spring Vacation



Mar. 25 Chicken Sandwich Baked Beans Lettuce Salad Pears	Mar. 26 Beef 'n Bean Burrito Carrot Sticks Applesauce Cookie	Mar. 27 BBQ'd Pork Sandwich Cole Slaw Fresh Fruit Pumpkin Bar	Mar. 28 Hot Dog French Fries Fruit Cocktail Frosted Graham	Mar. 29 Fish Nuggets French Fries Peanut Butter Sandwich Apple
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