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Social Studies: Current Trends

Ronald G. Helms Ph.D.

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Social Studies: Current Trends

Ronald G. Helms





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Social Studies: Current Trends

Ronald G. Helms, Ph.D

Professor



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Education 448

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INTRODUCTION



National Council for the Social Studies

Yes! I want to be part of the nation's largest association of social studies educators.

Return this card with your payment or join online at www.socialstudies.org

TODAY'S SOCIAL STUDIES
Creating Effective Citizens

Please print or type.

► Your name and address

Name _____

Address _____

Address _____

City/State/Country/ZIP/Post Code _____

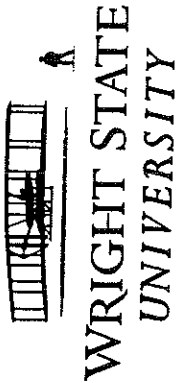
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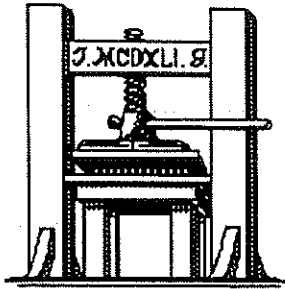
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Ronald G. Helms, Ph.D. Wright State University

New Renewal

Name _____ Home Phone _____
Home Address _____ County _____
City _____ Zip _____
Institution/School District _____
Position/Grade Level _____
Fax/Internet _____
e-mail _____

Send check payable to OCSS to: Linda McKean Logan
3258 Scioto Farms Drive
Hilliard, OH 43026



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 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. What 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 in 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.

ASSIGNMENTS



**WRIGHT STATE
UNIVERSITY**

3640 Colonel Glenn Hwy.
Dayton, OH 45435-0001

**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 Strands (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

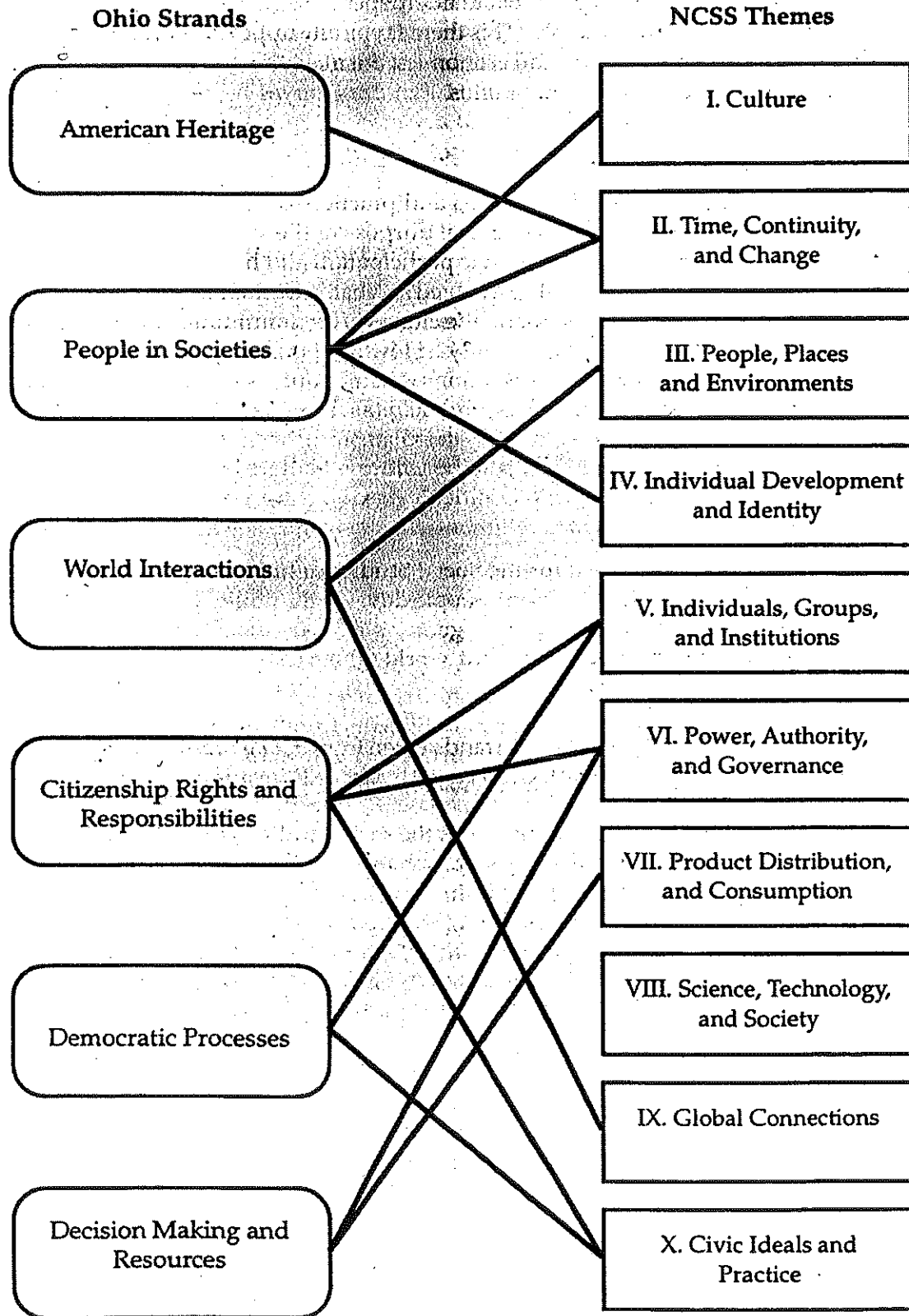
4. Citizenship Rights and Responsibilities -- VI. POWER, AUTHORITY, AND GOVERNANCE -- X. CIVIC IDEALS AND PRACTICES

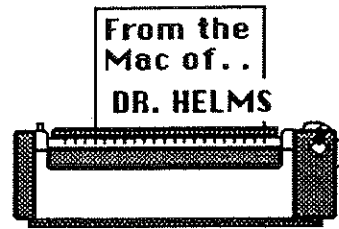
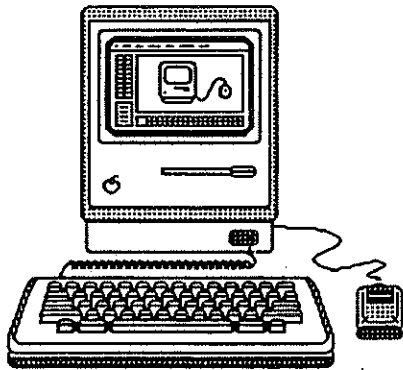
5. Democratic Processes -- V. INDIVIDUALS, GROUPS, AND INSTITUTIONS
X. CIVIC IDEALS AND PRACTICES

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

Comparison of State and National Models





7123 W. DON DETTE CR. CENTERVILLE, OHIO 45459

LESSON PLAN

SUBJECT _____

PERIODS _____

UNIT: _____

DATE _____

GENERAL GOAL:

CONCEPTS: LIST 1 - 5

SPECIFIC OBJECTIVES:

- 1.
- 2.
- 3.

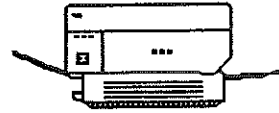
ACTIVITIES:

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

EVALUATION:



Ronald G. Helms
7123 W. Von Dette Circle
Centerville, OH 45459



513-433-2611
Internet: rhelms@desire.wright.edu.
Prodigy: FHNP25A
Fax: 513 297 2022

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:

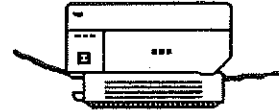
- specify data to be investigated
- specify the scope of the written/typed report
- provide sample layout materials (incorporate on assignment sheet); *however, during your teaching experience, be prepared to provide a sample student document.*
- specify evaluation criteria

- 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



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Independent Research Projects

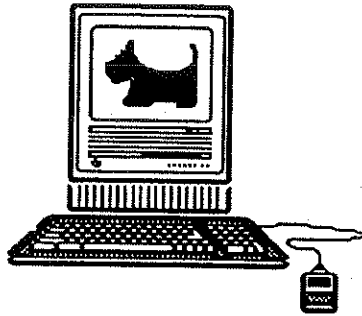


Technological Resources



- IRP--- Regular Version**
- IRP--- Short Version**
- Global Geography**
- Ohio --- The Heart of it All**

- On Line: 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 from
SOITA and Kettering
- Hyperstudio** Stacks
interfaced with VHS to offer
VHS playback



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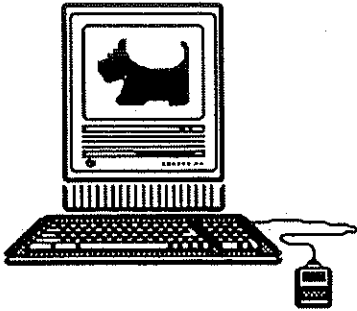


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Prodigy: FHNP25A
Fax: 513 297 2022

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 3. **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**



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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 5. **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 us 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

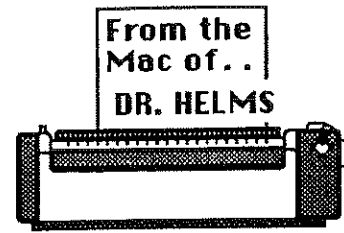
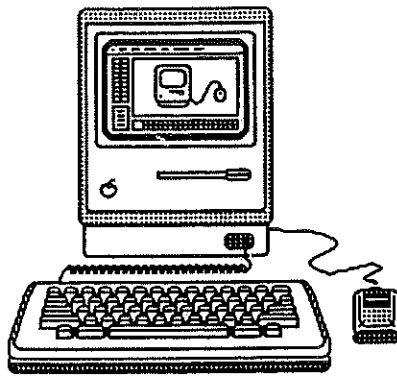
Technological Resources

- On Line: **Prodigy** --- American Academic Encyclopedia
- CD ROM: **World Atlas**
- Mac Hard Drive: Applications **World Atlas Hyper Atlas**
- VHS: Selected **National Geographic** Specials
- Laser Discs: 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 Health Care Human Rights
- ___ 10 points **Poster**
- ___ 10 points **Time Line**
- ___ 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



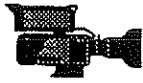
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ASSIGNMENT: POLITICAL CARTOONS

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 CARTOONIST'S 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
- Voice overs

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,

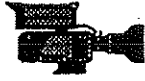
Possible uses:

- 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
- Voice overs

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

- | | |
|---|---|
| <input type="checkbox"/> 10 historical sites | <input type="checkbox"/> 5 state parks |
| <input type="checkbox"/> Lake Erie | <input type="checkbox"/> Buckeye or Indian Lake |
| <input type="checkbox"/> Columbus | <input type="checkbox"/> 5 major cities |
| <input type="checkbox"/> the Ohio River | <input type="checkbox"/> Pymatuning Lake |
| <input type="checkbox"/> Mad River Ski Resort | <input type="checkbox"/> Marietta |

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 Come 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 Lake 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 Tourbook] 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 Tourbook] 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 Tourbook)

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 Tourbook)

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 10 Amish Communities

- #1 _____
- #2 _____
- #3 _____
- #4 _____
- #5 _____
- #6 _____
- #7 _____
- #8 _____
- #9 _____
- #10 _____

List 20 Historical Sites {4 per Region}

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

- #1 _____
- #2 _____
- #3 _____
- #4 _____

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

I T I N E R A R Y

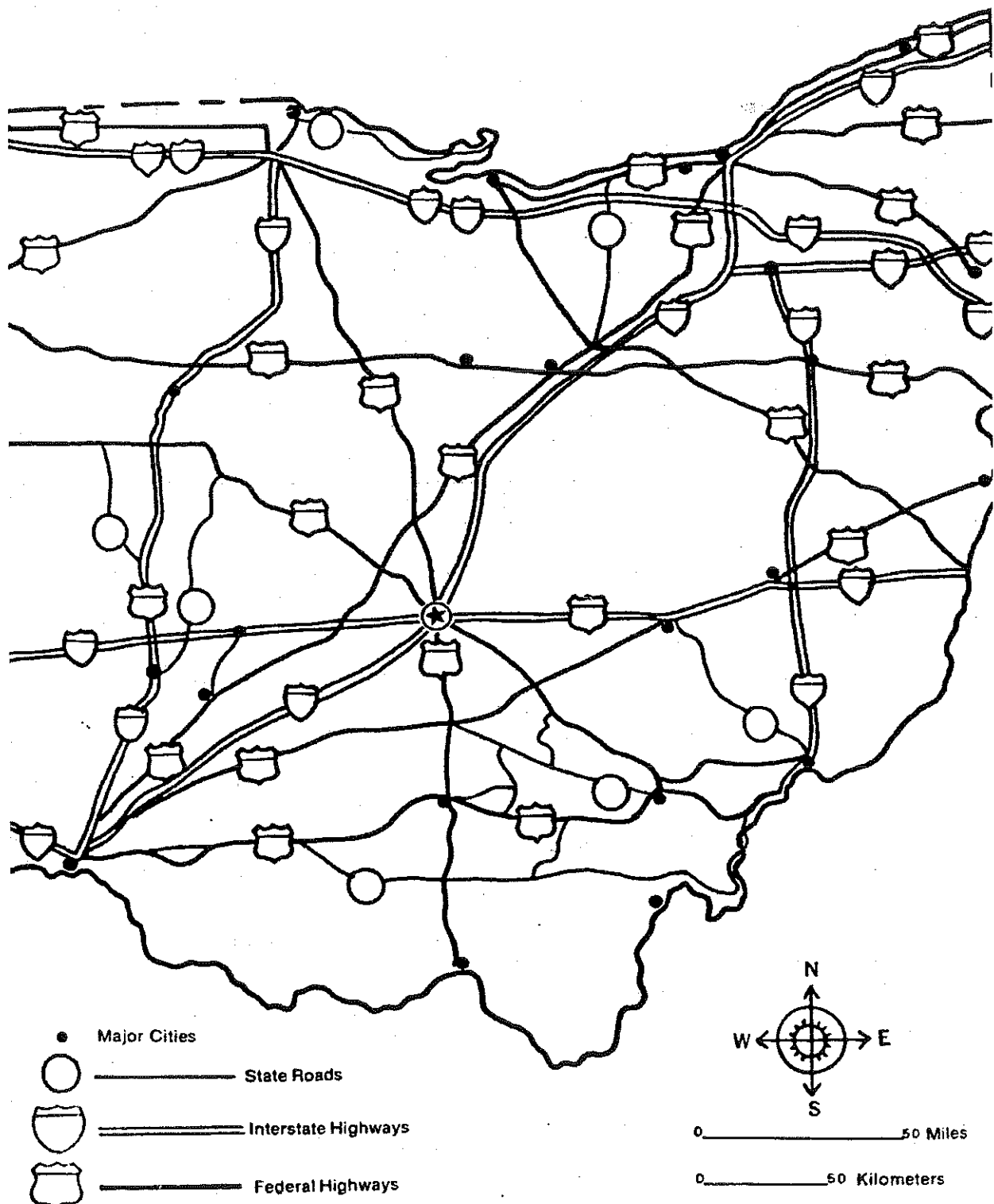
DAY	TIME	ACTIVITY	MILES	ROUTE	AMT SPENT	
1	5:00AM - 5:30AM	Breakfast at home				
	6:00AM - 6:45AM	Enroute to VOA	40	I-75		
	7:00AM - 8:00AM	Visit VOA				
	8:00AM - 9:00AM	Enroute to Cincinnati	20	I-75		
	9:00AM - 12:15PM	Visit Cincinnati Zoo			\$27.50	
	12:15PM - 12:45PM	Lunch at Zoo			\$30.00	
	1:00PM - 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	
			MILEAGE SUBTOTAL -->	60	COST SUBTOTAL -->	\$203.50
	2	6:00AM - 6:30AM	Breakfast: Hotel			\$30.00
7:00AM - 8:30AM		Enroute to Hillsboro	40	SR 50		
8:30AM - 9:15AM		Tour Rocky Fork St. Pk.				
9:15AM - 10:00AM		Enroute 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		Set-up 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	
		MILEAGE SUBTOTAL -->	75	COST SUBTOTAL -->	\$178.00	
3	7:00AM - 8:30AM	Breakfast: Campsite, break camp				
	9:00AM - 10:00AM	Enroute 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	Olentangy Indian Caverns			\$29.00	
	5:30PM - 6:30PM	Dinner: Bob Evan's Farms			\$40.00	
	7:00PM	Holiday Inn/Worthington			\$100.00	
			MILEAGE SUBTOTAL -->	46	COST SUBTOTAL -->	\$227.00
4	7:00AM - 8:00AM	Breakfast: Hotel			\$30.00	
	8:00AM - 8:20AM	Enroute to Westerville	15	I-270,I-71,SR 3		
	8:20AM - 9:00AM	Visit Otterbein College				
	9:00AM - 9:30AM	Enroute to Delaware	25	SR 3,SR 37		
	9:30AM - 10:30AM	Visit Ohio Wesleyan				
	10:30AM - 11:30AM	Enroute to Bellefontaine	40	SR 37,SR 347,SR 33		
	11:30AM - 12:15PM	Lunch: Mad River Ski Resort			\$30.00	
	12:15PM - 12:45PM	Enroute to Wapakoneta	25	SR 33		
		See Indian Lake State Park				
12:45PM - 2:45PM	Neil Armstrong Museum			\$16.00		
2:45PM - 4:45PM	Enroute to Toledo	90	I-75			
5:00PM - 6:30PM	The Old Spaghetti Warehouse			\$40.00		

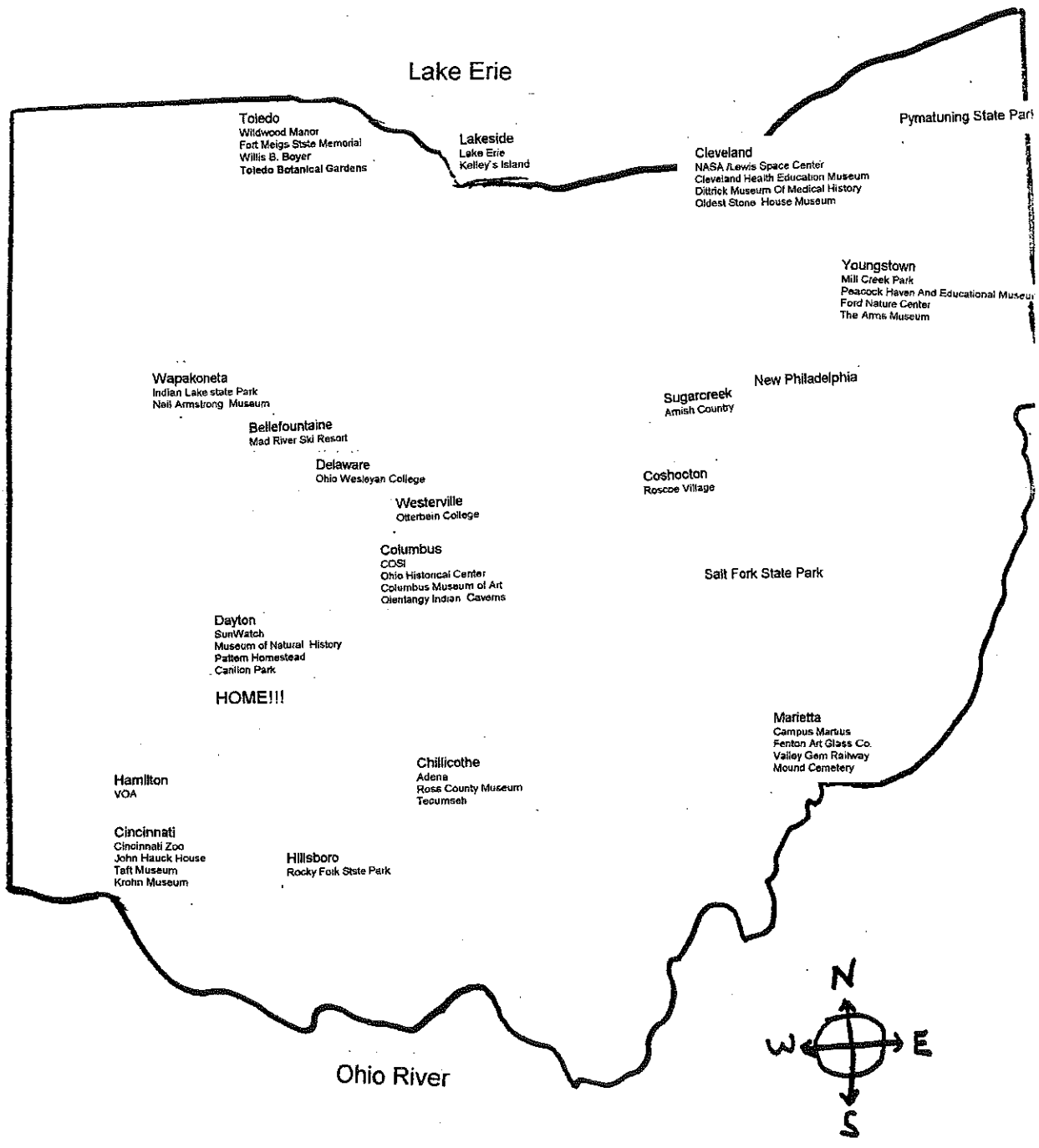
	7:30PM	Toledo Hilton				\$100.00
			MILEAGE SUBTOTAL -->	195	COST SUBTOTAL -->	\$216.00
5	7:30AM - 9:00AM	Breakfast: Bob Evan's, check-out				
	9:00AM - 9:45AM	Wildwood Manor				
	9:45AM - 10:30AM	Ft. Meigs State Memorial				\$20.00
	10:30AM - 12:15PM	Willis B. Boyer				\$14.00
	12:30PM - 1:30PM	Lunch: Arby's				\$20.00
	2:00PM - 3:30PM	Toledo Botannical Gardens				
	3:30PM - 4:45PM	Enroute 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)				
			MILEAGE SUBTOTAL -->	50	COST SUBTOTAL -->	\$69.00
6	7:30AM - 8:30AM	Breakfast at friend's house				\$15.00
	8:30AM - 10:00AM	Kelley's Island				\$31.20
	10:00AM - 11:30AM	Enroute to Cleveland	65		SR 2,I-90	
	11:30AM - 12:15PM	Lunch: Taco Bell				\$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 & May Co.				\$75.00
	6:00PM - 7:30PM	Dinner: Old Country Buffet				\$30.00
	7:30PM - 8:30PM	Enroute to Pymantuning	43			
	8:30PM	Stay in Lodge				\$100.00
			MILEAGE SUBTOTAL -->	108	COST SUBTOTAL -->	\$278.20
7	7:30AM - 8:00AM	Breakfast: Lodge, Check-out				\$20.00
	8:00AM - 9:00AM	Enroute 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	Enroute to Marietta	162		I-76,I-77	
	4:30PM - 6:00PM	Dinner: Hotel				\$40.00
	6:00PM	Best Western/Marietta				\$75.00
			MILEAGE SUBTOTAL -->	202	COST SUBTOTAL -->	\$185.00
8	8:00AM - 9:30AM	Breakfast: Hotel, Check-out				\$40.00
	9:30AM - 11:00AM	Visit Campus Martius				\$16.00
	11:00AM - 12:15PM	Visit Mound 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 Gem				
	2:45PM - 4:30PM	Enroute 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				
			MILEAGE SUBTOTAL -->	65	COST SUBTOTAL -->	\$146.00
9	8:00AM - 10:00AM	Breakfast: Lodge, Check-out				

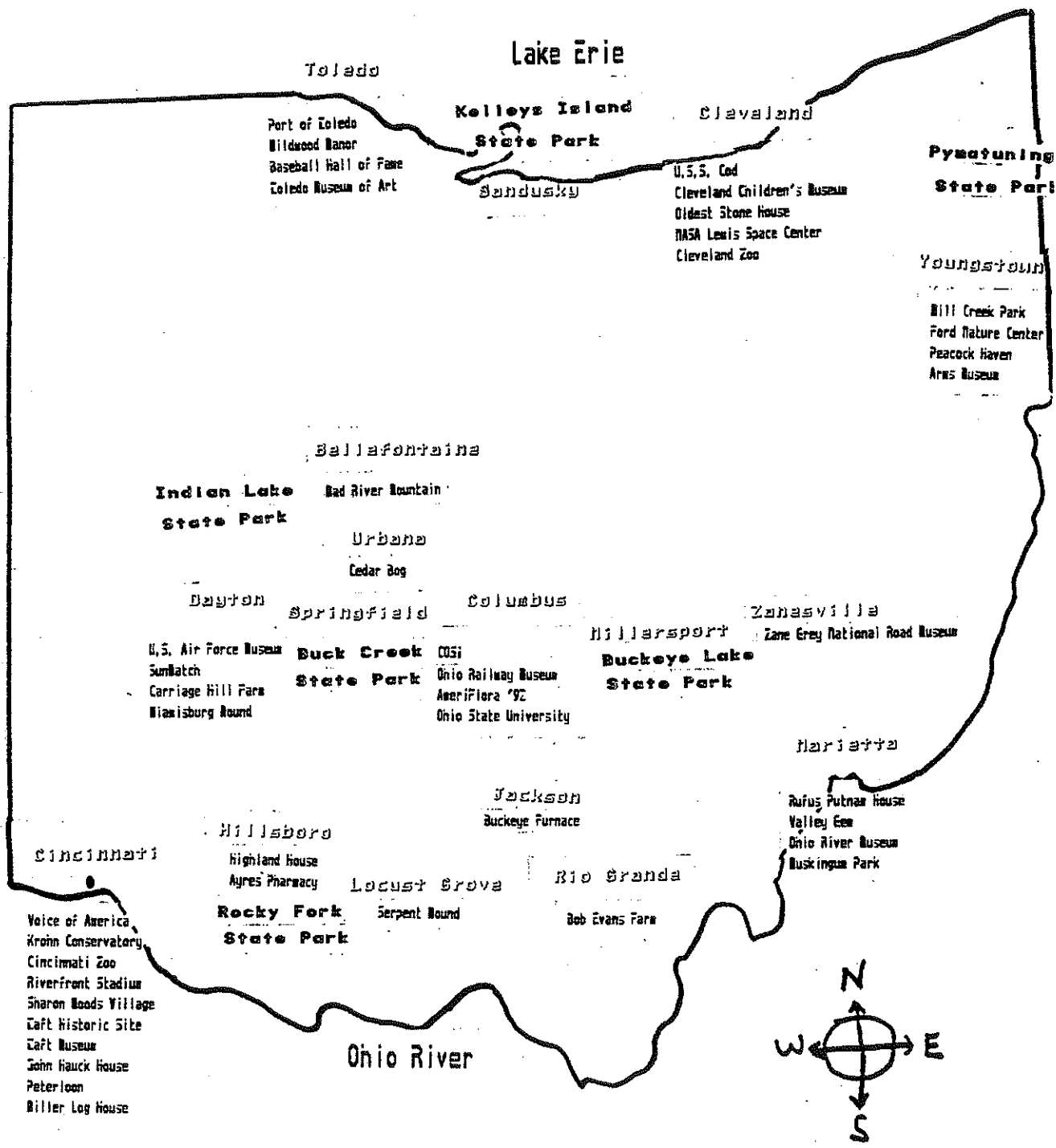
	10:00AM - 11:15AM	Enroute to Coshocton	40	I-77,SR 36	
	11:15AM - 12:15PM	Visit Roscoe Village			\$18.00
	12:15PM - 12:45PM	Lunch: McDonald's			\$25.00
	12:45PM - 1:30PM	Enroute to Sugarcreek	25	SR 36,SR 93	
	1:30PM - 5:00PM	Visit Amish Country, and shop			\$40.00
	5:00PM - 6:00PM	Dinner: Amish Country			\$90.00
	6:30PM	Best Western/Valley Inn			
		MILEAGE SUBTOTAL -->	65	COST SUBTOTAL -->	\$173.00
<hr/>					
10	7:00PM - 8:30PM	Breakfast: Hotel, Check-out			\$40.00
	8:30AM - 12:30PM	Enroute 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!			
		MILEAGE SUBTOTAL -->	185	COST SUBTOTAL -->	\$137.00
<hr/>					
		TOTAL MILEAGE -->	1051	TOTAL COST -->	\$1,812.70









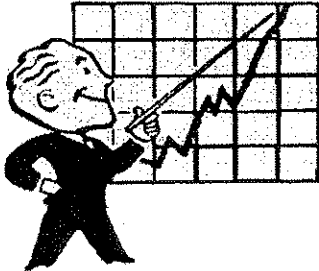


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Jessie Shellhaas
March 6, 2001
Dr. Helms
ED448



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!!

Shane Tomashot
ED 448
Social Studies Project

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

Who: 12th 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 your 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. Jonhs Hopkins University Press, London: 1990.

<http://www.dtic.mil/bosnia/> Bosnia

<http://www.cco.caltech.edu/~bosnia/doc/history.html> Bosnia

<http://cgi.cnn.com/WORLD/asiapcf/9901/28/east.timor.02/> Indonesia

<http://www.terra.com/specials/colombiainsight/> Columbia

<http://www.cfcsc.dnd.ca/links/milhist/afg.html> Afghanistan

<http://www.megastories.com/russia/economy/oilgas.htm> Russia

<http://www.chechnyanews.com/> Chechnya

<http://www.cnn.com/SPECIALS/1998/iraq/> Iraq

<http://www.facts.com/wnd/conevent.htm> Congo

<http://www.pij.org/> 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 19th 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 a 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.

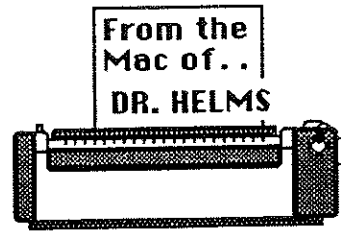
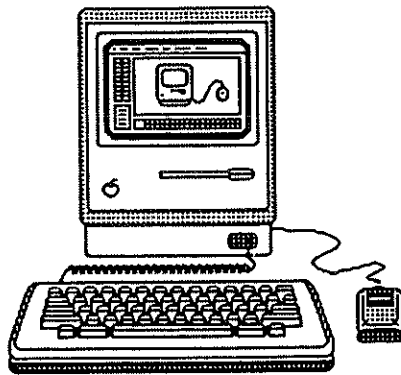
Format: To ensure that you really tour these historical sites and not the nearby shopping or your hotel room! I have provided you with a few requirements that will help guide discovery of these significant battles.

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



7123 W. VON DETTE CR. CENTERVILLE, OHIO 45459

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:

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 os 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.

Evaluation: 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?

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 entrenched 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 fear 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 a peoples harried by confusion and anomie.

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 moralistic 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 which 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 can 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 "planless code" or a libertine situation would not be any more 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.






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?
 _____ school teacher 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
 _____ gaging 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 judgement...



- 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 expell 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 2 3 4 5

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

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 which 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 river boat 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 get 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

ob 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. He has already been reprimanded by Hazel 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 fist fight 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 manner.

CENSORSHIP

Academic Freedom: A Classroom Exercise

by Ronald G. Helms, Kettering Fairmont (OH) High School

The past 20 years have witnessed increasing efforts on the part of many organized groups to restrict intellectual freedom. Textbooks have been excluded from state adoption lists, trade books have been removed from library shelves, and teachers have been intimidated.

Too often, these threats to academic freedom go unchallenged. The censors have their way because no one—citizens, parents, educators, or students—takes issue with them. Censorship often prevails by default. The challenge to social studies educators is clear. Every generation needs to understand and value the principles underlying the free exchange of ideas—a necessary foundation for an authentic democratic society. Students need to be explicitly involved in exploring issues surrounding academic freedom and censorship.

The unit that follows is one teacher's approach to dealing with this significant topic. The unit will occupy six-to-eight days of class time and is accompanied by a list of student and teacher resources.

TEACHING ABOUT FREEDOM AND CENSORSHIP

The goals for the unit are derived from *Student Rights and Student Responsibilities*, an NCSS position statement (1974), which states:

"Students and teachers must be free to learn and free to teach. A teacher's freedom to teach involves both the right and responsibility to use the highest intellectual standards in studying, investigating, presenting, interpreting, and discussing facts and ideas relevant to his or her field of professional competence Teachers must examine ideas openly in the classroom."

The specific objectives of this unit are:

1. Given case studies from the media, students will construct definitions.
2. After viewing the 43-minute film, *The Speaker*, students will analyze the tensions between freedom of ideas and censorship. The film is described more fully below.
3. Given specific learning activities, students will discuss their attitudes about school policies and classroom practices that relate to academic freedom.
4. Given instances of textbook censorship in schools, students will cite one example of language censorship, three examples of religious or ethnic censorship, and two examples of political or ideological censorship.
5. Given censorship issues, students will identify three conditions that can be used to judge a work to determine if it falls under the protection of the First Amendment.

Daily Activities—Day #1

Preassessment: Ask students to explain what they think academic freedom means. At the end of the unit, students will be asked to this again. Distribute the following survey, reproduced from "A Classroom Teacher's Guide to Academic Freedom," by James K. Uphoff and Ronald G. Helms (*Social Education*, April 1975, p. 223).

Guide To Academic Freedom

Students are asked their opinions on the following questions.

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

- | | |
|-------------|---|
| SA A U D SD | 1. Tomorrow's citizens and leaders should have wide exposure to discussion of controversial issues. |
| SA A U D SD | 2. A teacher's personal, religious, political, and economic beliefs should not come under examination when his or her professional competence is being evaluated. |
| SA A U D SD | 3. Classroom discussion should be permitted on points of view which are contrary to community standards. |
| SA A U D SD | 4. 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. |
| SA A U D SD | 5. 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. |
| SA A U D SD | 6. 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. |
| SA A U D SD | 7. In their private capacity, teachers should be able to hold and express publicly their views on religious, social, and political matters. |
| SA A U D SD | 8. One of the central tasks of education is to develop the student's ability to question established views. |

- | | |
|-------------|--|
| SA A U D SD | 9. The classroom should be open to outside speakers whose special competence the teacher may want to utilize in exploring a given issue. |
| SA A U D SD | 10. In preparing for effective citizenship, students should learn the techniques and skills of lawful democratic dissent. |
| SA A U D SD | 11. Students should have the opportunity to discuss controversial issues with persons having opposing points of view. |
| SA A U D SD | 12. Teachers should promote the fair representation of differing points of view on all issues. |
| SA A U D SD | 13. Teachers should be able to discuss with students political, social, or economic philosophies that are in opposition to those of the United States. |
| SA A U D SD | 14. Teachers should be permitted to select textbooks and supplemental materials free of administrative and community restraint. |
| SA A U D SD | 15. Instructional methodology should be free from community restraints. |
| SA A U D SD | 16. Students should learn to consider the possible merits of differing viewpoints. |
| SA A U D SD | 17. 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. |
| SA A U D SD | 18. A diversity of views is essential to a democracy. |
| SA A U D SD | 19. Citizens of the community should have the right to examine and criticize school materials. |
| SA A U D SD | 20. Every citizen should have the right to criticize or lawfully oppose any government policy or official without penalty or restraint. |

After the questionnaire is completed, three students could be selected to tally class responses and place the results of the survey on the chalkboard.

The teacher can then select several items for deeper exploration, asking such questions as:

- What might be the reasons why people might agree/disagree with this statement?
- Do the answers we gave to this question suggest that we value freedom of ideas? If so, why is this value important? If not, what other values seem to be important?

Following the discussion students are instructed to offer their own individual written definition of academic freedom.

Day #2

The following two activities were taken from "Teaching About Academic Freedom in the Secondary School," by Robert Gerlach (*Social Education*, April 1975, p. 230).

Activity One: "Where Do You Stand?"

Ask the class to indicate what powers they feel a local school board and the community should have over the conduct of teachers by completing the questionnaire entitled *What Do You Think?*

Emphasize that there are no right or wrong answers and that each student should select those responses that best represent his or her own views regarding the appropriate powers of a school board.

After the class has completed answering the poll, tabulate the results. Then pose the following questions to the class:

- What kinds of teacher conduct did the majority of the class feel that a board of education had the right to regulate? Why? Who disagreed? Why?
- What kinds of activities did the class feel should *not* be regulated? Why? Who disagreed? Why?
- Are the results consistent with the definition of academic freedom originally developed by the class? If not, should the definition be revised? If so, how? If not, why not?
- Consider the following statement: "Teaching is a privilege, not a right. If one wants this privilege, he/she has to give up some rights." How do you think those who support this viewpoint would respond to the class poll? Why? Would you agree or disagree? Why?
- Consider also the following: "Freedom implies responsibility." What do you think this statement means? What responsibilities should a teacher be required to fulfill if he or she is to have academic freedom? What about students?

What Do You Think?

Check those statements with which you agree. School boards and/or represen-

tatives of the community should have the authority to determine:

- Whether or not a teacher smokes.
- Whether or not an instructor is academically prepared to teach.
- Whether or not a male teacher is permitted to wear a beard or moustache.
- Whether or not a teacher is allowed to be critical of school policies and practices and have his or her views published.
- Whether or not a teacher is allowed to date a student from school.
- Whether or not a male teacher may come to school with long hair.
- Whether or not an instructor may belong to the Communist Party or John Birch Society.
- Whether or not a teacher might assign a reading to a class containing language that could be considered obscene.
- Whether or not an instructor might write a play or novel for commercial publication that contains explicit sex as well as attacks on various religions.
- Whether or not a male teacher should wear a tie and coat to class every day.
- Whether or not a teacher should be permitted to refuse to pledge allegiance to the American flag because of his or her beliefs.
- Whether or not a teacher should have complete authority to select the books and instructional materials he or she uses.
- Whether or not an instructor participates in controversial political elections involving local issues.
- Whether or not a teacher can dress as he or she wills outside of the school.
- Whether or not a teacher has a hearing prior to possible dismissal or disciplinary action by a school system.
- Whether or not an instructor can associate with whomever he or she chooses outside of school.
- Whether or not a teacher may urge support for a political candidate in his or her classroom.
- Whether or not a teacher must swear (or affirm) that he or she will support the U.S. Constitution and laws of the state.
- Whether or not a female teacher wears a mini-skirt to school.
- Whether or not an instructor who is a social activist in the community and is involved with groups supporting women's liberation, black power, or the like is allowed to continue as a teacher.

Activity Two: "Actions Outside of the School"

Rank each of the following examples of teacher conduct outside of the school from that which is "most unacceptable" to you (1) to "most acceptable" (10)

- A teacher is charged by the police with public drunkenness.
- A teacher works as a "go-go" dancer on weekends.
- A teacher engages in peaceful picketing and public demonstrations.
- A teacher is a member of the Socialist Party.
- A teacher holds an elective public office.
- A teacher serves as a cashier at a local race track three nights a week.
- A teacher publicly admits to smoking marijuana.
- A teacher uses obscene language in several private letters to a friend.
- A teacher drinks a lot of alcohol at home on weekends.
- A teacher regularly dates one of his or her students.

Poll the class on each item and discuss the responses.

Indicate to the students that the law in this area is not neat or precise. Generally speaking, however, the Court will rule against the teacher when his or her conduct in private life:

- (1) can be shown to have a negative effect upon his or her ability to teach or is "likely" to have a harmful effect upon the educational process; and
- (2) has achieved public notoriety through the actions or indiscretion of the teacher; or
- (3) involves students outside of standard or acceptable student-teacher relationships.

In addition, the courts have held that membership in unpopular organizations by teachers is not punishable so long as the instructors make no attempt to further any illegal aims of the organization.

Finally, the political activity of teachers is to be tolerated as long as it is not carried into the classroom by the instructor and does not interfere with his or her duties and responsibilities as a teacher.

Ask the class to reevaluate each of the examples of teacher conduct contained in the handout in light of the courts' position.

Days #3 and #4

Apply the concept of academic freedom to the film, *The Speaker*. This 43-minute film, developed by the American Library Association, focuses on the problems faced by a high school Current Events Club and its teacher-advisor when it decides to invite to a school assembly a university professor

whose research emphasizes the inferiority of the black race. This film is available free of cost from many public libraries, as well as from the Office of Intellectual Freedom, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

The teacher should preview this film prior to use with students. It is strongly recommended that an intermittent showing format be used. Stop the film at the first meeting of the Current Events Club and discuss the issues. Take a class vote. Stop the film at the second meeting of the Current Events Club. Discuss how the situation has changed; ask the students to vote again. Finally, stop the film after the third vote, and request student discussion. Now, ask the students to take a final vote.

The following suggestions are adapted from *Let The Speaker Be Heard*, by Jack D. Simpson and Cyrus F. Smith, Jr. (unpublished paper).

1. Ask students to consider how this film relates to their original definition of academic freedom.
2. Ask students to look for examples of social pressure that are evident in the film.
3. Ask students to relate the First Amendment to the issues presented in the film.
4. Write the following statement on the chalkboard, "Free Speech or the right to express yourself on any issue is basic to a free democratic society." Ask students whether they agree or disagree with this statement. Be sure that both supporting and opposing reasons are presented.
5. The following questions may stimulate further discussion:
 - Do people make better decisions when all points of view are expressed about a controversial issue?
 - Are there times when the right of free speech should be denied?
 - At times, is it better to leave some ideas unsaid?
6. Ask students to identify some of the forms of censorship in the film (student newspaper, community pressure on the school, school library and newspaper, self-censorship).
7. Ask the students if they have ever heard of a similar situation.
8. Design a role-play situation in which a parent wishes to exempt a child from a biology classroom teaching evolution. Assign the various roles.

Days #5 and #6

Have students read Allan Ornstein's article, "An Update on Student Rights," *Delta Kappa Pi Record*, Fall 1981. This article examines constitutional rights in areas that will interest students: corporal punishment, suspensions and expulsions, student records, personal and religious expression.

The following procedures are suggested as follow-up activities to this article:

1. Before students read the article, have students list or discuss their understanding of student rights and student responsibilities.
2. Ask students to share their own experiences with student rights.
3. Invite an administrator and/or a board of education member to speak to the class on the school district's use of corporal punishment and its relationship to student rights.
4. Invite members of the editorial board and/or advisor of the student newspaper to serve on a panel focused on student rights or the school newspaper.
5. Invite the Pupil Personnel Officer and/or a guidance counselor in to explain how changes in students rights have influenced their practices and policies.

Unit Evaluation

The following Action Projects can be used for evaluation purposes.

1. Construct and conduct a censorship poll of 25 adults in your community.
2. Write a brief 2-4 page research report on censorship of Academic Freedom.
3. Write a short 2-5 page paper on a current issue in censorship.
4. Conduct an experiment in censorship at school—submit a 1-2 page report.
5. Interview a principal, teacher, and religious leader on censorship. Write a one page summary.
6. Interview an editor of the local newspaper on an issue of censorship, and submit a one-page report.
7. Interview the faculty advisor for the school newspaper and submit a one-page report.
8. Interview a lawyer on censorship.
9. Call the American Liberties Union or a student's rights organization on censorship and submit a one page report.

These action projects are out-of-class assignments. This project is assigned on the first or second day of the unit. The student selects a project and has two weeks to submit the project and share its findings in class.

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 a Court can only do what it can do with the record of the proof that has been presented. That being so, 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 a 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 he 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. Thereafter Mr. Sterzing was advised by Mrs. Jane Schneider, his department head, that the school board, or school administration, wanted him to confine his teaching to the text. The problem was discussed by Mrs. Schneider and Mr. Sterzing 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 the 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. Ratcliff, director of secondary education for the Fort Bend Independent School District, that a group of parents planned to attend the school board meeting scheduled for September 27, 1967 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, 1967 board meeting, but at that 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 that term was never defined by the board. Mr. Sterzing explained that it was impossible to teach a 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 Fort 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 herein, 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 28th, 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. Such payment was thereafter received by Mr. Sterzing.

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 Fort Bend School System. However, Mr. Sterzing at all times 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 true 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 such as Mr. Sterzing, up to the principal, Mr. Jenkins, and the assistant superintendent, Mr. Elkins, and the curriculum chairman, Mr. Ratcliff.

For example, it seems strange, indeed, to this Court that the principal 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.

This Court is obligated 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

CENSORSHIP

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

WORLD CITIZEN QUIZ

Directions: Circle the letter which 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 fuel 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 which 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, petroleum. Which mineral do we need to import the least of, percentage wise, to meet our domestic needs?
- a. Asbestos b. antimoney 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

- | | |
|--|--|
| <input type="checkbox"/> Buick Century _____
<input type="checkbox"/> Buick Regal _____
<input type="checkbox"/> Cadillac Allante _____

<input type="checkbox"/> Chevrolet Lumina _____
<input type="checkbox"/> Chevrolet pick up _____

<input type="checkbox"/> Chrysler Concorde _____
<input type="checkbox"/> Chrysler LeBaron _____
<input type="checkbox"/> Dodge Caravan _____
<input type="checkbox"/> Dodge Colt _____
<input type="checkbox"/> Dodge Intrepid _____
<input type="checkbox"/> Dodge Monaco _____
<input type="checkbox"/> Dodge Ram 50 _____
<input type="checkbox"/> Dodge Ram Charger _____
<input type="checkbox"/> Dodge Shadow convertible _____
<input type="checkbox"/> Dodge Spirit _____
<input type="checkbox"/> Dodge Stealth _____

<input type="checkbox"/> Eagle Vision _____
<input type="checkbox"/> Eagle Premier _____
<input type="checkbox"/> Eagle Summit _____
<input type="checkbox"/> Eagle Talon _____

<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford Escort _____
<input type="checkbox"/> Ford Festiva _____
<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford pick up _____
<input type="checkbox"/> Ford Probe _____
<input type="checkbox"/> Ford Taurus SHO _____
<input type="checkbox"/> Ford Crown Victoria _____
<input type="checkbox"/> Ford Tempo _____

<input type="checkbox"/> Geo Metro _____
<input type="checkbox"/> Geo Metro controvertible _____
<input type="checkbox"/> Geo Prism _____
<input type="checkbox"/> Geo Storm _____
<input type="checkbox"/> Geo Tracker _____

<input type="checkbox"/> Honda Accord _____
<input type="checkbox"/> Honda Civic 3 door _____
<input type="checkbox"/> Honda Civic 4 door _____

<input type="checkbox"/> Hyundai Sonata _____ | <input type="checkbox"/> Isuzu pick up _____
<input type="checkbox"/> Isuzu Rodeo _____

<input type="checkbox"/> Jeep Wrangler _____

<input type="checkbox"/> Mazda 626 _____
<input type="checkbox"/> Mazda MX-6 _____
<input type="checkbox"/> Mazda Navajo _____

<input type="checkbox"/> Mercury Capri _____
<input type="checkbox"/> Mercury Grand Marquis _____
<input type="checkbox"/> Mercury Topaz _____
<input type="checkbox"/> Mercury Tracer _____
<input type="checkbox"/> Mercury Villager _____

<input type="checkbox"/> Mitsubishi Eclipse _____
<input type="checkbox"/> Mitsubishi Mirage _____
<input type="checkbox"/> Nissan pick up _____

<input type="checkbox"/> Nissan Quest _____
<input type="checkbox"/> Nissan Sentra _____

<input type="checkbox"/> Plymouth Acclaim _____
<input type="checkbox"/> Plymouth Colt _____
<input type="checkbox"/> Plymouth Laser _____
<input type="checkbox"/> Plymouth Voyager _____

<input type="checkbox"/> Pontiac LeMans _____
<input type="checkbox"/> Subaru Legacy _____
<input type="checkbox"/> Suzuki Sidekick _____
<input type="checkbox"/> Suzuki Swift _____

<input type="checkbox"/> Toyota Camry _____
<input type="checkbox"/> Toyota Corolla _____
<input type="checkbox"/> Toyota pick up _____

<input type="checkbox"/> Volvo 740/940 Wagon _____

<input type="checkbox"/> VW Golf _____
<input type="checkbox"/> VW Jetta _____ |
|--|--|

Whenever our country can help world neighbors it should, so long as it does not diminish its citizens' standard of living.

Education is leaching young people a body of established wisdom—it's the transmission of knowledge.

We should work to understand people from the developing nations, but probably few, if any, practical or valuable ideas will ever result.

Population growth is the lifeblood of civilization and commerce; to not have population growth means stagnation and decay.

All natural resources are limited and some are nearly exhausted.

Pollution is unhealthy and throws the world's ecosystem out of balance.

Students must master the basic skills and this can best be accomplished with little or no interference from the community.

As a whole, people in other nations haven't yet come up to the quality of our customs, beliefs, and values.

Our country is part of the world community—and we should base our decisions on the notion of being a good neighbor.

Education is helping persons learn the skills and attitudes needed to be adaptable.

We can learn practical and important new ideas from developing nations, even though cultural, economic, and political differences exist.

Continued world population growth is immoral; we need to stabilize at zero population growth.

Natural resources are plentiful, but honest efforts of conservation are important.

Pollution may be undesirable, but we can clean it up without long-term damage, and the cleanup process helps the economy.

Involving the community in the school and the school in the community is a good idea but not really practical.

We need to understand and accept that our customs, beliefs, and values are not universally shared.

1. Our country is a great, self-sufficient nation; our first concern should be to keep our position as "number one in the world."

2. Education is training to perform specific skills.

3. It sounds nice to say that we can learn from the developing countries, but it's not realistic.

4. Controlled population growth is difficult; perhaps we need a system of selective population growth.

5. Natural resources are unlimited—if we run out of something, we'll make a substitute.

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.

7. Schools should become community centers with the entire community a learning resource.

8. We need to demonstrate to other nations our system of customs, beliefs, and values.

- 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.
- Global education is best approached through issues education—studying topics such as population, health, food problems, arms control, and poverty.
- 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 interdependent system, emerging trends, and the value of diversity.
- Most of the global problems facing us today are insoluble. Our civilization will gradually decline and perish.
- Governments should take increased responsibility since only collective actions can have an effect on the world's ecosystem.
- We should be stewards of the earth for the benefit of present and future generations.
- People should be free to learn about world affairs, but there should not be any such requirement.
- Global education should be the responsibility of the social studies or some other department.
- Students can learn best if content and concepts are approached on an interdisciplinary basis.
- Global education should not be the responsibility of the school.
- Students can learn best if content and concepts are sometimes but not often approached from an interdisciplinary basis.
- 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 interdependent system, emerging trends, and the value of diversity.
- The global problems facing us today can be solved if people in different countries will work together.
- The entire world is an ecosystem and every individual's actions have an effect on the system.
- Stewardship of our environment sounds good—but the problems are too complex to get a handle on.
- People need to learn to earn a living before worrying about global issues.
- Global education should not be the responsibility of the school.
- Students can learn best if content and concepts are sometimes but not often approached from an interdisciplinary basis.

- 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 not better." We need "human scale" institutions and technologies so that people do not become mere automations.
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 staff 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.
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 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.

LAW STUDIES



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 1990s 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.

1 missing, that's all replaced by the aqueous. At the time
2 of surgery we replaced it both with the gas bubble, as I
3 mentioned, and with basically a salt-water solution, and
4 it's not of any importance really at all as far as we
5 know.

6 Q. Very good. You can put the graph down,
7 Doctor, I think.

8 Doctor, based upon the history that you received
9 when you arrived at the emergency room at Kettering on
10 January 21, 1987, based upon your examination of Kimberly
11 Black's eye at that time, based upon the operation which
12 you performed and the things you were able to see during
13 the course of that operation, and based upon your
14 subsequent care and treatment of Kimberly Black, do you
15 have an opinion based upon a reasonable degree of medical
16 probability as to the proximate producing cause of the
17 injury to Kim's left eye?

18 A. Yes. Based on the history, assuming the
19 history is accurate, everything that she had is compatible
20 with the stab injury with the pencil or with some other
21 sharp object.

22 Q. Now, Doctor, again, based upon the history
23 which you received, and based upon the operation which you
24 helped perform, and based upon your subsequent care and
25 treatment of Kimberly Black, and based upon your training

1 and your experience, do you have an opinion within a
2 reasonable degree of medical certainty as to Kim's
3 prognosis given the nature of her left eye injury that we
4 have talked about this morning?

5 A. Yes. It's a little bit difficult, because
6 the corneal scar does not allow us to fully evaluate her
7 retina, and so I can only be general. And that is to say
8 that certainly at this point we would expect that Kim will
9 have useful vision in the eye. That's not absolute,
10 because any time an eye is injured like this, even many,
11 many years later, patients can develop retinal detachment
12 and other problems as a result. But the longer one goes
13 without this sort of thing, the greater the chance that
14 won't happen.

15 Assuming she does not develop any late
16 complications, and again I'd say chances are small, but
17 still possible, I think she will definitely have useful
18 vision. In order to have that useful vision she certainly
19 is going to have to have another operation, and that's a
20 corneal transplant. If she has a corneal transplant
21 performed, then again, it's difficult to predict, but
22 vision I think we could say based on what Dr. Denlinger's
23 information was, that vision would be at least 20/100
24 assuming surgery went well, and it certainly is possible
25 that it could be much better than that, but there is just

1 no way to predict that right now.

2 In my discussions with Dr. Denlinger, we felt
3 that Kim could have a transplant done at any time she
4 wishes, but because she has one good eye and is doing most
5 of the things she needs to do, even though that's not the
6 same as having both eyes, Dr. Denlinger felt that we
7 shouldn't push her to have surgery yet, because she will
8 need surgery someday, but the longer she goes from the
9 date of the injury without surgery it's Dr. Denlinger's
10 opinion -- speaking for him, that this is what he told
11 me -- that the chances of a rejection of a transplant and
12 the chances of successful transplant surgery are greater.

13 So that he says that as long as she is getting
14 along reasonably, then she could wait until some future
15 time to have this done, but that it will need to be done,
16 and the chances of success are reasonably good.

17 Q. Now, Doctor, this transplant that we have
18 talked about, can you just on a very basic level describe
19 for us what occurs?

20 A. Yes, that's really kind of simple. She has
21 a big scar here on her cornea, and as a result the surface
22 of her cornea is irregular. It doesn't present a smooth
23 surface. A contact lens could be put over her eye, which
24 would then present a smooth surface to the oncoming light,
25 but the difficulty with Kim is that her scar is so big and

1 it leaves such a whitish-opaque area, that that partially
2 blocks the light from coming in and makes the light bounce
3 around in different ways. So what's needed is a clear
4 window for the light to get through so that it can get to
5 the back of the eye.

6 When the surgery is done, what's done is an
7 instrument almost like a cookie cutter is used to punch
8 out a piece of the cornea. That cornea is removed, and
9 then they take a clear cornea from someone who has donated
10 an eye and punch out a similar size piece of that and just
11 replace hers with the clear cornea. Then stitches are put
12 in to hold this in place.

13 Afterwards Kim would either have to wear a
14 contact lens to replace her lens, which was gone at the
15 time of surgery, or Dr. Denlinger could consider putting
16 in an implant, which is a plastic lens inside the eye at
17 the time of surgery to help correct her vision. Whichever
18 he does, it still may be necessary for Kim in order to
19 have her best vision, it may be necessary for her to wear
20 glasses or a lens over that eye in addition to either an
21 implant or a contact lens.

22 Q. Okay. Now, Doctor, one final question in
23 this area. Let's assume that the cornea transplant
24 occurs, and all the things are done that need to be done.
25 Do you have an opinion within a reasonable degree of

1 medical certainty as to what Kim's vision will be at that
2 point in time?

3 A. Well, again, that's difficult. I would say
4 at least 20/100, but based on the way her eye looks, I
5 think it could be much better. It's just unpredictable -- it
6 could be as good as 20/20. That's possible. I would say
7 that's unlikely, but I would say at least 20/100 based on
8 Dr. Denlinger's information.

9 Q. That's 20/100 with the aid of the corrective
10 lenses?

11 A. With the aid of all, that's, yes, exactly,
12 with all corrected (sic) lenses, corrective lenses.

13 Q. I think that's all I need the graph for at
14 the moment, Doctor. ~~is that~~

15 A. Okay.

16 Q. Doctor, do you have an opinion within a
17 reasonable degree of medical certainty as to what the cost
18 of that cornea transplant would be?

19 A. That I can't say. It's Dr. Denlinger's
20 operation.

21 Q. I understand. At the present time is
22 Kimberly on any medication or other restrictions? I asked
23 a 2-part question there.

24 A. Not from us. She is on no eye medication.
25 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.

Mark Brunswick
3-4-14

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 nut 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 hand gun along with a shot-gun hidden in the vehicle. The car had a 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 past problems such as a homicide on Stanley Avenue at the old Dayton Motor Motel, 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 Fuget 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 to 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 which 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 back-up 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 stayed 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 off 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 hand 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 recieved a call on the dispatcher about a disturbance in

Flanigan's Bar on Stewart Street. We went to the sight while other back-up were 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, a girlfriend. The fight caused small damage to the bar and the arrest lasted about 1/2 hour. The two men were taken to the station for questioning by the other policemen who were on the scene. The time was now about 11:45p.m. 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 my 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 pursuing my degree. Law enforcement has always been a career that I have been interested in since I graduated from 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 Sheriff's 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 wit 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 back up 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 shot gun. 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 several 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 4:00am. 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 fights. 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 totalling their own car and left 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 court room what was so obvious at the scene. This took the rest of the shift 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 towards retirement.

Lynn Zimmerman
3/10/94
ED 448

Vehicular Homicide or An Accident?

*Please note: The names of the individuals involved have been changed because the case has not been settled as of this date.

It was a beautiful Tuesday evening July 27, 1993 after dinner that the lives of my family and neighbors were forever changed. My family has lived in the same house for nearly 28 years and some of our neighbors were residents before my parents moved into our house. One family in particular has lived in the same house for over 30 years; they are the individuals who live directly across the street from us, the Huffmans. It was the Huffmans for who the nightmare of that night centered upon, and still does to this day.

Charley and Martha Huffman had already raised their family, they were respectively 69 and 70 years old, and were grandparents. Although they took care of their property and themselves, it was easy to see that their age was beginning to affect their capabilities. Mr. Huffman had already had a stroke and Mrs. Huffman labored at physical activities. The neighbors around them, including my family, often looked out for any needs that their children and grandchildren were not able to immediately tend to. However, the neighborhood that I live in does not necessarily become greatly involved with one another. That standard changed on that early evening in July though.

My mother was completing the laundry as my father and I finished the dinner dishes in the kitchen when a loud metal screeching noise came from outside. At first we ignored it, deciding it was either a near-hit collision or Mr. Huffman's truck that often screeched when moving. When the noise persisted, my mother yelled for my father and I to look outside to view what she was seeing. Rushing to the front window of the house I attempted to

absorb what my eyes were witnessing. The Huffman's truck was backing up full speed out of the two car garage headed directly for a parked car further down the driveway. The truck was being handled recklessly and it did not stop moving when it hit the parked car. Instead, the driver in the truck proceeded to 'push' the car down the driveway until it hit one of the brick and cement pillars mounted at the side of the driveway. The brick pillar was broken off at the base and lay partially crumbled in the ditch. At this moment the truck stopped however, the driver did so only long enough to change gears from 'reverse' to 'drive'. A neighbor that lives next door to the Huffmans had run out to the truck yelling in to the driver to shut the car off while the truck was stopped. My mother began yelling for my father to go help, what she did not know was that he was already heading out the front door. During these split second moments I realized that the driver was Mrs. Huffman because I could see through the cab's back window. The tires were spinning while the truck was stopped and smoke billowed from the back end. It was obvious that her control over the truck was strained. The truck then bolted forward at the highest rate of speed possible and drove recklessly towards the open garage. It almost appeared that Mrs. Huffman would drive directly into the edge of the garage instead of the opening. However, somehow she made it through the door at that high rate of speed and I heard a loud crash as the truck hit items in the garage.

The incidents that occurred next took place within a short period of time. I had run to the front yard and the message rang out through the air, "Call 911, Charley's been hit. Call 911." I pulled my shoes on and ran across the street. Neighbors from as far as two streets over were running to

help. What I saw in that garage has haunted my dreams for months. Charley was laying on his left side underneath the front tires of the truck. My father and others yelled at Martha to try to turn the truck back on to pull out of the garage, but alas the truck was dead. No efforts, not even the neutral gear, would move the truck off of Charley. Martha was dazed and in shock. Someone helped her out of the truck. She emerged with blood dripping from her face and questions that were not logical to the situation; she was obviously stunned and shaken. As we waited for the emergency teams, my father and the neighbor who had run to the Huffmans front yard, attempted to move the truck and talk to Charley. I remember him asking my father to help him. My dad ran for our van and a chain with a hook on it to drag the truck off. At that moment the emergency teams finally arrived. Our little street became littered with fire trucks and police cars. When the medics rolled Charley away it was a gruesome sight. I looked down the driveway and saw the only ray of hope that I could find, a friend of mine since the age of 2 was one of the C.O.P.P. (Citizens On Police Patrol) who was managing the scene. It was not more than a hour later that the word arrived that Charley was D.O.A. (Dead on Arrival) at the hospital.

The next series of events are cluttered but typical to the scene of such a tragedy. It took hours before the last police officer left, late into the night as a matter of fact. By then my family and I, as well as the other neighbor so closely involved, had been questioned by several officials. We had all written and signed official statements. That night as the last of the police worked on the scene, I watched from my bedroom window. I was talking to my best friend Jen sipping a rum and coke with tears on my face. By the

time the last cop left they had taken the truck out of the garage. Unbelievably it had started up on the first try and backed out with no problems other than those caused from the impact. The police asked my father to go into the Huffman's home with them to tend to the dog in the house. They began to ask him about the drinking habits of the Huffmans. We truthfully had never seen them drink after Charley's stroke. However, in the house was a stale smell of alcohol and the garage floor was filled with broken alcohol bottles from the crash. The whole situation was taking on extremely peculiar characteristics.

Although I have been questioned by lawyers, subpoenaed to testify at both the hearing and trial, no conclusions have yet been made about the facts of that night. Assumptions and unfounded deductions are all that any of us have about the events of that evening. The story changes depending on whose viewpoint it is recounted. My family and I can only confirm what little we witnessed from our house. Martha claimed that the truck was out of control. However, the most chilling story came from one of their granddaughters who was present in the garage at the time of the incident.

Andrea has told the story of that night in a heartrending manner. She was in the garage off to the side when the accident occurred. She said that Charley had been standing between the truck, as it was parked in the garage, and the refrigerator directly in front of the truck. He was standing there merely to watch Martha leave as he did on occasion. Andrea said that Martha jerked the truck forward hitting Charley once, then as Martha drove in reverse he fell to the floor and was unable to move; helpless he watched Martha drive full speed forward to hit him again. Andrea said that he asked for her help

but she was unable to assist in the short time span without being hit herself. Whether or not this account was true is uncertain. It is this young teenager's word against a barrage of confusing facts. It does have a strand of logic though to those of us who witnessed it from a different perspective. It explained why Charley was not laying on top of the truck pinned between the hood and the refrigerator. Unfortunately most officials have said time and again that this accident will probably be one that is never fully resolved. Only one person knows the truth, Charley.

The hearing for Martha on the counts of vehicular homicide have already taken place. The trial date was typically postponed until March 30, 1994. However, the subpoena now reads with additional charges including DUI. I will never forget what took place that night, nor will I fail to remember the confusion surrounding the situation. The legalities involved have brought to me a new appreciation for the police, lawyers, and government. I do not mind telling people that I hate watching 'cop shows' or 'emergency shows' on television because of what I witnessed. No one can truly understand what really is taking place in those situations unless you are there. They may provide insight for some individuals as to the world around them but, from my prospective they only cover up the horrors and realities of the world. It is because of this incident that I felt compelled to not participate in a police-ride-along. Truth be told, I just couldn't risk the possibility of having to face another fatality; I hope I never have to again.

FJ 648
Linda Kipp
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 dirtbikes 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. Its 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. Were 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 harrasement 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, thats us. Were 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. Its too late, were on the ramp. Randys 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 were 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

(3)

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.

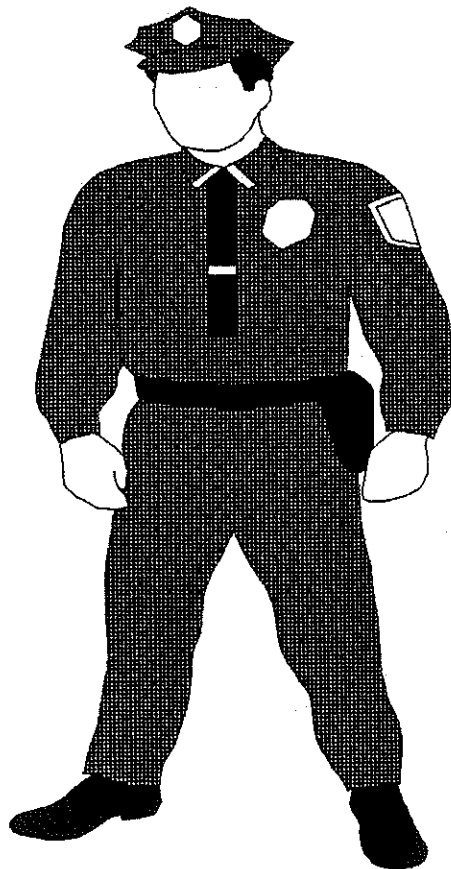
I then make a speedy return to the city with the other patrolman as Huber Heights has been left with only two cruisers. Upon my return to the station my immediate request was to go to the bathroom. I thought, surely Dr. Helms won't care if I call it an evening. Sgt Schwieterman was back by this time 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.

POLICE RIDE-ALONG REPORT

AMY TIMMERMAN



POLICE RIDE-ALONG REPORT

March 10, 1995 was the day of my exciting adventure! It began on a warm Friday afternoon. I had no idea what to expect on this police ride-along, so I entered the police station a little apprehensive.

I was assigned to Officer Lee Cyf, a male of about 32 years of age. Fortunately, he was a friendly person so I felt free to ask him questions regarding his job. Our car number was 322. Before we even left the station, Lee showed me how to release the lock on the shotgun if I ever had to back him up. I was ready!

As we pulled out of the drive he began to explain a few basic things to me. He had been with the Fairborn Police Department for a year and thoroughly enjoyed his job. There are four districts that Fairborn is divided into, and six police cars to patrol those areas. We were assigned to District 2. Lee explained that we were responsible for our District, but could proceed into others if needed. We just had to radio in to the Dispatcher to let them know where we were.

I felt lucky to have been placed with Lee because he allowed me to get out of the car on any of the calls that I wanted to. The first call we had was concerning an unwanted subject in a home. The housekeeper called the police because the daughter of the man who owned the house had a friend over whom the housekeeper disapproved of. There was nothing the police could do because it was not the housekeeper's home. A second wild-goose chase occurred on the next call. It was a juvenile miscellaneous call. A mother

called the police because a boy at the elementary school across the street was saying bad things about her to her son. It had been going on for some time and she wanted something done. This was another call that the police were not required for. There was legally nothing the police could do.

Finally, on the third call, there was some action. Just after we got back into the squad car, a call came through on an attempted suicide. Lee told me to buckle up and hang on. We were off! We arrived just after the 9-1-1 squad car did. We raced to the house and found the woman's boyfriend, who had called 9-1-1, and the woman was lying on the bedroom floor. She had taken an overdose of sleeping pills. The medics arrived and were able to get her to nod to some of their questions about how many pills she took. When they took her out on the stretcher she was conscious, and was going to be alright.

Our fourth call concerned some suspicious subjects in Rona Hills Community. Three men from North Carolina had an eighteen-wheeler full of furniture and were soliciting it throughout the community. Because they did not have a city permit to do so, they were asked to leave the city of Fairborn.

By this time we had a little excitement and I was enjoying myself seeing how everything worked. Our next stop was a theft. I really felt bad for the gentleman. He was on a one-day business trip to Ohio from Connecticut and had his rental car broken into and a leather jacket stolen. He vowed never to come back to Ohio again!

A routine traffic stop was next. A car full of young men were

pulled over because there was no visible registration on the vehicle. It seemed that the temporary tag had fallen out of the back window. However, Lee ran all three young men's drivers licenses through the dispatcher checking if there were any warrants out on any of them. There were not. I was a little disappointed. It would have made the ride-along even more exciting if we had been able to run someone in to jail! Oh well, maybe next time!

Overall, I had a great experience with the Fairborn Police Department. Officer Cyf was very helpful in explaining some procedures that I did not understand and answering any questions I had. I would highly recommend that every person, especially social studies majors, do a police ride-along. It is a very insightful experience into the way many situations are handled.

Nichelle Crabtree
Winter '95 448

My police ride along was the most exciting assignment that I have ever had. I know that is hard for you to believe because papers are so fun to write! At 11:00 on Friday March 31, 1995 I began my adventure with officer Frandton. Anxiety hit me when the dispatcher warned me about his driving and she was right. We were late for a meeting at Beyer's Inn, a local bar. Upon arrival, officer Frandton and I met up with the K-9 officer named Don. Throughout the night, he was usually our back up or vice versa. The bar check was routine. Both officers and I went in, walked around and talked to the employees to ask if there were any problems. Everything checked out and we were off. We returned to the bar quite frequently later on that night to watch for drunk drivers. Our next exciting event was a high speed chase with a corvette. No, actually, the officer was suspicious of the car and we followed her and pulled the young lady over. She was very upset when she got out of the car. Being pulled over was not on her schedule. Routine checks were done on her licence plate and driver's licence. Everything was alright and she was not drunk. She proceeded to tell the officers about how she was upset because the IRS froze her bank account and her husband had served her divorce papers that week. They let her go and the officer informed me that she owned an escort service and she did not pay all of her taxes and that is why her bank account was frozen. This was too funny. Our next expedition was as back-up mission on I-75. One of the other

officers had stopped a little old lady for speeding. After that we check out temp plates on a crappy car at the BP station by the mall. Officer Frandton was big on temp plates. It was all like a game to him. One of the biggest things that I learned is that police officers can pull you over for almost any reason what so ever. Unexpectedly we were called over to a house near Grove Bell for a suspected break in. The alarm on the house was set off. Just as the officers were beginning to enter the house, the owner told them that it was an accident. Eventhough she called the security system office, they neglected to call the police and tell them that it was an accident.

The next few hours was the most fun. When we pulled in to Beyer's Inn for another bar check, a car backed up into a truck right in front of us. The officer got out of the cruiser and advised the people involved in the accident. It was obvious that both parties were totally trashed. Neither party was charged with DUI or anything, they were just required to find an alternate way home. After that incident, the officers went into the bar again but I chose to stay in the car. I watched the people leaving the bar and witnessed one driver stumbling across the road to her car in the Bob Evan's parking lot. She got into the driver's seat and I began to worry. Fortunately she and her boyfriend were waiting until the cops left before they pulled out. Unfortunately for them I told the officer what I had seen and he went over to check out the situation. He

told me that I just saved that girl from having a DUI. The car checked out as well as her licence that her boyfriend's. The guy said he was okay to drive so the officer let them leave as long as the man was driving.

Our next expedition was following a semi caring used cars to make sure they were not stolen. That was fun. Then we stopped one more person along 725. We also pulled over a suspicious van in downtown Miamisburg. At one point we talked to the West Carrollton police and the officer said that they had an abduction that night. Scarry! I really enjoyed my ride along once I finally had a time set up. I learned how boring it can be at times and how frightening it can be to work at night. I have a great respect for anyone who can stay that alert that late at night. Although his driving was scary, I felt safe, especially when the dog was with us.

Dan¹ Brown

DARKE COUNTY SHERIFF PATROL

"Be in the lobby Friday at 4:00," Sheriff Robert Sullenbarger finally told me on Monday, January 14. During the entire telephone conversation, he had sounded suspicious of me and my need to complete a "police ride-along" assignment for an education class at Wright State. Luckily for me he relented; and shortly before 4:00 on Friday January 18, I pull into the parking lot of the Darke County jail, headquarters for the Darke County Sheriff Department. I feel slightly apprehensive about the whole deal because Sheriff Sullenbarger gave me the feeling that he really did not want me there.

I park my car and ring the buzzer for the deputy to unlock the door. Once inside, I approach the information window to announce my arrival.

"My name is Dan Brown. I'm a student at Wright State University, and I'm supposed to ride in a cruiser from 4:00 to 8:00," I tell the deputy behind the window.

"Hold on, and I'll check with the Captain," he replies.

After a couple of minutes, he tells me to have a seat and wait on the Captain. I look at the FBI most-wanted postings for a while to pass the time, doubting that it ever affects this office. A few minutes after 4:00, the Captain comes out. He tells me to follow him to his office to sign the release form and line me up with a cruiser. I read the form, and ask him if it has ever saved the Department any hassle. He assures me they have never wounded an observer, so I sign. Then he introduces me to my ride for the night, Deputy Chuck Stebbins.

"You'll need one of these," Chuck says as he hands me a flashlight. "These are the best lights ever made."

I follow Chuck to the deputies' lounge. I notice what seems to be a strange fascination with John Wayne as displayed by some John Wayne posters of which one read "God bless John Wayne". Chuck gets his assignment, the northern route, and we head for the cruiser.

We get in the car, and Chuck goes through some of the procedural checks. Trying to find a way to start meaningful conversation, I ask him how many years he has been a sheriff's deputy. He tells me that he started as an auxiliary in 1974 and mainly worked weekends. Then, in 1985 he became a full-time deputy. That said, Chuck opens the glove compartment and pulls out a small recorder.

"I've heard those can save you from a lot of trouble in court," I state.

"That's true," he replies as we pull out of the lot.

"There was one time that I had one of these going that turned out to be kind of interesting."

As we head north on U.S. 127, he begins his story.

"In 1988 two male juveniles committed an armed robbery in Illinois and shot the victim. They stole a car to get away and were later involved in a chase. They got away and

then wrecked the car. Later, they stole a red pickup truck in Indiana. We knew they were headed this way because they had been spotted several times and each time they were closer to Ohio. At the time I had morning duty. On one particular morning a roadblock was set up by the Highway Patrol and the Preble County Sheriff because they had reason to believe that the two would be crossing the border on I-70 that day. I can remember when I went out that morning saying wouldn't it be something if they came up this way and we caught them."

"I was at Castine checking out the Kaiser fertilize station around 5:00 that morning when I saw lights coming up 127. Something told me I should check it out. I stayed back in the Kaiser driveway and let the vehicle pass, and sure enough it was a red pickup. So I followed it into Castine. There was only one person in it so I didn't think it was them, but I couldn't read the plate because it was muddy so I followed. The driver seemed inexperienced and unsure of where he was going. He turned east on 722. I got up on his bumper to try to read the plate. I didn't get to read it, but I did see dairy stickers on the bumper. The stolen truck had those, so I called for a backup."

We have now been on the road for ten minutes, and Chuck has just gotten suspicious of a blue Ford pickup with a four-wheeler in the back. Several four-wheelers have been stolen in the last couple of weeks, so Chuck turns the lights on to pull the truck over. At first I am surprised that he would do this, but Chuck says that it is always good to check out a suspicion. And since I noticed that the license plate is not visible, he has a justifiable reason. Chuck talks to the driver for a few minutes and comes back with the operator's manual. It turns out that he had just bought the four-wheeler from someone Chuck knows. The deal seems clean, but Chuck calls in the serial number anyway. It clears. Chuck returns the manual, and we continue our journey north on 127.

"Where was I? Oh! We were on 722, approaching Ithaca. I decided that I must read the plate, so I got close and made a positive read. It was an Indiana plate, so by now I was certain I had them. I went ahead and called in the plate number. I followed them south on 722/503 and went through Ithaca and continued east on 722 toward Gordon. I was puzzled, though, because there was still only one kid in the truck and there had always been a pair before. They turned south on Gordon-Landis and then back west on the Darke-Preble Line, so I knew they were confused. Then they went south on 503 and into Preble county. Then, they stopped."

"All of my felony training taught me that when dealing with a felony case I should always have a backup. So, I waited a few minutes. Backup didn't show, and the State Patrol and Preble county were eating breakfast in Richmond. I decided to get out and check this truck out. I had my gun ready and started for the truck. Then, I went back to the car and decided I had better follow the training. Backup finally showed. Then, the other kid popped up on the passenger side, and the driver floored it."

"We both gave chase. I remembered I had a recorder in my pocket, so I turned it on. The truck turned onto one of those backroads in Preble county. While we were chasing them on those backroads, we got a confirmation on the plate number. Finally, we cornered them. They drove that truck out onto a wheat field. I hesitated, but my lieutenant, who was backup, went. So, I went too. The truck circled around, and we almost lost them. But when they tried to get back on the road, they got stuck in the mud in the sideditch."

"Then, they both took off on foot. The lieutenant and I both jumped out of our cars to follow them, but the lieutenant slipped on some ice and cracked his elbow so hard I didn't think he would get up. I hollered for them to freeze. One did and the other kept running. The lieutenant took care of the one who stopped, and he persuaded the other to stop. We found out the other one had the gun. I took care of him. I told him I was prepared to shoot. He told me he was scared. He pointed to the pocket that the gun was in. It was stuck, and took me a few minutes to pull out. That was quite a morning. Everybody tells me that had I went up to the truck when it was stopped on 503 that the kid on the floor would have shot me. I still have the tape, and I play it once in a while."

We are now approaching North Star on 127. I decide to tell Chuck about my encounter with the Sheriff's Department. I begin to tell him about the time my dad and I were coming home from the grain elevator at Savona and we noticed some suspicious activity at the neighbor's farm. So dad backed the truck into the neighbor's drive. A beat-up, old car was parked near the overhead gas tank. The hose had been jerked off, and a couple of herbicide jugs full of gas were on the ground. However, the two people we saw on our way past the farm were gone. Dad pulled the keys from the car, and we went back to Savona because our neighbor worked at the grain elevator. We followed him back to his place. The two young men (I went to high school with one of them) were standing quietly beside the car. Our neighbor surveyed the situation, and then called the sheriff's office. The "gas thieves" were arrested for breaking and entering. When I mention the overhead gas tank to Chuck, he interrupts me.

"They were stealing gas weren't they? I was the deputy who responded to that call!"

We enter North Star and turn west onto 705. Our ultimate destination is Union City, where three individuals will be served papers. Chuck calls this "delivering the mail". As we enter New Weston on 705, an emergency call comes in for Shelby-Darke. If anyone from Darke responds, it will be us. We wait for further information in a parking lot.

"Sounds like it could be a bad accident," Chuck says.

"You aren't afraid to see some blood?"

"I see a lot of blood and death as a hog farmer," I tell him.

"Well, its different when its people. Its really tough

to deal with injured people, especially children."

Fortunately, the accident is not serious, and Shelby county takes care of it.

We head south along the Ohio-Indiana border for Union City. Union City is really two separate towns--one in Ohio and one in Indiana. Chuck has papers to serve for three people. On the approach, a call comes in for DCB (Chuck's code). Its a domestic call in Greenville.

"Oh great! We deputies hate domestic calls; they're tough to deal with."

We travel the border road at high speed to get into position for response. Husband and wife have been arguing in the bedroom and one of their children thought he heard a gunshot. He has called from a neighbor's house. Chuck radios back that he is too far away to respond quickly. The other car takes the case. As it turns out, there was no shooting.

We slow on our arrival in Union City. We spend about a half an hour looking for all three addresses. Only one paper is served.

"This place is a hell-hole!" Chuck moans as we leave Union City. "We'll probably be back here five times before the night is over!"

We are now traveling south on 571, headed for Chuck's 110 acre farm. His wife will have supper ready by 6:00. We arrive, and he invites me in for a quick meal. We eat quickly and get back on the road.

As we head north on 118, Chuck hands me a small box with a rocker switch on it. "This is the control for the radar gun. Why don't you play with it for a while."

I figure out the different positions of the switch. It is now dark so I wait for approaching headlights. I wait until the lights are almost upon us and then I register the speed. 71! I lock the speed on the readout and Chuck whips the patrol car around. The car pulls over dutifully. The driver is a young woman, who is just divorced, and has a one-year-old child, not in a car seat. Chuck only issues a warning because I locked his speed at 57. Plus, he also rarely writes tickets. For the rest of the night, I work the radar. I find it entertaining to be the hunter instead of the hunted.

We go through Ansonia and Roszburg on 118 and turn west onto 319. We turn around in Burkettsville, and turn south when we come to 118 again. After we pass through Ansonia for the second time, we get behind a slow, weaving car. Chuck follows it for a couple of miles.

"Probably an old driver," I state, not thinking of all the possibilities.

"Or drunk!" Chuck replies, expanding the possibilities.

It is only 7:10, which seems early for a drunk driver. The driver hits the breaks and turn signal several times before finally turning. Chuck moves in for the kill. As soon as he flips on his flood light, we both know that I was right. Chuck talks to the old woman for a minute and then

lets her go. She and her husband are out late. She hates to drive at night and is on the way home.

We work our way over to 47 and then head for Versailles. Our target is the teenage nightspot of Darke county, The Lost C. Though I know all about the place, I have never been there.

"It's outside of Versailles' jurisdiction, so that leaves all of the trouble with us," Chuck tells me. "We hate the place. It's no fun to go in by yourself and break up a fight while 100 kids watch. If you've never been there, you haven't missed anything."

We drive around the C's parking lot. It's only 7:30 so the place is still quite. There are a couple of cars in the lot with teenagers in them--obviously drinking. We pull out and drive through Versailles. Then we head south down 185 to 721. From there we cut through Bradford to get to U.S. 36. My ride is up at 8:00, and it is now 8:00. Chuck asks me if I want to continue to ride; but as I answer yes, DCB is told to pick up auxiliary 73.

"Not 73! I hate his laugh!" Chuck complains. "He's a nice guy and all, but still..."

We turn south onto 127 and head back for the jail. It is now 8:15. We get out of the car and go the deputies' lounge. To Chuck's relief, 83 is waiting to ride with him. I return the flashlight and head for my car. Actionwise, this has been a slow night, but it has been a night I will never forget.

Police Ride-Along

By Trudy Lowrey

ED 448 Winter Dr. Helms

March 2, 1989

POLICE RIDE-ALONG

On Friday, January 20, I performed my police ride-along with a Montgomery County Deputy who is assigned to Harrison Township. I arrived at the station at 7:20 p.m., in the evening. My over-protective father drove me there. He knows the head sergeant so he wanted to make sure that I was given a nice officer to ride with. The officer that I was assigned to was Ron Thayer. He was medium built and fairly young in appearance. We exchanged greetings and he told my father he could drop me off at my house when I was through. Dad then questioned what car we would be in. I thought this request was strange. He then left, and Officer Thayer suited up. I sat in the station very anxious and slightly nervous. I could easily see myself in a shoot-out - Annie Oakley, Jr. style. Officer Thayer reappeared and we were off.

When we first got in the cruiser, I noticed a shot-gun directly beside my left knee. I suppose my facial expression was noticeable because he said it was for protection. I was sure that it would do the job. He then explained all the radios and equipment, but added that his radar was in the repair shop. I was disappointed. We then pulled out at 7:45 p.m., and began to make the rounds.

Officer Thayer explained he has been a deputy sheriff for twelve years. He rides alone on his shift which lasts from 7:30 p.m. to 5:30 a.m. I couldn't believe how he could stay awake that long. Our conversation was interrupted by a car that went flying by us. He quickly flipped on the sirens, did a U-turn in a parking lot, and proceeded after the car. Great, a car chase, I thought; however, the car slowed down and pulled in a gas station. Without the radar device, he could only give the driver a warning and let him go.

We then went and parked by a 4-way Stop sign intersection. We were waiting for cars to run the Stop sign. We waited for approximately 45 minutes. I kept thinking this is boring job duty.

During this time Officer Thayer discussed his life as an officer of the law. He made me realize all the dangers, hardships, and risks involved with his profession.

He then told me we would cruise Kroger's parking lot. I thought this is a fun-filled night. When we arrived at Kroger's, there was a car parked in a handicapped spot. We stopped and waited for the person to appear. Officer Thayer got out of the car and asked the man about his parking. The man was sarcastic, rude, and definitely not handicapped. He received a ticket. While I was waiting in the cruiser, a car pulled up beside me and two little girls jumped out. The girls looked very familiar to

me and then I realized they were in my room at my participation school. They instantly shouted, "Hi Miss Lowrey." They then asked, "Have you been arrested or are you a cop?" I laughed and said, "I have to do this for college." I think they understood, but their mother gave a look of non-trusting puzzlement. Officer Thayer and I laughed about the situation.

After Kroger's we drove to Fort McKinley to check out a possible water main leak. It was leaking and because of the cold weather it needed to be fixed. I never imagined policemen checking on water main leaks. Up to this point, I was disenchanted about being a police officer. It was 9:55 p.m., and all I had witnessed was a possible speeder, cars at Stop signs, and an able bodied man parked in a handicap spot.

Then things changed drastically! At 9:55 p.m., a call came in over the radio of an accident with possible injuries. We responded to the call on Brantford Road. Instantly the sirens were on and we were doing 70 in a 35 mph zone. Officer Thayer's face was filled with intensity. I just kept hitting the floor with my foot looking for the brake pedal, unfortunately there was none on the passenger side. When we arrived at the scene, there were no injuries. The driver had merely miscalculated a curve and landed her new car between two trees. I could not believe how she could have managed that!

Officer Thayer got back in the cruiser and said, "Well, your time is up. Are you ready to head home." I said in a slightly disappointed voice, "Yes." He then told me how my dad should feel pretty good. I didn't understand what he meant. He then elaborated on how slow of a night we had had and how my dad would know that. I was baffled. How could my dad know what was going on without my telling him. Officer Thayer questioned me about whether my dad owned a police scanner. I was astonished, because he does. I wondered to myself as to how he knew that.

Just then a call came over the radio, we responded to it. It was at the Long Branch Bar. Previously, he had told me anytime a call came in with the Long Branch's name on it, it would be a sure fight. We rushed to the scene. I instantly forgot about going home. Another cruiser was already on the scene. There was a dispute over a jacket, both people involved were intoxicated. Officer Thayer invited me in to observe. I agreed with delight. The bar reeked of smoke, cheap alcohol, and body odor. The clientele wore Harley-Davidson t-shirts, torn Levis, and chain wallets. Needless to say I was overdressed! Both officers settled the dispute. They then asked one person to leave the bar following the owner's orders. The man left so we left the bar too. We drove across the street. I asked why we were waiting and just then the same man started to reenter the bar. We darted across the street in the cruiser and Officer Thayer handcuffed

the man. He then brought the man to the cruiser and read him his rights. The man's name was Woody and he was from Cooksville, Tennessee. He was in the cruiser for no longer than ten seconds and he began to yell, "These cuffs are hurtin' me, take 'em off. I didn't do a thing." Each word he yelled brought out a nauseating gin smell. Within five minutes Woody was passed out cold and we were on the way to the County Jail. I didn't realize what our destination was until we were driving into the parking lot. I thought Office Thayer would escort Woody in the front door; not the case. We pulled UP to a gigantic garage door, he blew the horn and it slowly opened. I couldn't believe my eyes! Four huge officers walked out in unison, turned, faced the cruiser, and stood like four gladiators waiting for the lion. Each one had on rubber_gloves (sign of the times). They grabbed Woody out of the back and physically led him to the only door in this one car garage with no windows. The door electrically opened and in went Woody, the four policemen, and Officer Thayer. There I sat all alone, imagining what would happed if a jail riot started. The more I thought, the more nervous I became. I couldn't wait to leave_this_dreadful_place. The door then opened and Officer Thayer motioned me inside. I got out of the cruiser and went in, shocking myself completely. Inside Woody was yelling and the officers were frisking him. We then left and got back in the cruiser. Officer Thayer looked at my and said, "Seen enough?" "Definitely," I exclaimed! He laughed. He then brought me home. That arrest took an hour and a half.

I arrived home around 11:45 p.m. I thanked Officer Thayer for the ride-along trip. He then invited me back during the summer for some real fun. I laughed and told him I figured out how he knew my dad had a scanner.

I thoroughly enjoyed my ride-along. It gave me an awareness of the life of a police officer. Officer Thayer and all police officers should be patted on the back for a thankless job done extremely well!.

LOCAL GOVERNMENTS

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 county 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 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 public 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 home?
 - a. One passed by the city of Camden
 - b. One passed by the city of Philadelphia
 - c. One passed by the state of New Jersey
 - d. 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 is considered most important by the nation's mayors?
 - a. Working with the local Chamber of Commerce
 - b. Working with housing problems
 - c. Meeting organized protest groups
 - d. Working on city beautification
10. Of the above which is considered least important by the nation's mayors.
11. Which was the first American City to operate under a city manager form of government?
 - a. Dayton
 - b. Chicago
 - c. New York
 - d. Los Angeles
12. What level of government do people have the greatest voice?
 - a. National
 - b. State
 - c. Local
13. At what level of government are the greatest number 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.D.C. 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 IS 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 re-search 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 _____

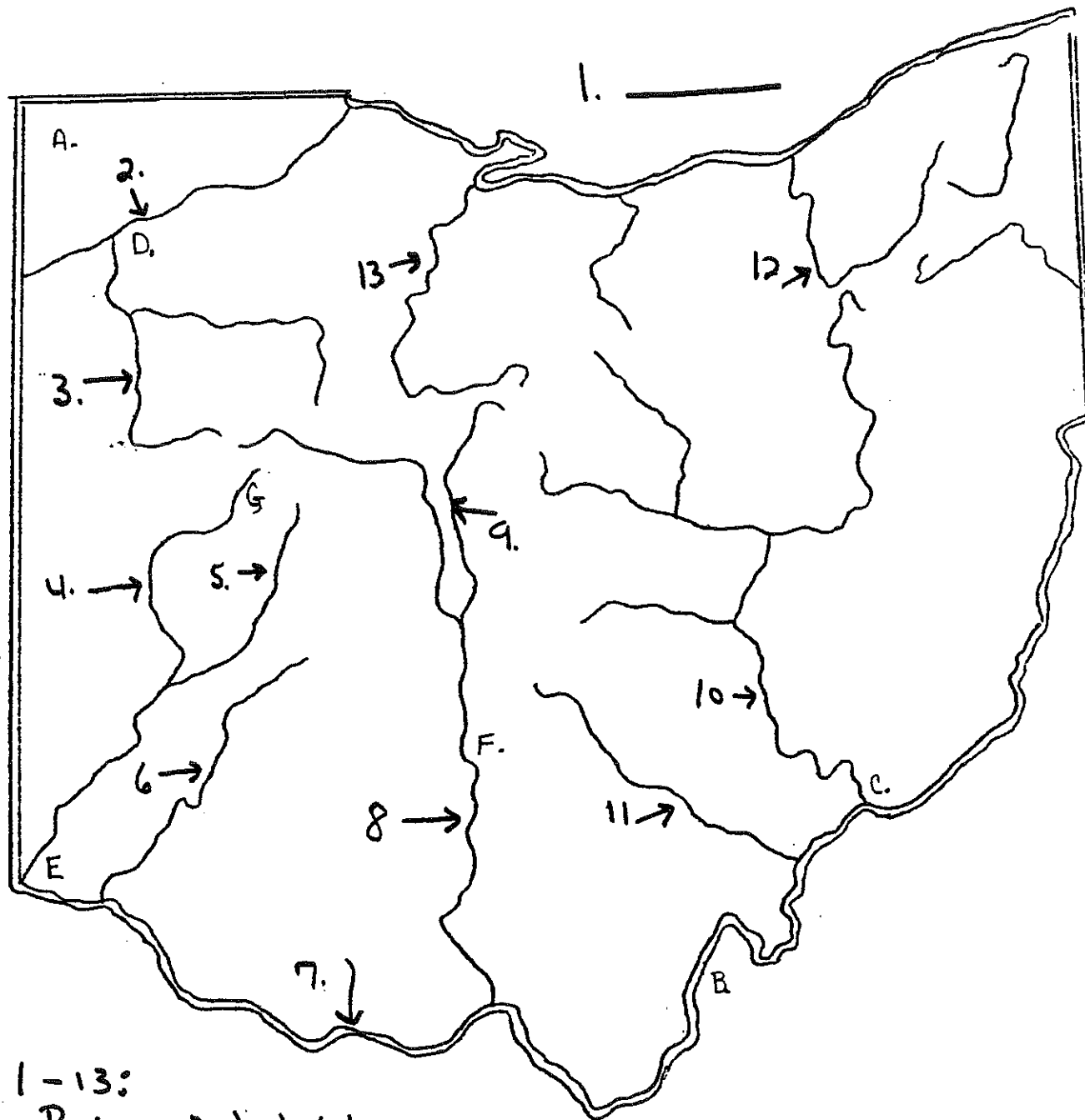
43 ACTIVITY MASTER: Experiences in Ohio Local Government

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. Issue a consumer complaint
19. Get a 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



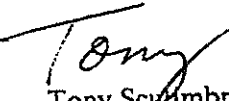
H 1-13:
Rivers and Water

A-G: Forts and locations

10 August, 1999

Dr. Helms,

I apologize for not getting this material to you sooner. I have included not only the material related to the education program the Commission is considering but also information I shared with all who went on the trip to Lowell. I truly appreciate your participation and comments during our visit and hope it was an enjoyable experience for you as well. As I mentioned on the bus as we returned to Boston, my objective of getting more individuals exposed to the work of the Commission was met. Now I need to ensure we can work together in the future to make for a better Miami Valley. If you have any additional comments or questions I can be reached at 361-4226.


Tony Scimbrene
Executive Director
Dayton Aviation Heritage Commission

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 alot 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 you 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 freetime. 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.

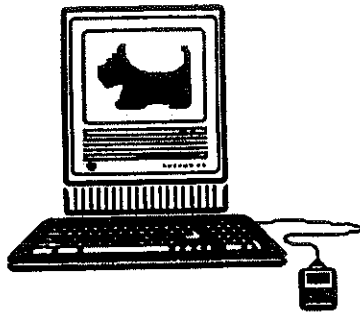
References Available: Use these or any other ones you can find in the library (especially for individual countries).

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.



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Project Hyperstudio

Name:

----- of 300 points

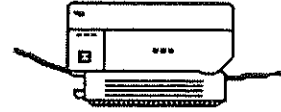
Prepare a **Hyperstudio stack** to illustrate your **IRP**. (Save your stack to your own diskette --- use save as function).

- 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 ---** Scroll able & non-scroll able
- 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.



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Project Hyperstudio II

Prepare a **Hyperstudio stack** to illustrate your project.

-] **Title card**
-] 20-40 information cards. May include original art work, text, clip art, sound, animation, quick time movies, and buttons.
- Informational text fields --- scroll able and nonscroll able text
- 1-4 **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,