Encouraging Academic Interests Outside School

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ENCOURAGING ACADEMIC INTERESTS
OUTSIDE SCHOOL

A Project
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Randall David Hauff
November, 1981
ENCOURAGING ACADEMIC INTERESTS
OUTSIDE SCHOOL

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The intention of this project is to develop a middle school extracurricular program which encourages academic excellence. Providing an enrichment program was the stated goal of a community-staff meeting on district priorities. A questionnaire sent to area schools and a thorough review of available literature revealed no existing program to use as a role model. The Corps of Discovery program attempts to meet the need for encouraging and rewarding academic excellence.
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CHAPTER 1

Introduction

Programs which encourage academic excellence outside of the regular classroom time may often be neglected by the public schools. In many cases, such programs have been substantially lacking at the junior high/middle school level. Since there has been a growing concern about academic excellence during recent years, it would seem though, public schools should become more concerned about student activities outside the school day which might promote academic excellence.

In a 1977 report on the goals of public education, the Washington State Board of Education defined as one of the central purposes of the common school as that of assuring "... learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens" (Brouillet, n.d., p. 1).

That goal and concern is the basis for this project.

Problem

In accordance with the above premise, it is the responsibility of public schools to provide educational opportunities with respect to the learning styles, individual
abilities, and ambitions of each student. This commitment by the State Board of Education would encompass the wide range of abilities found in any classroom. It would include those students who have been diagnosed as having a specific learning disability, students who are behaviorally disordered and have been mainstreamed, and students that are gifted, talented or over achievers.

With the advent of the Basic Education Law, local districts have established student learning objectives. Most local districts have come to perceive student learning objectives as a desired maximum competency for all students rather than a level of minimum competency for the average student. As a result of increased teaching and curriculum organization around student learning objectives, attention to academic achievement beyond the standard curriculum may be declining.

In reality, it may not be reasonable to expect the classroom instructor to provide a wide enough range of objectives to sufficiently challenge students of all ability levels. Considerable time must be spent preparing lessons that will meet the needs of average to low ability students. This, of course, tends to deprive the teacher of valuable preparation time for more advanced "in depth" teaching and learning.

High ability students are often characterized as talented or highly motivated individuals. Many larger districts in the State of Washington have recognized the need
to challenge these students and have developed opportunities for these children through special intensive classes.

Washington State provides funding for gifted students on the basis of a 3% student population participation. In a small district, it is often impractical to provide special classes for only 3% of the students since the number is so small.

**Purpose**

The purpose of this project is to develop a program which will encourage and reward academic excellence in students. The program is to be designed so all students--regardless of intellectual ability--will be able to study in depth a topic of interest to them and to foster original research and creativity. It is to offer academically talented students the opportunity to exercise higher level thinking skills through personal investigation of a specific subject of interest to them. But it is also designed to motivate the underachiever to become involved in an academic subject in such a way as to assure the student may achieve an important measure of success so important to his personal development and learning potential.

**Limitations**

This program is limited in its use by the commitment and energies of those willing to use it.
Definition of Terms

In order to fully understand the text of this paper, the writer has prepared the following glossary to avoid confusion of terms:

Content/process/product. Three phases in the development of the Discovery Project.

Corps of Discovery. An extracurricular academic program for students in grades seven through twelve that encourages academic excellence.

Discovery Project. Refers to an independent study project by a student.

Finalist. The winners of the Medallion Seminar.

Goal setting meeting. A public meeting sponsored by the local school district to establish educational goals for the school year.

Medallion Seminar. The culminating activity for those whose projects have been judged to be exceptional in depth of original research and analytical thinking.

Pathfinder Seminar. The culminating activity for those who have successfully completed a Discovery Project.
CHAPTER 2

Review of the Literature

Traditional Student Activities Program

The junior high school, as it evolved in the 40s and 50s, immediately recognized a need to meet the intense curiosity and vitality characteristic of students in this age group. One way to do this was to offer supplemental learning opportunities, including scheduled credit classes of a non-traditional type with co and extracurricular offerings. The variety of "extra" classes offered in various areas depended to a great extent upon the size of the school ("A survey," 1966). The U.S. Department of Health, Education and Welfare did a survey of the supplemental exploratory learning opportunities provided in Oregon Junior High Schools. This survey showed an emphasis in two areas: Creative (music, art, homemaking, shops, journalism, speech, arts) and "the area of dissention following the Sputnick episode of 1957" (science, foreign language, math and reading) ("A survey," 1966, p. 10). The number of academic offerings in activities programs could be ranked: (a) foreign language, (b) science, (c) reading, (d) mathematics ("A survey," 1966). There seemed to be a lack of strictly vocational offerings.
Some traditional co-curricular offerings which surfaced in this survey included: school government, service activities, music activities, social activities, school clubs, school assembly, publications, drama-speech activities and physical activities ("A survey," 1966).

Factors which played a role in what was offered included:

1. Pressures from adult patrons for "status" offerings.

2. Pressures from students for creative and recreational opportunities.

3. Pressures from professional staff decisions regarding the knowledges that may be needed by students as they grow to adulthood ("A survey," 1966, p. 16).

Larger questions which concerned extracurricular activity programs at this time included:

1. What criteria guides the selection of curricular offerings in junior high schools?

2. What persons or forces contribute in the decision making as learning opportunities are selected or rejected?

3. What learning opportunities are truly encompassed in the state recommended minimal program?

4. Are the minimal opportunities recommended by the state made available to students in all communities ("A survey, 1966, p. 17)?

Though most administrators were satisfied with the traditional activities program ("A survey," 1966, p. 14), it
was perhaps too much for children of this age group in the sense of their social sophistication and development. And, though not in the limelight yet, this traditional approach was lacking in the academic motivation and stimulation we now value for the academically talented child.

In the 60s, people in education, along with parents and communities, began to question the format and role of junior high schools, especially the age breakdown and the mimicking of high school atmosphere and offerings which characterized the junior high schools of the time (Baca, Howard & Howard, 1975).

**Approach to Student Activity Program in the New Middle School**

William Alexander and Ronald Kealy in their article "From Junior High to Middle School" published in December, 1969, in The High School Journal, made the following observation:

The middle school will go the way of the junior high school, a path toward which it already seems to be moving, unless those involved in the reorganization, plan and prepare carefully, designing the program on the basis of the nature of the transescent learner (Baca et al., 1975, p. 95).

This point of view would relate especially to student activity programs because these programs are so vital to student socialization and development of the preadolescent and early adolescent ("A survey," 1966).
The new middle school was, in theory, to include a younger group of children grades 7-8/6-7-8 rather than the 7-8-9 pattern of most junior high schools. In reality, however, the name middle school did not always indicate a new approach to age groups (nor a new approach to dealing with that age group).

The type of activities which had been offered in junior high schools, but which would most likely be more appropriate to the high school level of maturity, would include marching bands, interscholastic sports, school annuals and yearbooks.

Activities more appropriate for middle school age children would include intramural sports, special interest clubs and service clubs, and a school newspaper. In 1972, "A Study of Student Activities in Selected Intermediate Schools" was conducted of 427 junior high schools and middle schools in California, Colorado, Arizona and New Mexico (Baca et al., 1975). Prior to this survey, a questionnaire was sent to 28 people active in education, especially junior high school and middle school educators, to get their reactions and assistance. Sixteen responded. Their opinions were used to formulate a theoretical model for junior high/middle school student activities (Baca et al., 1975).

The results of the survey were contradictory to expectations concerning middle school student activities. The younger the students in a school, the more likely they were to be involved in interscholastic sports. And many of the
activities associated with junior high schools were found more often in the middle school than in the junior high schools (Baca et al., 1975).

The findings were not surprising as far as kinds of interscholastic sports— but rather the number of schools offering the various sports (Baca et al., 1975).

Intramural programs were generally traditional in nature.

Intramural sports were especially interesting because even though the experts cited believed in a strong intramural program for early adolescent and preadolescent, as did nearly all experts in the field of junior high/middle school education, the middle schools in this study were less likely to have an intramural program for girls than the junior high schools (Baca et al., 1975).

The Department of Health, Education and Welfare also were not compatible with expectations concerning the type of student publications appropriate to the middle school child (annuals, handbooks, newspapers, etc.). Again schools with the young students were involved to a great extent in the more elaborate and sophisticated types of publications recommended for high school students (Baca et al., 1975).

Some additional findings concerning middle school activities programs include the following:

1. Middle schools were more likely to have a requirement that each student participate in at least one extra activity than were 7-8 schools or the 7-8-9 schools.
2. Student councils in middle schools and 7-8 schools have greater responsibilities or are more frequently involved than are student councils in 7-8-9 junior high schools.

3. Eighty percent of middle schools, 96% of 7-8 schools, 98% of the 7-8-9 schools have school dances; and, of these, night dances are held approximately one-third of the time regardless of the kind of school (33%, middle school; 36%, 7-8 school; and 38%, 7-8-9 school) (Baca et al., 1975, p. 99).

The results of this study seem to indicate that Alexander and Kealy's quote cited in this section may be a reality. The middle school may be slowly becoming what the junior high was criticized as being--another version of the high school, but with students too young to cope with high school activities.

Types of Existing Extra-curricular Academic Programs

The researcher found several formats or types of extra-curricular academic programs and has organized the findings into the following:

1. After school study hall.
2. Remedial extracurricular program.
3. Programs that meet inner city needs.
4. "Expanded day" student activity programs.
5. Creative arts student activity program.
6. Academic achievement student activities program.
7. Academic classes after school.
1. After school study hall. The "Youth Study Center Program" in Oakland, California, would be an example of an after school study hall of extracurricular program. Assistance is given on assignments. Material assistance is given in specific areas. Students are selected by teachers on the basis of interest. The students work in groups based on subject area (i.e., English, math, geography, science, foreign language). Inservice training is given to tutors and evaluation is made of tutors and program ("Hough," n.d.).

At Lowell Junior High in Oakland, California, a program for grades five and six called "The Dag Hammarskjold Study Center" was initiated. This was also an evening study program with assistance available. It was also divided by subject area, but only into two groups: math and all other subjects. Each student was to bring a signed consent slip from parents. Nightly slips were sent to parents verifying attendance and briefly evaluating behavior. A nightly evaluation meeting was held for tutors to discuss the program. (Their major observation was lack of motivation on the part of the student.) This program also expanded to include a high school and junior college leadership training program to enable selected students (especially those with financial need as they were paid) to work as tutors in the program (Capron, 1972). A criteria for selecting helpers for such a program was included.

"The Hough Community Project" in Cleveland, a program for the disadvantaged, also included after school supervised
study periods as part of their many faceted enrichment program ("Hough," n.d.).

2. Remedial extracurricular programs. A second classification would be those programs especially formulated for low achievers or students who display "behavior problems." "Alternative Learning Centers" in the Hartford Public Schools fell in this category. The program was for grades 8-12 and involved eight centers each serving up to 25 students. These students display some academic potential but poor behavior. The object was to provide a non-traditional way for these students to complete their education. Its aim is also to develop a positive self image and motivation for learning ("Alternate learning," 1972). Many "alternative schools" found in larger cities are examples of this sort of program designed to meet the needs of non-achievers in a nontraditional format and away from the school setting.

3. Programs that meet inner city needs. Another type of program has evolved in some areas and involves various ways to meet the unique needs of inner city children. The "Supplementary Education Center" in Cleveland is a renovated warehouse in the downtown area which is designed to "complement and expand existing educational programs" in the public schools ("Supplementary Education Center," n.d., p. 4). It is equipped with special commercial and industrial exhibits, machinery, educational, technological and cultural displays. The various areas of the building provide active
participation in facets of science, music and history. One of the aims of this particular program is bringing into "meaningful relationships children from all sections of the city" and "develop the full dimension of one's own humanness" ("Supplementary Education Center," n.d., p. 5). The idea is to overcome the social stratification caused by housing patterns in the city. Seven thousand children and adults go through this facility each month.

The Hough Community Project serves the culturally disadvantaged by providing a variety of after school activities designed to meet specific problem areas in the public school curriculum. These programs include: A Reading Instruction Program on Saturday morning, Remedial Arithmetic, After School Supervised Study (mentioned in previous section), and WEEK (Weekly Enrichment Experience Klub); "WEEK" is organized like a club. The students take regularly scheduled trips to points of educational, cultural and occupational interest. It does involve a project which is closely supervised and evaluated. Its purpose is to "raise the aspirational level of children" ("Hough," n.d., pp. 1-5).

4. "Expanded day" student activity programs. Quite a number of programs researched involved coming early and staying late and seemed partly to meet the needs of children with working mothers and/or nonstimulating after school environments. Often, but not exclusively, this program overlaps with those designed to provide supplementary education for disadvantaged children. They also can provide additional
instruction time in a heavy curriculum and, characteristically, develop creative and artistic talent in participants.

In Kansas City, a program called "Come Early Stay Late" involved children coming at 7:30 a.m. and staying one hour after school.

Activities offered before school include TV cartoons, gym, basketball, rope, jacks, books, references, homework, counseling and problem talk. After school activities include:

1. Physical education
   a. Drill team
   b. Volleyball
   c. Basketball

2. Chorus and accompaniment

3. Art program--available to talented
   a. Three dimensional media

4. Science
   a. Kitchen chemistry
   b. Space
   c. Molecules


In Freeport, New York, a program for boys and girls in K-3 consists of Monday and Thursday afternoons spent as a "Family Community Center." Here specially designed thinking skills are taught through play activities. Examples of skills taught include:
2. Ordering.
3. Labeling.
5. Comparison.

The program is voluntary and requires little special equipment or materials.

Another program called "Educational Alternatives" in Orange, Connecticut, is totally organized and operated by the PTA. This program is a "very effective after school activities program" offering activities in gymnastics, baton twirling, wood shop, clay, cooking and crafts (Valuk, 1976, p. 33). It involves a charge of $1.00 per class meeting with a maximum of $3.00 materials fee. Needy students are admitted free and students with special needs are channeled to meet their needs. It even recognized a small profit. The instructors are interested townspeople, teachers and college students. Two to three times a year, a list of offerings and permission slips are sent home. The students are placed in classes on a first come-first served basis. The classes are held for one hour after school with 8-20 students per class. Parents provide transportation home, often car pooling (Sunlew, 1968).

In Northumberland, England, a program called "Brighter Days" was planned to provide children from an industrial area a two and one-half hour after school session comprised of a
wide variety of activities, i.e., auto mechanics, chess, stamp collecting, drama, woodworking, metal work, cooking, radio building, band, arts and crafts, etc. (Ford, 1977, p. 298). Children were also involved in writing and publishing a school paper involving creative writing as well as news.

5. Creative arts student activity program. As with the "Educational Alternatives Program" just cited, many programs encourage the creative arts, some exclusively. One such program would be the "Student Center for Living Arts" in Dayton. This is, again, a renovated warehouse designed to provide creative expression in music, drama, literature and art. Participants are selected carefully based on individual artistic potential. They include 132 students from grades six through twelve and 2200 fifth graders. One student described the Living Arts Center as a way to "express and explore one's inner self" (York, 1970, p. 30).

6. Academic achievement student activities program. Some extracurricular programs and activities were exclusively academic and often aimed at high achievers such as the "Elementary Institute of Science" in San Diego. This program involves students 8-12 years old in an after school activity. The "Institute" is open four days a week after school and it is a science center with a lab experience program. Also, part of the program is a regular Saturday field trip. The program involves about 70 children. Its purpose is to "provide scientific training" to the end that "science becomes a
worthwhile and significant pursuit" to the student (Watts, 1970, p. 19). The Institute is located in a renovated, split level house. Some of the students involved in this program have been selected to serve as summer interns at the Salk Institute for Biological Sciences working as part of research teams. All students wear laboratory coats and work in life science and biology labs with beehives, aquariums, terrariums, a mouse house and a live boa constrictor (Ford, 1977, p. 299). There is also a chemistry lab, science library, space study lab, geology lab and a photography darkroom. Outdoor plans include a pond, lizard grotto and platform for telescopes. Field trips include such things as hunting for snakes, digging for fossils, searching for pond life, whale watching and panning for gold.

"Enfield's Exciting Alternative" is an equally elaborate and in depth extracurricular program in the area of social studies. It is a social studies laboratory carried out in study hall or after school time.

Students develop lab carts, work in the Living History Center, review curriculum materials in the Materials Analysis Center, engage in research and develop materials on the environment, and assist in the lab publication program. The lab cart program is most successful. A lab cart looks like a bookcase on wheels, and contains books, periodicals, filmstrips, descriptions of human and community resources, slides, and a slide-tape presentation that
serves as an overview of the topic. The Living History Center has student developed audiovisual units focusing on aspects of Enfield's history. In the Curriculum Materials Analysis Center, new and revised materials are reviewed by student-teacher teams and rated for interest, accuracy, objectivity, relevance and value. Dig-Discuss-Do is an action-oriented program concerned with improving local and national environmental quality (Capron, 1972, pp. 1-2).

Teachers serve as participants and advisors.

7. Academic classes after school. A facet of the extracurricular academic achievement activity would be academic classes offered after school hours to broaden the scope of learning available to middle school children.

An English program involving 11-14 year olds in a small "market" town is entitled "Opening Up Options." This program was initiated in 1978 to provide a better way to introduce "minority" subjects into the curriculum. It provided an alternative for students not doing well in the normal timetable and gave more individual choice for all students. To provide these voluntary, interest based, extracurricular activities, the school day was reorganized with a shortened lunch hour, seven 40 minute. This enabled each student to take two 40 minute or one 80 minute period a week of his own choice. This class could last one half an English semester to all year. Anything feasible was alright and money was
made available as needed. The classes were offered at lunchtime or after school. Even though the program was voluntary, nearly all students participated (Tully, 1980).

A similar program instituted in Warwick, Rhode Island, provided credit courses after school to offer learning experiences to children that were not available in the regular curriculum or to duplicate regular courses that a large group of pupils were unable to fit into their existing program (Ford, 1977, p. 298).

This program was, again, voluntary and included subjects such as: space-age science, social research, conversational French and Russian, instrumental music, remedial reading. It involved 50 classes and grades 2-12. Students received credit, grades and report cards.

An additional program involved a totally unique extracurricular program in which children from infancy to the end of elementary school followed a continuous program coordinated by the same staff. It operated from 6:30 a.m. to 5 p.m. and was open during the usual vacation periods. It was intended to be "a prototype of an ideal educational institution for children." It attempted to positively control the environment as far as human factors (social interaction), physical factors (materials, equipment, space), and temporal factors (organization events in school day). It also tried to become an aid to families and a vital part of the total community (Elardo & Caldwell, 1974, pp. 143-148).
Common Characteristics of Extracurricular Academic Programs

Several common characteristics thread their way through nearly all programs investigated. These common threads may provide assistance to those planning programs for local adaptation.

The most common characteristic of an extracurricular academic program is that it is nonclassroom. It is nonclassroom in the sense that it is carried on outside of the school day, and, often outside of the physical classroom environment. Enfield's Social Studies Lab, the Supplementary Educational Center in Cleveland, the Elementary Institute of Science in San Diego, the Hough Community Project in Cleveland and Dayton's "Living Arts Center" are examples of out of classroom enrichment programs. The program must offer exploration and learning not available in the classroom to be of significant interest and value to students. The examples of nontraditional offerings uncovered in the research are too numerous to cover: from "The Living Arts," "Sound Lab," "Free Spirits," "So You Want to Lead a Band?" Exercise Forms, to Warwick's "Space Age Science," "Social Research," and "Conversational Russian."

It has been found, often by trial and error as in "Opening Up Options" (Tully, 1980), that to be seen as really valid and motivating to students, a program must leave options open. It must involve free choice as to
topic and style of study. As Joseph Renzulli so forcefully advocated in his "Enrichment Triad Model,"

... student interests should be the cornerstone of all enrichment activities. This approach almost always guarantees a highly motivated learner, but it also means that we must offer students many options, including the option to give up on a project if their interests change (Renzulli, 1976, p. 316).

If we do not leave the program open, it often loses that which makes it different from ordinary school assignments (especially in the student's eyes). As far as who is involved and what sort of activity they engage themselves in Renzulli says:

It might involve one child or many children, and it does not necessarily require that only gifted children be involved in certain group projects which hold enrichment opportunities. The unique feature is, however, that if a particular student has a superior potential for performance in a particular area of sincere interest, then he or she must be allowed the opportunity to pursue topics therein to unlimited levels of inquiry (Renzulli, 1976, p. 316).

The teacher in such programs relinquishes his/her traditional role and becomes an advisor or fellow participant. He/she is there to aid and assist, not dictate. Renzulli feels:
once a youngster has decided upon an area that he or she would like to pursue, it becomes the teacher's responsibility to assist that youngster in developing the skills of inquiry that will make him or her a "first-hand inquirer" in the particular area in which he or she chooses to work (Renzulli, 1976, p. 307).

The primary role of each teacher in the program for gifted and talented students will be to provide each student with assistance in (1) identifying and structuring realistic solvable problems that are consistent with the student's interests, and (2) acquiring the necessary methodological resources and investigative skills that are necessary for solving these particular problems (Renzulli, 1976, p. 312).

The purpose of academic enrichment programs could almost universally be stated as an attempt to meet and expand the aspirational level of a child ("Supplementary Education Center," n.d.).

These programs very often involve in depth "field trips" designed to supplement learning. The trips are designed to see "turned on" professionals engaged in their area of expertise. They are much less passive than traditional field trips--often involving student participation in the forms of research or scientific discovery.
These experiences can be escalated for gifted and talented students by providing them with opportunities to interact with artists, curators, actors, choreographers, and engineers, by allowing youngsters to observe these persons "at work" and perhaps by actually taking part in some of their activities (Renzulli, 1976, p. 324).

The Hough Community Project, the Elementary Institute of Science and Northumberland's "Brighter Day" all had in depth field trips as part of their enrichment program.

Extracurricular academic programs often involve publications by the participants. This might be a pamphlet, newspaper, historical journal or any number of forms. Again, "Brighter Day," Enfield's Social Studies Lab were examples of programs offering writing experience dealing with student publications.

Student activities of this sort often change in a positive way the student/teacher relationship. The teacher is seen as an interested mentor--an expert but also a cohort and friend. And the student, at such an impressionable age, is likely to form lasting values and behavior patterns based on the teacher as an example and leader.

In similar fashion, the union between school and community is strengthened, if for no other reason than many expanded programs depend on community support, both moral and financial, to survive. As parents serve as instructors, aides, resource people, fund raisers, or just interested
observers, they form a bond with the students involved and, in turn, the school as a whole. Even a program totally independent of parent contributions needs parent interest and commitment if the students are to be interested and committed. "The Opening Up Options" and Warwick's programs are but two that proceeded with modifications after asking for and receiving parent feedback.

If parents fail to see the value they will not support their children's efforts and help out where he/she needs their assistance—even if it only involves car pooling transportation home, as in Valuk's "Educational Alternatives, PTA Style" after school program.

Finally, the programs must have some means of giving recognition to participants. Whether this be grades, report cards or credit as in the Warwick program, or involvement in research as the Salk Institute or the Elementary Institute of Science, or field trips to places, students will often need incentive to continue work that is exhausting and time consuming even though it may be of high interest to the individual.

Establishing an Extracurricular Academic Program

Several consistent characteristics in establishing an extracurricular academic activity program for students can be easily identified. They are:

1. Such a program requires teacher indoctrination if not training and reward. Without teacher involvement and
cooperation, it is doomed to failure. Often teachers are working in their area of expertise—but will need other teachers to direct students toward the program and identify potential benefactors of such enrichment. Any professional involved will have to be dedicated to the extent of giving some, if not a great deal, of his own time—free gratis—to the program. It takes a teacher who is flexible and has some vision and concern for the future and faith in student potential. It would also help to have teachers who can work successfully with the community at large—as such programs cannot flourish in a vacuum.

A Nebraska Foundation and the State Department of Education have even begun a program offering teachers rewards of $1,000 each for original ideas with "attention to excellence" ("Foundation to reward," 1981, p. 43).

2. A second step in the establishment of an extracurricular academic program is the planning and implementation stage. This involves determining who should be involved and appropriate activities. Attention to materials, building, instructors and financing are all crucial. Also, at this time, objectives must be established.

As Renzulli expresses it:

... the point-of-entry for all enrichment must be an honest and sincere desire on the part of the student to pursue a particular topic or activity of his or her own choosing. Piaget has pointed out many times that all learning should emanate from
the spontaneous interests and activities of stu-
dents (Renzulli, 1976, p. 316).

3. Promoting student interest comes next. This may
not be a problem if classes or offerings are very recreational
in nature or if they simply require attendance on a daily
basis rather than projects or activities which carry over
and require concentration, motivation and student's own
time to complete. To establish interest in a topic for
investigation several avenues may be taken. First,
students might be enticed by "interest centers." Renzulli
discusses interest centers in his article on gifted programs.

Developing categorical interest centers in the class-
room or resource room and stocking these centers with
materials that are broadly representative of selected
themes or fields of knowledge will help to expand
students' perspectives on particular areas of study
(Renzulli, 1976, p. 319).

Since the purpose of these interest centers is to:

- provoke curiosity about the dynamic nature of a
  field and an interest in doing further research. Thus,
  it is recommended that the materials in each center
  include descriptive information about particular
  fields of knowledge in a given field (Renzulli,

Other materials that might spark ideas in the minds
of budding young historians include copies of old
newspapers, photocopies of sample town documents,
old maps, railroad timetables, or advertisements and perhaps some sample records from businesses that have served the community for many years (Renzulli, 1976, pp. 321-322).

Interest centers could cover a wide variety of subject matter in various academic areas.

Field trips of the more intensive and professional type described earlier (as part of academic programs) can also serve as motivational devices and a means to establishing student interest in a topic for later investigation.

Exposure to community resource persons would be a third way to establish student interest in investigation. After all, one of the reasons we have selected specific students for academic enrichment programs is because we believe they have the potential to become contributing, creative professionals in the future. "It seems only logical to escalate the entire concept of using community resources by bringing these students into contact with persons who are themselves creative producers" (Renzulli, 1976, p. 325).

4. Next, the type of activity to be engaged in must be determined to meet specific needs. But, as far as a program for academically talented or overachievers, activities which involve original investigation and research seem to be the most productive and valid.

Some gifted programs deal with games and exercises in thinking. However, in Renzulli's opinion, in emphasizing
mental processes ala Bloom's Taxonomy and Guilford's Structure of the Intellect Model:

We may have been putting our energy in the wrong place—we have talked a good game about designing curriculum that will develop the higher mental processes but I'm not certain if the valid psychological concept of mental process has been a useful educational concept so far as curriculum planning is concerned (Renzulli, 1976, p. 309).

He goes on to explain what a "gifted program" should be:

One of the easiest ways that we can escalate the level of the gifted person's learning environment is to escalate the ways in which he or she goes about selectively retrieving, managing, and using various types of information in the process of first-hand discovery and creativity (Renzulli, 1976, p. 313).

5. Family understanding, support and involvement are vital. In the Elementary Institute of Science, each parent is asked to donate one hour a week in some way and parents work as volunteer teachers. There are parent training classes offered. And, in the Educational Alternative Program of Orange, Connecticut, parents and any interested townpeople serve as instructors in after school high interest classes. In any case, parents must provide transportation, study time and moral support for students engaged in academic programs.
6. Vital to establishing and maintaining such a program is community support, many times in the form of fund raising. For example, the Supplementary Educational Center of Cleveland, a phenomenal learning environment housed in a four floor renovated warehouse, has four advisory committees comprised of community leaders and business people. It has also opened up a reciprocal relationship between local colleges and the Center as well as with local teachers.

The Alternate Learning Centers of Hartford, designed for problem nonachieving students, has turned to a community based approach.

Every effort is made to tap the resources of the community--its people, its agencies, its cultural resources--for the education of the students. The centers have used such services as the physical education facilities at Trinity College, the home-making and dark-room facilities of the Mack Center on Vine Street, a photo studio in downtown Hartford, the Wadsworth Atheneum, the swimming pool at the Parker Memorial Recreation Center, wood shop facilities at Mitchell House and the like ("Alternate learning," 1972, p. 4).

7. Evaluation of the program can take many forms. It may involve concrete evaluation by professionals involved, or the existence of support or lack of support by other teachers, parents, or community. But, evaluation is the
result of observing student interest and involvement. As Valuk said in "Educational Alternatives, PTA Style,"

I like to think that the true value of the program can best be measured by the smiling faces of active children--by the projects completed, the friends made, and the joy of a successful learning experience (Valuk, 1976, p. 332).

8. Finally, anyone attempting to initiate such a program must appreciate the problems inherent in change of any kind--that most people resist change and must be converted to it and that change takes time. As discovered in "The Kramer Adventure,"

Demanding a high degree of commitment from each person, we have asked most people to change--change their way of thinking, of reacting to children, of approaching their routine tasks. And change is not easy to achieve. We often think we have persuaded people to endorse an idea or adopt a practice, only to check a few days later and find that the old behavior has returned. At times all of us have resonated sympathetically with the conclusion of Seymour Sarason (1971) in The Culture of the School and the Problem of Change--the more things change, the more they remain the same (Elardo & Caldwell, 1974, p. 152).

It is obvious that a strong commitment and belief in the value of a program is fundamental to its ever getting started and even more to its continuance.
Cashmere's Middle School has adopted the philosophy of a middle school and houses grades 5-8. In many respects the activity program does not, however, meet the model of a middle school activity program. All sports are interscholastic: 7th grade flag football, 8th grade tackle football, 7th and 8th grade boys' basketball, boys' and girls' track, girls' volleyball, 7th and 8th grade girls' basketball, 7th and 8th grade girls' soccer. These sports include only grades 7-8. Grades 5-6 are included, however, in community programs: soccer, basketball and track. Seventh and eighth grade activities also include cheerleading. As co-curricular activities, all students are involved in student council. At noon, in the winter, chess club meets, and foosball and ping pong tournaments are held. As part of our advisor-advisee program, a six week hobby or special interest unit is offered to students. From a selection of twelve interest classes—jogging, bicycling, small motor repair, chess, Dungeons and Dragons, beauty and fashion, orienteering, gun safety, tennis, cross country skiing, math drawings, math games—a student selects one which he wishes to study in depth. This includes a 20 minute class a day for six weeks with a two hour culmination period at the end.

Grades 5-8 are involved in quarterly roller skating, ice skating, and swimming "parties." Grades 7 and 8 also have
quarterly school activity nights which include a dance, bingo, foosball, ping pong, basketball and snacks.

As for extracurricular academic programs, they are limited—but do exist. The Young Writer's Conference is held once a year for fifteen students evidencing creative writing talent as judged by their language arts teacher. These students are involved for a month or more beforehand, writing and illustrating a totally original creative story.

Seventh grade students annually take part in a Science Fair in which they expand and develop a classroom science project into a three-dimensional, "hands on" type display accompanied by a written report. Parents and other schools come to take part in the fair.

As part of the 7th and 8th grade program, students write a classroom newspaper. This is, however, a classroom activity.

A leadership conference is held in the summer. Last year eleven middle school students took part in the conference held at Bellevue. Each advisory group selected one student from their group to participate in the conference.

Each spring a sixth grade Outdoor Education Camp is held at Lake Wenatchee. This involves a Monday through Friday, twenty-four hour a day emphasis on environmental education. Instruction is given on hydrology, tree planting, forest fire fighting, energy conservation, map reading, wildlife, and camp care.
As cited in Chapter 1, a gifted program per se is not practical in Cashmere because it is such a small district. Obviously the need is there for some sort of program or programs to meet the intellectual stimulation of the above average achiever—especially the academically talented student. The programs now offered are varied and provide socialization and for the development of personal qualities as well as physical development of students. But the need does remain for more avenues to academic excellence.

Also, as mentioned in Chapter 1, the new emphasis on state student learning objectives tends to burden the classroom teacher with paperwork. He/she is concerned over how to get the low achiever, as well as the average student, to meet these objectives and, therefore, has much less time to be concerned with the overachiever or academically talented student. So, again, an activities program for this type of student held outside of the school day would be a highly desirable and a needed addition (if successfully motivating and planned out to incite student learning achievement).

To discover the possible existence of extracurricular activities in the surrounding area, the author sent out a questionnaire (Appendix A) to fifteen junior high/middle schools in Eastern Washington. Seven completed questionnaires were returned. The questionnaire was very brief and simply designed to find out if any programs rewarding academic excellence existed.
The first question asked if there were any academic activities operating outside of the regular class time. All but one of the respondents indicated there were none of these activities occurring outside of the regular class time. The one that indicated there was an activity listed honor society.

The second question asked if there were any programs which rewarded academic excellence. Four of the respondents indicated they did not have any method to reward academic excellence. The three respondents who did have a method to reward academic excellence listed the following ways:

1. We do have honor rolls and an honor society.
2. Working on something now.
4. Hawk's Club--ASB assembly formal invitation ceremony.
5. Newspaper publishes honor roll.
6. Principal letter to straight A students/parents.
7. Outstanding student is presented an award at end of year.

Rationale for Establishing the Corps of Discovery Type Extra-curricular Academic Program

The program being proposed for the Cashmere School District is an academic program primarily aimed at the high achieving student with the major activity being essentially
independent research. The program will be voluntary and students will be expected to select their area and topic of interest and study.

The middle school age (10 to 14) is a perfect time for such a program for several reasons. First, it is a time when children are naturally curious and still actively learning about their world. As Thomas Watts found in establishing the Elementary Institute of Science:

They (preadolescents) are the least inhibited in their willingness to explore the world. They are old enough to work well independently and in groups, to follow directions, and to be able to sustain their attention; yet they have not acquired the gloss of teen-age sophistication which makes them squeamish of snakes and the dirty work involved in digging out fossils or which gives parties and social activities priority over spider hunts or afternoons spent learning how an oscilloscope works (Watts, 1970, p. 19).

Watts also states that most professionals in the area of the sciences became interested around the age of 12 (Watts, 1970).

Ann Roe did a classic study in 1952 involving 64 eminent scientists. She discovered that:

the single most important factor in the final decisions of these persons to become scientists was the sheer joy of discovering, of finding out about things that were new to them (Renzulli, 1976, p. 311).
Jerome Bruner, one authority on social studies education in the United States, studied the behavior of young children as they learned in traditional academic areas. He discovered that "children of elementary school age are capable of engaging in critical inquiry" (Renzulli, 1976, p. 312). He states that:

... intellectual activity anywhere is the same, whether at the frontier of knowledge or in the third grade classroom. What a scientist does at his desk, or in his laboratory, what a literary critic does in reading a poem, are of the same order as what anybody else does when engaged in like activities--if he is to achieve understanding. The difference is in degree, not in kind. The schoolboy learning physics is a physicist, and it is easier for him to learn physics believing like a physicist than doing something else (Renzulli, 1976, p. 312).

The type of activity pursued in an academic enrichment program is still open to research and debate. While Renzulli is critical of the games and teaching in Bloom's Taxonomical approach to "gifted education," he does advocate independent research as the true medium to academic excellence. He states that students in a gifted program should:

- have complete freedom to pursue topics of their own choosing to whatever depth and extent they so desire;
- and they will be allowed to pursue these topics in a
manner that is consistent with their own preferred style of learning (Renzulli, 1976, p. 307).

Later, in explaining his "Enrichment Triad Mode," Bloom writes:

If a youngster learns how to actually do legal, or historical, or anthropological research, then he or she can become an active inquirer rather than a mere recipient of other people's facts and discoveries (Renzulli, 1976, p. 311).

He justifies his belief in research and individual inquiry techniques in the following way:

While it may prove impossible for a person to keep pace with the advancing tide of knowledge in a discipline, he may be able quite satisfactorily to remain abreast of the methods of inquiry in it (Renzulli, 1976, p. 311).

A valid academic enrichment program would, then, provide free choice. It should be established on the premise that the techniques of inquiry in any discipline provide a student with the tools to be a seeker of knowledge and involved in continual learning and growth throughout their life.
CHAPTER 3

Procedures

Introduction: Corps of Discovery

Taking into consideration what is happening in schools around the country which have received national recognition for their academic enrichment activities program and given what exists as far as enrichment programs in Cashmere, there exists, in this district, a need to enhance and develop opportunities for student academic achievement beyond the classroom. The Corps of Discovery has been developed to meet this need.

The Corps of Discovery takes its name from Thomas Jefferson's Corps of Discovery which, in 1803, undertook the first overland exploration of the North American continent. In assuming this title, the Cashmere program attempts to emulate the dedication to new exploration and learning that characterized Jefferson's commitment.

The Corps of Discovery is comprised of students who voluntarily engage in an academic project of their interest. The program is extracurricular in design and allows for adults, both at school and in the community, to aid students in exploring their particular field of interest. The Corps
of Discovery offers students at the middle school and high school an opportunity to expand their intellectual and analytical abilities beyond the classroom through research. Corps of Discovery projects may relate to science, humanities or social science. Those involved in the program will meet monthly with advisors to discuss the progress of their reports and replan activities for additional learning activities.

The Corps of Discovery program will include students in grades seven through twelve (grades three through six are currently part of a curriculum enrichment program incorporated into their classroom ability grouping). Students are expected to attend monthly meetings and are required to give an oral presentation of their project at one of the meetings. The program is envisioned as a means to help all children at all academic levels reach their level of excellence. However, in its initial stages, it will be primarily aimed at those students who have demonstrated above average ability and interests in the area of social studies and language arts. The Corps of Discovery would provide an opportunity for students to study in depth topics and ideas of special interest to them. It would teach and provide first hand experience in research skills. It would promote creativity and analytical thinking.

**Discovery Project: An Independent Study Project by a Student**

The Corps of Discovery will be an independent study project though monitored and fostered by the faculty with
appropriate community involvement. The student project will be known as the "Discovery Project."

The program will be totally voluntary with meetings held outside of class time for those interested in initiating a project. Though many students will be self motivated and may have already established areas of personal interest, others may need encouragement and direction from teachers whether they be directly or indirectly involved in the Corps of Discovery program.

The teacher's initial responsibility is to help students identify which experiences in the learning environment are most compelling. He must then nurture that interest or fascination and provide avenues for exploration and new learning on the part of the student. Together they need to establish concrete objectives, questions to answer, and means to present those answers to others. The Discovery Project might begin with a classroom assignment or an individual assignment. With the appropriate direction, student interest can be kindled.

The Discovery Project may be broken into three phases:
1. Content--the actual topic or subject of the project.
2. Process--the act of finding out about the topic and evaluating the information.
3. Product--the actual report or presentation as a vehicle to share the newly acquired learning with others.

The student will begin by completing a written proposal with the teacher, outlining the above stages--content/process/product. This form will also list resources needed and people who might be available locally with expertise in the subject area.
The Discovery Project will be open to all areas of learning. In the social sciences: psychology, history, anthropology, political science, sociology, economics and geography represent myriad avenues available for exploration. In the humanities: music, art and literature would be included. And, in the sciences: fields such as biology, chemistry, physics, geology, environmental science and astronomy offer opportunities for exploration.

The Discovery Project is to be a written report. It should be well researched and documented with a standard bibliography and footnotes. Such visual aids as maps, charts, and photographs should be included, as possible, to lend interest and better communication of ideas and as a vehicle for oral presentation. For example, a research paper with relevant illustrations, a creative art production, a slide/tape presentation, a series of radio broadcast scripts, a manuscript for publication, a science project might all be viable formats for a Discovery Project.

Specific project examples are:

1. Humanities
   a. English—a research paper submitted on "The Days of Camelot," analyzing the administration of John F. Kennedy.
   b. Art—a high school student reporting on the coloring techniques of French Impressionistic art and demonstrating them in an original oil painting.
2. Social Science
   a. History--a middle school student relating his family's genealogy to the history of the Pacific Northwest.
   b. Geography--a geographic model constructed out of wood to illustrate a report on the Normandy Invasion in World War II.

3. Natural Science
   a. Science--a project report and display answering the question, "Can Temperature be Measured Electronically?"
   b. Environmental Science--a middle school student analyzing what effect Alcoa has had on the Wenatchee Valley.

Additional Requirements

Each member of the Corps of Discovery is to be involved in civic activities as well. To get a better understanding of the democratic process, each member will write a letter to a legislator at either the state or national level. This letter should include a request for information concerning a vital, present issue, and should include the student's personal views on some aspect of government or a current issue. In addition, the Corps of Discovery student will attend and evaluate a civic meeting such as the school board, city council or other civic action group. They will then write a one page (300 word) summary of the meeting. The summary will include details of the meeting's purpose, topics covered, impressions and personal analysis.
Initial Phase: Interest and Incentive

The Corps of Discovery Program begins shortly after school begins in the fall. After the students are settled into their routine of classes and teachers are familiar with individual student abilities and interests, an initial informal informational meeting is held with students.

Prior to this meeting teachers may proselytize the program in their classes and posters will be displayed around the school building. Teachers should also be involved in making referrals of individual students who might especially benefit from involvement in the program.

The first meeting will be a very motivating assembly during which the ideals and purpose of the original Corps of Discovery will be presented. A brief resume of the remarkable career of Thomas Jefferson (from whom the project derives its name) will also be presented in such a way as to inspire the students with the example of a scholastic interest.

Avenues of exploration are investigated and the final trips for participants are presented and discussed. Students also learn about the extensive cross country trip offered to the finalist. At this time emphasis will be on generating interest and a commitment on the student's part. Discussion of page requirements, methods of research, scope of topics, etc., will be saved for the followup meeting. The academic as well as the genuine "fun" aspects of involvement in the program and of the trips will be emphasized.
Other projects undertaken by the Corps of Discovery will also be mentioned.

All advisors are introduced during the first meeting and briefly suggest they can be of help to students working in their particular field of the sciences, humanities and social sciences. It is announced that in one week the Corps of Discovery will reassemble to discuss the details of the requirements: report, legislative letter and civic meeting.

It is essential that at least one teacher from each of the three core academic levels be present to assist students with particular abilities in their area to use the Corps program as an expansion of regular coursework. Students at this level are often bombarded with activities and it is necessary for the teachers to offer some reassurance that the requirements of the program are entirely manageable and that they will be available and willing to help and guide them in their research. Particular attention must be given to those wishing to enter a creative production (e.g., short story, poetry) since it may be necessary to alter some of the requirements for them (illustrations, word count, etc.).

Teacher interest generates student interest. Therefore, it is essential that they demonstrate this interest to the students at the initial Corps of Discovery meeting in the fall.

**Phase II: Guidelines/Deadlines**

The followup meeting one week later will explain the total program in detail and answer all student questions and
concerns. A handout will be given to each student called "Project Guidelines." This form will list the various categories of the Discovery Projects. It will give the general format for the report and specify the length expected depending on the type of report. The school librarian will attend this meeting. The librarian will offer information and assistance to students concerned with finding specific information. The students will have all completed a library research techniques unit which is presented at the beginning of the seventh grade school year. The district media centers, local and regional libraries, and education and scientific resource centers are also explored and will be made available for student use.

Also, as a part of this meeting, an informational letter will be distributed to parents. It is important that parents and community understand and support the program if it is to succeed. The letter to parents should include the philosophy of the program, and information and instruction on how they may be of assistance to their children. It should acquaint them with the project requirements and deadlines. They also need to be aware of the scope of the awards, especially the opportunity extended by a school of this size to take part in a learning experience of the magnitude of the trip offered Corps finalists. Parents also need to be aware of how other in-class student projects (science fair, Young Author's Contest, local history projects, etc.) dovetail with the Corps of Discovery rather than adding to the burden of what is already to be a demanding academic load.
At this time a calendar will be distributed to students detailing specific dates for completion of tasks. The various requirements will be staggered to help students budget their time and successfully manage the demands.

Phase III: Monthly Meetings/Momentum

Once the projects are off the ground, monthly meetings will be held. These meetings will enable the students to gain encouragement and momentum by sharing their research and learning and receiving help where needed.

These periodic meetings might also include special guest speakers, films, slides, etc., especially as they relate to Discovery Projects underway. If several students are working on similar topics or areas of learning they might meet in small groups at noon. These small groups might also organize extracurricular projects sponsored by the Corps to generate funds and draw attention and support—both moral and financial—from the community.

Supplementary Corps Activities

Students involved in the Corps of Discovery because of their interest in history might like to become involved in writing and printing an historical journal related to Cashmere or organize and carry out an archeological dig for Indian and pioneer artifacts of the area. As the Corps of Discovery becomes involved in the life and past of the community as a whole, various members and groups in the community may recognize the value of the program and help
to promote its economic survival and success. Students, too, see a concrete value to their efforts and learning when they are offering information and services to their community. Projects of this type are totally original and creative. A student starts at the bottom line, formulating and creating his own project. It requires his imagination and is ideal for academically talented students having endless opportunities unimpeded by barriers or boundaries. Also, as students become involved in community historical research, they bring positive recognition and praise to the total student body and the personal satisfaction from this type of involvement will be very gratifying to a young person. Low achievers and students with poor self esteem would, obviously, also benefit greatly from such an involvement. Social skills will be developed as students interact with each other and persons in the community at large. Students in the arts can make original contributions via photography, sketches, etc., to accompany local historical research and discovery.

Advisors: Facilitate Communication

The administration of the Corps of Discovery will be the responsibility of three advisors who will represent, ideally, the three main subject areas: science, humanities and social sciences. These advisors should come from both the high school and the middle school. The advisor must facilitate communication to faculty, students, parents and
community. Successful communication is vital to the success of the program.

The faculty must be provided information each year to keep them abreast of the program and to involve them personally in its continuation. They must be committed to its philosophy and willing to direct students to it. The advisors must be sure that the staff is willing and able to become appendages of the program.

Advisors might communicate with students through poster announcements and group meetings. And, as indicated, individual teacher encouragement and direction will probably be the biggest student incentive for participation. The initial and monthly meetings will guarantee continuous vital communication with participants.

Communication to parents will take place via parent explanatory handouts. A brief meeting with parents might be scheduled after students start their projects. The school district newsletter will also provide an avenue for parent communication.

Finally, advisors can keep communication open to the community through the local newspaper and by meeting with and talking with individual community leaders and community civic groups. This type of communication can also foster support in the form of financial contributions which will be needed, especially to meet the costs of reward trips and costs incurred in some of the research projects.
There will be monthly Corps meetings which the advisors will organize and direct. They will arrange for guest lecturers and prepare and distribute guidelines or information pertinent to the Corps of Discovery participants.

The advisors will also arrange and probably chaperone the final trips which serve to both reward and to provide further learning opportunities for Corps members.

The advisor will further serve throughout the year to help students and teachers by encouraging and guiding research and by locating needed resources. They will also work with teachers and individuals in the community who might be of assistance to an individual student in his research.

Recognition and Reward

Each year the Cashmere School District sponsors a Community Goal Setting Meeting in the fall. At this meeting, community members sit down with teachers and administrators and work in small groups to develop specific goals for the current school year. In 1980, one of the major goals adopted as a result of this meeting related to recognition of academic excellence. Many people in the community felt that academic achievement should be as actively pursued and rewarded in the same way that achievement in athletic endeavors have traditionally been rewarded (Appendix B).

The Corps of Discovery could serve to meet this goal by bringing recognition and significant worthwhile and
desirable rewards to students who have become involved and, especially, to those who have completed projects of merit.

Sometime in the spring the Corps of Discovery program will culminate with a special evaluation of projects and recognition for all who have participated. The projects will be judged by a panel representing the three Corps academic areas (social science, humanities, and science) and a finalist will be selected in each of these three academic areas. The judges will be selected from Wenatchee Valley College faculty, school administrators and qualified community residents. All projects will be submitted in two categories—middle school and high school. The Corps panel of judges will select three finalists in each category on the basis of their Discovery Project, legislator letter and civic meeting evaluation. Finalists will be interviewed orally by the judges. The judges reserve the right to increase or decrease the number of finalists in each category (Appendix C).

An evening meeting or banquet or dessert will be held for students, parents, faculty and interested community members. The format might include an outstanding speaker (i.e., from a local university). Every student who successfully completes a Discovery Project will participate and each one will be awarded a certificate of merit. Those students whose Discovery Project demonstrated exceptional intellectual or analytical ability will be further rewarded with a bronze medallion in recognition of their achievement.
But the tangible reward that many students will be motivated by will revolve around trips called the Pathfinder Seminar and the Medallion Seminar.

The Pathfinder Seminar will be for all who have successfully completed a Discovery Project. This trip will include tours of various northwest industries, institutions and agencies. Each year's trip will be different but could include visits to: Seattle Museum of Science and History, the Boeing Aerospace Plant, the University of Washington, Lewis and Clark Interpretive Center at Fort Canby, Bremerton Naval Ship Yards, Fort Lewis, etc. This trip would not only be an incentive to student participation but, would in itself, be a highly valuable learning experience.

The Medallion Seminar will be the culminating activity and reward for those whose projects have been judged to be exceptional quality and represent a high level of research and independent thinking. The Medallion Seminar will be in the form of an excursion which will be planned around the interests of the finalists involved. The trip goes beyond mere enjoyment to provide these students unique opportunities to engage in research and inquiry with professionals and environments and situations few people are able to experience. The trip would, then, be planned to places that offer a wide range of research and educational opportunities. Examples of places where Medallion Seminars might take place would include: Washington, D.C., San Francisco, Boston, New York City, etc. For example, a trip
Washington, D.C., could include research at the National Archives, the Library of Congress. This would, of course, be in addition to such sightseeing as the Capitol, Congress, Supreme Court Building, Ford's Theater, Lincoln Memorial, Kennedy Center, etc. The total trip would, of course, be an invaluable learning experience and hopefully a lifelong incentive to learning and excellence (Appendix D).
Thomas Jefferson originated the Corps of Discovery in 1803 to undertake the first overland exploration of the North American continent. A new era of history ensued as vast amounts of new information filtered back to the east. New knowledge conveyed by written reports from Lewis and Clark kindled the imagination and desire of many Americans and drastically changed their lives.

Throughout this year, it will be your opportunity to explore and expand your horizons as you study in depth a subject that particularly interests you. You may choose a topic from the social sciences, humanities or science. While your Corps of Discovery advisor and teachers will be there to assist you, this final project must be of your own creation.

In addition to an individual project, you will gain a better understanding of citizenship as you become involved personally in our democratic process. You will be writing a letter to a legislator at either the state or national level and attending and evaluating a civic meeting.

A Pathfinder's Seminar will be held in the spring to recognize all who have successfully completed project requirements. This seminar will involve a special trip to
observe first hand people and places pertinent to your studies. This seminar is sponsored by the school district and various northwest industries and agencies which will be toured.

Six finalists will be selected (three from the middle school and three from the high school). At each level the project from the three academic areas judged as outstanding will qualify the writer for the Medallion Seminar which results in a Medallion and an all expense paid trip to Washington, D.C., where these students will be able to view prominent landmarks and meet national legislators as well as tour sites of personal interest.

All projects will be due __________.
Below is a list of types of suggested projects.

Audio-visual
(video tape, slides or movies)
Time Lines
Interviews
Charts, Graphs and Diagrams
Maps
Models and Mockups
Diorama
Dramatic Presentation

Demonstrations
Games
Scrapbooks
Cartoons and Posters
Murals and Collages
Exhibits and Displays
Questionnaire/Survey
Lecture
Research Papers

Listed below are sample subjects that might be covered in a project: (You are not limited to these subjects—the idea is to be creative)

The Oregon Trail
Bay of Pigs Invasion
The San Francisco Earthquake
1968 Presidential Election
The Kennedy Assassination
1849 Gold Mining

Salem Witchcraft Trials
Watergate
Impeachment of President
Andrew Johnson
Apollo-Soyuz Joint Space Mission
Lindberg's Flight
In choosing a topic, you should ask yourself two questions that will enable you to take some preliminary steps in getting started. These are: "What aspect of this subject interests me?" and "How might I discover more about this subject?"

Some general guidelines for choosing topics are:

1. A subject that will be interesting and/or helpful to you.

2. Limit your subject—not too large, not too narrow: (a subject that you can handle thoroughly—"Jazz" would be impossibly big. It could be narrowed down to the "Beginning of Jazz in New Orleans").

3. Stay flexible in the early stages.

4. Discuss all phases of your topic with ________.

The one most important key in this is: BE CREATIVE. This is your project—not ours.

LET'S GET STARTED!!

Make a list of things you would want to include in your project.

Make a reading list of books, magazines, etc., on the topic. Use library card catalog, Readers' Guide, and suggestions from librarians and instructors.

Read and take notes that will allow for easy organization later. Write down all necessary information about books and articles you used (see "Bibliography" sheet).
Plan a rough outline (find weak areas and do more research in those areas). Your original question list may make a good outline.

WRITE EVERYTHING IN YOUR OWN WORDS, anything written word for word from a text must have quotation marks, or footnotes.

Be sure you include in your outline EVERYTHING you want to present. Check your outline to be sure your facts and events are in the order in which they happened.

Revise your outline.

Illustrations and maps will improve your project.

Write a rough draft of your report from your notes.

FOLLOW YOUR OUTLINE. Check for accuracy and spelling.

Again, DO NOT PLAGIARIZE.

All written texts should include:

1. Title page (your name, title, level or grade, instructors, date).
2. Table of contents if necessary. Use your outline.
3. Introduction (why did you decide to study this topic? Why is it important? What will your project cover?)
4. Body--your research and findings.
5. Conclusion (include your personal opinions).
6. Footnotes, if used, on separate page.
8. An attractive cover.
CORPS OF DISCOVERY
PROJECT OUTLINE

NAME______________________________ GRADE________________

SUBJECT AREA:__________________________

TITLE OF PROJECT:__________________________

Explain in less than 60 words what your project will be about:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Five questions I will answer in my project are:

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

Parents' Signature _______________________________

Instructor Signature _______________________________

Approval

This is to be completed and returned within 5 days.
A. Choosing a topic
   1. A field which will be interesting or helpful to you.
   2. Not too large a subject, or too narrow.
   3. Discuss all phases of your topic with your instructor.

B. Reading and taking notes
   1. Make up a reading list, using library card catalog, readers' guide, and suggestions from instructors.
   2. Read and take notes that will allow for easy organization later.
   3. You must note the source of all direct quotations, new ideas, and proof for ideas that you find in your reading.

C. Organizing your paper
   1. Read through your notes.
   2. Make a rough outline of what you are going to talk about in your paper. Do any rearranging you wish; then make a more specific outline.
   3. All papers should contain:
      a. Title page (your title, name and date)
      b. Table of contents, if necessary.
      c. Introduction (Why did you decide to study this topic? Why is it important? What will your paper cover?)
      d. Body--your research and findings (maps, drawings or diagrams may be helpful in illustrating your report).
e. Conclusion (include your personal opinions).

f. Footnote page.

g. Bibliography

D. Writing the first draft

1. Scribble it out as best you can; don't try to make it perfect the first time.

2. Mark places for quotations, if desired.

3. The completed manuscript should be about 2500 words in length (about 12 written pages) for middle school entries or 3500 words (about 17 written pages) for high school entries. Completed reports may be written in ink or typed.

E. Writing the second draft

1. Include quotes, footnotes.

2. Try to say what you want more clearly.

3. Make necessary corrections (grammar, spelling).

4. Include your own observations.

5. Do not plagiarize. Everything not in your own words must be in quotation marks and footnoted.

F. Footnotes

1. Footnotes normally appear at the bottom of a page, but you may put all footnotes, correctly numbered, on a separate page at the end.

2. Footnotes must be used to show the source of a quotation or a paraphrased statement.

(Quotation)

"My father talks about the bad associations people make when they see someone with long hair. I come
back with the bad associations people make when they see someone . . . with a shiny new Cadillac.¹

(Paraphrases)

Kunen says that when his father talks about the bad things people think when they see someone with long hair, he replies that many other people are just as offended to see someone showing off in a Cadillac.¹

(Both would have to be footnoted as follows.)


3. What goes into a footnote: Name of author (first name first); name of book or article; name of magazine or book from which the article was taken; place, publisher, and date of publication; for magazines, the volume number and/or date; page number(s).

4. If you wish to quote from a book or article which you have already quoted and footnoted, you may simply write the author's name and the page number in the footnote. If you are quoting include the name of the book each time as well.

5. Underline book and magazine titles; enclose names of articles in quotation marks: " ".

6. Sample footnotes:


G. Bibliography

1. The bibliography should be at the end of the paper, and should include all the references you have used in your research (including interviews).

2. Bibliography entries are listed alphabetically, by last name of author (or, if there is no author, by the first word of the title).

3. Entries include all the information included in footnotes, except page numbers. Books need have no page numbers. Magazine articles should indicate all page numbers on which the article appears.

4. Samples:


BIBLIOGRAPHY

A bibliography is a list of books, magazines, encyclopedias, people, and places that have been useful to you in making your project. Each one of the sources should be listed alphabetically at the end of your project. The examples below will help you list them in an orderly manner.

Books

1. Name of the author (last name first) exactly as it is given on the title page, followed by a comma.
2. Title of the book, underlined, followed by a comma.
3. Place of publication, followed by a comma.
5. Year of publication, followed by a period.


Magazines

1. Name of the author of the article (last name first) followed by a comma.
2. Title of the article in quotation marks, followed by a comma.
3. Title of the magazine, underlined, followed by a comma.
4. Volume number of the magazine, followed by a comma.
5. Date of magazine, followed by a comma.
6. Page numbers of the article, followed by a period.

**Encyclopedia**

1. Author's name (last name first), if name is given, followed by a comma.
2. Title of the article in quotation marks, followed by a comma.
3. Name of the encyclopedia, underlined, followed by a comma.
5. Volume number, followed by a comma.
6. Pages on which the article appears, followed by a period.

STUDENT CIVIC INVOLVEMENT

In order to function correctly, our society needs citizens who are willing to contribute to the maintaining of our freedoms. This can be done in many ways and we encourage students to begin participating now. We as active citizens are the only ones that can make this democratic system work.

Requirements:

1. Write a letter to a legislator, either at the state level or the national level. This should include a request for information concerning a vital, current issue, and should include your personal views on some aspect of government or a current issue.

2. Visit one of the following:

   City Council Meeting
   School Board Meeting
   Civic Action Meeting

Write a one-page summary of this meeting. Include in this the purpose of meeting, those in attendance, topics covered, a brief analysis of the importance of this type of meeting, and your impressions.
CIVIC INVOLVEMENT

NAME__________________________ GRADE____________________

Meeting attended: (a) School Board Meeting
(b) City Council Meeting
(c) Civic Action Meeting

Location of Meeting____________ Date of Meeting________

How many in attendance? ________
List the main topics that were discussed and what action was taken on each:

(a)________________________________________

(b)________________________________________

(c)________________________________________

(d)________________________________________

(e)________________________________________

Briefly summarize the meeting. Include your opinion as to whether this meeting was successful and whether there is a need for such a meeting.

Parents' Signature ________________________________

Instructor's Signature ______________________________

Approved Not Approved
STUDENT CIVIC INVOLVEMENT

In order to function correctly, our society needs citizens who are willing to contribute to the maintaining of our freedoms. This can be done in many ways and we encourage students to begin participating now. We as active citizens are the only ones that can make our democratic system work.

Requirements:

Write a letter to a legislator, either at the state level or the national level. This should include a request for information concerning a vital, present issue, and should include your personal views on some aspect of government or a current issue.

Before you send the letter, give a photo copy of it to your Corps of Discovery Advisor who was assigned to you after you submitted your proposal.
The subject of your letter will begin here with strong emphasis on neatness, well-organized thought and spelling.

Sincerely,

John Doe

123 Easy Street

Cashmere, Washington 98815
<table>
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<td>PARENT MEETING</td>
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<td>LEGISLATOR LETTER and DISCOVERY PROJECT SUMMARY due</td>
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<td>DECEMBER 15</td>
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<td>APRIL 15</td>
<td>DISCOVERY PROJECTS due</td>
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<td>EARLY MAY</td>
<td>PATHFINDERS SEMINAR</td>
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<td>EARLY JUNE</td>
<td>MEDALLION SEMINAR</td>
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CHAPTER 5

Summary, Recommendations and Conclusions

Summary

The focus of this program has been the establishment of an extracurricular academic enrichment program for students at the middle school and high school level.

The need for such a program has evolved from new concerns on the part of staff and parents over academic stimulation for high achieving students and a community concern that other school curriculum activities receive excessive emphasis and reward with little or none given to academic excellence.

While the Corps of Discovery program will attempt to provide a stimulus to in depth learning involving research and civic involvement for academically talented students, it will be open to all interested students, and, hopefully, will also introduce lower and average ability students to the personal satisfaction derived from independent learning and achievement.

The Corps of Discovery program, ultimately, would seek to instill in students a thirst for knowledge as a lifetime pursuit and equip them with the skills to effectively obtain and use information no matter where their interests may take them in the future.
Perhaps future scientists, social researchers, historians, or other creative and contributing professional people will be the final reward of the Corps of Discovery program.

**Recommendations**

Extracurricular programs designed to provide academic enrichment for students at the middle and high school level should:

1. Be carried out outside the regular classroom time—not as an extra credit project for a regular class. It should be perceived by the participant as something that is totally voluntary and separate from school requirements.

2. Leave options open to be truly valid and motivating to students. It must involve free choice as to topic and style of study. It is this which makes it different from a regular school assignment.

3. Encourage the teacher who serves as advisor to forego his/her traditional role and serve as an advisor or fellow participant. The result is often a positive change in the nature of the student-teacher relationship and the potential for influencing and positive role modeling is vastly increased.

4. Involve regular meetings which can often include guest speakers, films, slides, trips, etc. These activities expand to an even greater degree the kind of learning taking place and the self perception of the student as a person who enjoys and is involved in the pursuit of knowledge.
5. Covet parent support. Again, Corps of Discovery requires home time and parents must appreciate the value of the program if they are going to provide that time and give moral support to their child.

6. Obtain support of the community. Some means to achieve direct and ongoing communication and feedback from community members must be established. Often community funds are the only means for supporting student travel and activity. The result is often a strengthening of community-school ties in a general sense.

7. Have administration support. The coordinator and advisors must involve administration in the planning and keep them abreast of the positive nature of the program. Decisions made by administration will spell the fate or success of any program.

8. Be expanded to include student publications. Other options are archeological digs, gathering first hand interviews with original settlers, etc. These types of programs inspire student interest and involvement and create greater ties and support from community groups.

9. Have some means of providing recognition to participants. There must be an incentive for students to take on and continue work of a personal interest that is often exhausting and time consuming.

Conclusions

An academic enrichment program, like the Corps of Discovery described in this paper, would be appropriate
and beneficial to any secondary school. Success, however, depends upon the degree of support which could be obtained from the community, administration and staff.

Community support might vary between urban and rural communities, as a result of past visibility of student activities, community involvement in student activities and commitment to school activities. Also, requests of financial aid from civic groups may be more numerous in larger areas.

A real effort might have to be made to obtain understanding and support by a large staff for a program of this type. The key instigator of the project should be present and available to keep the program objectives clear and to maintain the momentum and enthusiasm with his/her colleagues. The program requires staff members who are willing to put in extra hours—often without financial compensation. Personal rewards, however, to advisors, to students, administrators and community "mentors" as a result of programs such as the Corps of Discovery, can be immense.

The task of obtaining teacher support and cooperation might be more difficult in larger schools. If, however, the staff endorses the project, obtaining student involvement should flow more easily.
BIBLIOGRAPHY


Foundation to reward teachers for excellence. Education USA, October 5, 1981, p. 43.

Hough community project. Cleveland, Ohio: Cleveland Public Schools. (ERIC Document Reproduction Service No. ED 001 669)


Sunlew, R. Thinking skills as a goal in an after-school program. Children, May-June 1968, pp. 90-94.

Supplementary Education Center. A project of the Cleveland schools conducted under Title III of the elementary and secondary education act of 1965. Cleveland, Ohio: Supplementary Educational Center, pp. 1-32.


APPENDIX A: QUESTIONNAIRE

School____________________
Name______________________
Position___________________
Phone______________________

1. Do you have any academic activities that operate outside of the regular class time (social studies club, archaeological dig, science club, computer club, etc.)?

   Yes____    No____

   If yes, please list club and explain if needed:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Do you have any special programs to reward academic excellence?

   Yes____    No____

   If yes, please explain:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
APPENDIX B: GOAL SETTING

Each September the Cashmere School District holds a goal setting meeting in which community leaders, parents, teachers, administrators and board members are invited to sit down together in small groups and come up with a prioritized list of goals or objectives for the school district to work toward during that school year. I have included those objectives established by the 1980 goal setting meeting because awards for academic excellence (number 3) was one of the desired goals and this objective served as an impetus to the Corps of Discovery program in Cashmere.
CASHMERE SCHOOL DISTRICT #222
DISTRICT GOALS
1980 - 1981

A goal setting meeting was held on September 25, 1980, with approximately 170 community members, students, board members and staff attending. As a result of the input from this meeting, the following goals were adopted by the Board of Directors on November 3, 1980, for the 1980-81 school year:

1. CONTINUATION OF LAST YEAR'S GOALS

Participants agreed that such things as career education, competency testing, discipline, guidance, and stressing basic skills in reading, writing and math should continue.

2. HEALTH AND DRUG EDUCATION

A comprehensive program in health education will be developed for grades K-12. Parents also expressed a strong desire for the inclusion of parent workshops involving drug education.

3. AWARDS FOR ACADEMIC EXCELLENCE

Most of us are aware of the recognition given to our student athletes. While most participants felt that athletics were an important part of our curriculum, they also thought that similar recognition should be provided for academic pursuits.

4. ENRICHMENT

Some schools have referred to this program as a "gifted" program for exceptional students.

Participants at our goal setting meeting had an opportunity to express both the things they like about Cashmere schools and things they would like to see changed. The Number One response for "Things they Liked" was the quality and dedication of the staff, administration and board members. One hundred thirty-four people listed this response. The second most often expressed like was the academic program, which received 59 votes. Community support and involvement, progressive attitudes for new ideas, the athletic program, positive attitudes of students, and school discipline were the next most mentioned items.
Only 3 items received 10 or more total votes when the participants were asked what "Things They Would Like to See Changed in Cashmere Schools." These included academics (74), elementary class loads (17), and parent conferences (11).
APPENDIX C: CORPS OF DISCOVERY EVALUATION FORMS

Student:

Name:_____________________________________
Grade:____________________________________
Title or Project:________________________________

Recommendation: (check one)

1. This student is recommended as one of the 5 finalists.
2. This student is not recommended as one of the 5 finalists.

Scoring Summary: Points Out of Maximum:

(1) Topic
   ________  10
(2) Historical thought
   ________  30
(3) Creativity/Originality
   ________  30
(4) Use of resources
   ________  20
(5) Written text
   ________  10

TOTAL 100
Evaluation Criterion

Make an "X" at the appropriate point on the continuum below

I. Selection of topic (maximum points: 10)

This topic selected is an appropriate topic for research project.

This topic selected was handled thoroughly (enough information was included to indicate student understood).

The issues covered in the project showed clarity of understanding.
II. Historical thought (maximum points: 30)

The project indicated an adequate amount of study and effort was undertaken to present a better understanding of historical facts or theories.

Expression of thoughts was clear.

Expression of thought was concise.

Expression of thought was well organized.

The student's come to a logical conclusion based on information included in the project.
III. Creativity/Originality (maximum points: 30)

The student exhibits creativity through the way ideas are presented.

The completed project appears to be original in design.

The student used audio visual materials creatively.

The choice of audio visual materials was appropriate.

The project was attractive (cute ideas that contribute nothing were not used)

The student exhibited good workmanship in the handling, preparation and other treatment on the completed paper.
IV. Use of resources (maximum points: 20)

A variety of resources were used.

The resources used were organized in an orderly manner.

The research materials were properly footnoted.

The research materials were in student’s own words (not copied word for word).
V. Written text for project (maximum points: 10)

The written text included:

Appropriate title page (name, title, level or grade, instructor, date).

Appropriate table of contents.

Introduction included reason for selecting topic, why it is important and what the project will cover.

The body of the text includes research and finding.

The conclusion includes personal opinions.

The footnotes are properly written.

The bibliography is complete and properly written.
LETTER TO LEGISLATOR REVIEW FORM

Student:
Name:__________________________________________
Grade:__________________________________________
Name of Legislator:__________________________________________

Recommendation: (check one)

____ 1. This student is recommended as one of the 5 finalists.
____ 2. This student is not recommended as one of the 5 finalists.

Scoring Summary:

<table>
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<tr>
<td>(1) Letter writing skills</td>
<td>30</td>
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<tr>
<td>(2) Request for information</td>
<td>20</td>
</tr>
<tr>
<td>(3) Views on current issue</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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</table>
Evaluation Criterion

Make an "X" at the appropriate point on the continuum below

I. Letter writing skills (maximum points: 30)

This letter follows acceptable format.

| | | | |

Appropriate grammar was used in the letter.

| | | | |

Appropriate sentence structure was used in the letter.

| | | | |

Appropriate capitalization was used in the letter.

| | | | |

Appropriate punctuation was used in the letter.
II. Request for information (maximum points: 20)

Included in this letter is a request for information concerning a vital, present issue.

The request for information reflects logical thought on a present issue.
III. Views on current issue (maximum points: 50)

The personal views are stated in the letter in an articulate way.

The personal views stated in the letter are a current issue or some aspect of government.

The personal views stated in the letter reflect logical thought on a current issue.
Evaluation Criterion

Make an "X" at the appropriate point on the continuum below

I. Topics listed (maximum points: 20)

This written report clearly states the topics covered at the meeting.

This written report indicates the student understands the topics covered at the meeting.

TOTAL POINTS: ___
II. Action taken (maximum points: 20)

This written report identifies the action taken at the meeting.

This written report indicates the student understands the reasons specific action was taken or not taken.

TOTAL POINTS: ___
III. Summarization of meeting (maximum points: 60)

Appropriate grammar, appropriate sentence structure, appropriate capitalization and punctuation are used in the written report.

Logical sequence is followed in the written report.

Opinions expressed indicate understanding of success of meeting.

Opinions expressed on need for such a meeting indicate understanding of purpose of meeting.

TOTAL POINTS: _____
APPENDIX D: CORPS OF DISCOVERY AWARD--

WASHINGTON, D.C. SEMINAR

Senate and House Office Buildings

1. What Senate Committee did you visit?
2. This committee is responsible for what duties?
3. Who is the chairman of this committee?
4. What was the nature of the hearing you attended?
5. In terms of major decisions, were any made in today's hearing?
6. What committees do Senators Jackson and Gorton sit on?
   Representative McCormick?

Additional notes:

The Capitol

1. What is the significance of the Capitol?
2. Give some brief information on the construction of the building itself.
3. What was your impression of the Congressional session you viewed?
4. Were there important topics covered in this session?
5. What was the name of the main speaker?
6. Were there any "interesting" incidents that took place in the session?

Additional notes: 95
Supreme Court Building

1. How many justices sit on the Supreme Court?
2. What are the duties and responsibilities of the Supreme Court?
3. Give an example of a major decision passed on down by the Supreme Court.

Additional notes:

National Archives

1. Describe the importance and a brief history of each of the following displays:
   a. Bill of Rights--
   b. Declaration of Independence--
   c. The Constitution--
   d. 
   e. 
   f. 

Additional notes:

F.B.I. Building

1. Describe and give impressions of the Crime Lab.
2. Famous cases--
3. Firing range--

Additional notes:
Ford's Theater and Peterson House

1. What was the date of the Lincoln assassination?
2. What play was Lincoln attending?
3. Give some information on Lincoln's assassin.
4. Why was the Peterson House important to this event?

Additional notes:

White House Tour

1. Give some brief information on the history of the White House.
2. Which rooms did you view and what are they used for?
3. Which was most impressive to you?

Additional notes: (You should have lots for this one.)

Washington Monument

1. When was the monument started; completed?
2. Give some facts and figures on the construction.

Additional notes:

Lincoln Memorial

1. The figure of Lincoln looks over what body of water?
2. What is inscribed on the walls?
3. When was this monument completed?
4. What is the significance of the number of columns surrounding?
Lincoln Memorial (continued)

5. Lincoln is considered one of the greatest Presidents. Why in your opinion is he one of the greatest?

Additional notes:

John F. Kennedy Center for Performing Arts

1. Why was it named after John Kennedy?
2. Eisenhower Theater--
3. American Film Institute--

Additional notes:

Watergate Complex

1. Give the vital information on the incident that took place at the Watergate Complex.
2. What was the end result of this incident?

Additional notes:

Iwo Jima Memorial (U.S. Marine Corps Memorial)

1. What is the background to this memorial?
2. What is inscribed around the base of the statue?
3. Who was the photographer who took the famous picture?
4. What is different about the American Flag at this memorial?

Additional notes:
The Pentagon *(Headquarters of the Department of Defense)*

1. What responsibilities are given to the Department of Defense?

2. What is the significance of the size of this building complex?

3. How many corridors does it contain?

4. What is the nature of the work which goes on inside the Pentagon?

5. What is the significance of the Hall of Heroes?

6. What is the significance of the Secretary of War Corridor?

Additional notes:

C.I.A. Headquarters

1. What is the responsibility given to the C.I.A.?

2. 

Additional notes:

Arlington National Cemetery

1. What is Arlington National Cemetery for?

2. What is the purpose of the Tomb of the Unknowns?

3. Did anything impress you about this monument?

4. How and when were the Kennedys killed?

5. What famous Americans now lie in Arlington?

Additional notes:
Smithsonian Institute

List 3 displays in each building that were most impressive to you and why.

National Air and Space Museum
1.
2.
3.

Museum of History and Technology
1.
2.
3.

Arts and Industries Building
1.
2.
3.

Museum of Natural History
1.
2.
3.

National Gallery of Art
1.
2.
3.

Additional notes:
Gettysburg

1. What happened at Germantown?

2. What was the importance of the Battle of Gettysburg?

3. Who was the commander of the Union Army?

4. Who was the commander of the Confederate Army?

5. What was Pickett's Charge and why is it important to the outcome of the battle?

Additional notes:
CENTRAL WASHINGTON UNIVERSITY
Graduate Studies

Final Examination of
Randall David Hauff
B.S., Central Washington University, 1970
for the degree of
Master of Education

Committee in Charge
Dr. Robert Carlton
Dr. Ronald Frye
Dr. E. Chan-Nui

Black Hall
Room 203
Monday, November 30, 1981
10:00 a.m.
Courses presented for the Master's degree

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<td>The Educator and the Law</td>
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Please Note: This student’s biographical information has been redacted due to privacy concerns.