

COOPER: As we look to the future, it seems to me it is important that we recognize that the year 2000 A.D. will mark the completing of formal education for many of the youngsters who will soon be entering Kinkaid. It will also be the time when-of major decision-making for those who are now graduating. The year 2000 will ask many new questions which can be answered only by education. I believe that no other institution has the opportunity - every day, day after day, to prepare the growing person as does a school such as Kinkaid.

MOSS: John Cooper, headmaster of The Kinkaid School. My name is Barry Moss; I'm principal of the Upper School. For the next few minutes I'll be your guide as we aim towards Century 21.

When the school moved to its 40 acre Memorial Drive campus in 1957, it anticipated the expansion of Houston itself. Now a modern, functional and handsome educational facility fills a beautiful, wooded landscape. From playing fields to classrooms to laboratories to studios, Kinkaid School combines the best in architectural design with the finest of educational programs.

GODDARD: Well, as head of the Middle School I've watched students walk through the paths from the Lower School to the Upper School. Of course they're passing through a very difficult time of their life, but it does have its rewards. One of the things that's most rewarding is when former students come back and tell us that something that happened during the years they were in Middle School inspired them to go on to study to become the social worker, the teacher or the

doctor that they have become. This makes the whole thing very much worthwhile.

MOSS: That's Art Goddard, Principal Middle School, Like other administrators he teaches in the classroom.

GODDARD: Well, Kinkaid has always been successful in developing the intellectual needs of students. But recently we have been realizing we needed to do more to help students in their social, ethical, moral needs, and therefore an advisory system has been established which has done a great deal to aid students in some of these areas. We're keeping ourselves busy; we divided all the students into small groups with the advisor of their choice. And then we have the guidance of Dr. Price, the school psychologist, to help the teachers know how to deal with the various problems that are presented.

STUDENT: I think I can get the best education here in Houston,

FOLEY: Just because I teach art doesn't mean that they can't work with the English department in relation to art or the History department, and we sort of dovetail them around so that each individual, even though she may not be able to draw a straight line, still is exposed to art in other areas. For instance if I find out Mr. Germann is teaching Greek History, we make sure that we inject, through the Art department, you know, some Ionic columns or some of the Greek-type art. Now in the art program...I'm trying...course this machine going constantly drives me nuts, but...I think on the Art program which I really don't...I'm not an intellect on the total school but when I came here, Mr. Cooper said

You know, "Teach art. Show the people here art. Do it in your way." So I spent about six months researching all the schools and colleges around here and I came up with a good, basic plan ... the way I would want to learn art. And with complete freedom ... freedom of teaching, freedom of supplies, or anything that I need to put it across to these children ... it's .... the children are....we have them waiting in line to get in the art department.

MOSS: Pat Foley is talented as an artist - and as a teacher.

COOPER: If we could define our objectives in - under two headings, it would seem to me that they are these: First, to provide the full and balanced education, an education of the highest quality for our students so that they can enjoy the maximum development as they enter college and as they go on into life. The second goal, it would seem to me, is <sup>to</sup> serve as a pace-maker, as a quality-maker, as a guide to the larger educational community. I think we have a special opportunity there because of the kind of school that we are and the associations that we have with the total educational scene. So I see those two goals: The maximum development of our students and then, leadership for the larger community.

HART: We have a very active program for all youngsters, boys and girls- the systems of the body and the entire mental outlook on life is helped by a very active participation in sports and athletics, both in the area of physical education and on the competitive field. The youngster can find the team that they can enjoy playing on and gain all the benefits that are available in athletics as far as learning how to get along with their fellow man.

JOHNSON: We are probably sending home happier kids at the end of the day who have had some success every day and who have had fun while they're learning at the same time. And this is exciting. When we get first graders coming up to us and saying "You mean it's time to go home?", that's pretty exciting stuff. I guess you could call this a traditional open school. We've tried very hard to not lose the good things that we had before, but we've tried to open our minds and to think more creatively about the needs of individual children.

MOSS: Marilyn Johnson is just as comfortable in her Lower School Principal's office as she is in the open classroom,

JOHNSON: The teachers are operating on a higher professional level because they're combining skills, they're sharing ideas. It's very important that children see adults share,

BOYD: It's satisfying after a period of time, working with a group, to look back and realize that there have been real changes in some children. The one who perhaps was seeking for attention and was too - almost too lively - is now more satisfied and will work better with the group. Where as some child who hung back and obviously was pained to get involved, now is involved and feeling comfortable.

STUDENTS: Well, we're trying to see if plants will grow better in complete solution or in no calcium solution or no iron solution and this other solution. And then we're trying to see which will grow best and measure it.

STUDENT: Just push it up and maybe this little part <sup>right</sup> in there will come up. Get that little deal off,.....Oh, God, it's working good.....There, it's okay now.

VOICE: Now what happened? What did you do?

STUDENT:: We just pushed this stem up so it will probably grow a little better.

SHOP TEACHER: Hands. They're learning to sketch their ideas - put it down on paper to be able to communicate their ideas. They're learning to figure the materials needed for a particular project. They're learning something about sizes; what is an appropriate size for a project. The size - the design - the type of wood and all is strictly their choice. We're not trying to make carpenters out of them in the wood shop; we're not trying to make mechanics out of them in the <sup>auto</sup>mechanics. All we're doing in the auto mechanics is give them an idea of how this automobile operates, why it operates. I hope I can teach them to appreciate quality.

MOSS: One of the most recent innovations in secondary education is Kinkaid's interim term program. A special five-week program in the middle of the year, the interim term provides students an opportunity to participate in a variety of enrichment, elective courses. A unique feature is the Career Research Lab for seniors, who are able to explore on a full-time and carefully structured basis a career area of interest to them. The interim term has brought the greater Houston community more extensively onto the Kinkaid campus and has, at the same time, considerably extended the social and intellectual boundaries of the school.

FOLEY: Also, because the windows are <sup>right</sup> here as they go by, almost every child in the school knows how a statue is built, and believe me, they watch. And they'll come by and

they'll say, you know, for instance, here's an armature they come by one day and the next day my self and the kids have welded it up or apoxied it or whatever the situation may be or get it ready for the bronze foundry, and then they all wait for it to come back.

STUDENT: Yeah, they try and teach you to be objective about problems you come up with, or you know, what she said, to look at things from all sides.

PERKINS: I think that the outstanding characteristic of a good teacher is to be able to take a complex idea and put it in simple terms - sort of a tinker toy explanation (Basic). And the opposite of that is somebody who can take something simple and so completely confuse it that nobody knows what the hell is going on when they leave the schoolroom, you know.

MOSS: Jerry Perkins, scientist. He's been teaching 26 years. There are more than 100 faculty members at Kinkaid and most have taught at least ten years.

STUDENT: That's another thing. We've got a psychiatrist, kind of shrink thing, and she - her name's Dr. Price and she's real nice, When ever you've got a problem - she's mainly here for the teachers but kids can go in and talk to her, too. And if you've got a problem about your friends or some teacher you don't like or something, you know.

STUDENT: What I like to go out for is basketball and hockey and softball and field hockey, They're real good sports. We have real nice gym teachers,

BOYD: I have always felt that because of the size of the school - the fact that there's a high ratio of teacher to student

that we have a friendlier, more knowing and caring relationship with students than you might have somewhere else.

MOSS: Tom Boyd and his wife, G'Ann, teach drama, dance and movement.

G'ANN BOYD: The facilities here at school give the staff time and space to help the students express themselves - to help them get involved with other kids - to get involved in projects that are maybe bigger than their daily problems, I think that's the key - to really get involved,

STUDENT: I enjoy debate, The faculty and student body are highly orientated towards intellectual experience. Debate is the - in my opinion - the highest intellectual experience, in a competitive atmosphere.

GODDARD: Some of our counseling sessions have carried them on to become what they did become, And when you hear that it worked, that's what's really rewarding.

PRICE: My initial impression was Mr. Cooper - and my interaction with him one to one as a person and I was <sup>very</sup> - I just felt very good about that interaction and that relationship, from the very beginning.

MOSS: Dr. Judy Price, psychologist, talking about joining the staff. And now her response to the school community.

PRICE: Kinkaid is unique in the respect that many of the children have the material things that they want and need. But in some cases the kids have all of that but they tend to have a lack <sup>perhaps</sup> in the affect. Do Mom and Dad really care for me? Do they really, really love me? Are the feelings really there? And sometimes I find that. But I don't think

that's unique to Kinkaid; I think that's unique to children. Children are constantly asking the question: Who really loves me and how much - how much do people really care about me. And don't we as adults ask the same question.

MOSS: Kinkaid School is a special place. The day-to-day concern of this school is the fullest development of the student. By achieving that goal we set the pace for education, in the larger sense. Mr. Cooper said it this way.

COOPER: The independent school such as Kinkaid has a rather special role, I believe, to play as it relates to the larger educational community. For one thing, we are independent in our total operation; we're free to do pretty much what we think is important, and we provide a kind of free enterprise challenge to what takes place in the public school community.

MOSS: Though rationally innovative, Kinkaid remains anchored to its firmly established tradition of sound, college-preparatory education. Every year its graduates enter a broad range of colleges throughout the nation - a large number receiving advance credit in at least one college course. The school continues its commitment to the rigorous, intellectual development of all its students.

PERKINS: Well, when you see them looking puzzled and they don't know what's going on, and all of a sudden you see the whole idea click into place, you know - and they know it then well, that's what it's all about!