

The Schools are Yours
Help Take Care of Them

AMERICAN EDUCATION
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The Schools are Yours-Help take care of them is a special supplement developed by the Michigan City Education Association for publication in *The News-Dispatch* for American Education Week. Members of the Michigan City Education Association are concerned educators working to make our schools better.

Science program extended



Radiant heat absorption

The topic was radiant heat absorption by different substances. The students are ninth grade students in Rusty Rathbun's Unified Science class at Krueger

Junior High. The activity is in conjunction with a unit on weather.

This is the year of implementing the science program that community members and teachers have worked on for two years in developing and adopting.

The elementary science program has been extended into the kindergarten, first, and second grade classrooms, with a program that presents concepts and processes in such a way that human responsibility to the environment and to humanity are focal points.

The K-2 program for the very early learner may be understood more clearly if we consider these rather adult terms as "learning about people," "learning about things," and "learning about learning things."

A very young child's logic processes are hardly ready for the adult thinking modes. Therefore, every effort is made to provide opportunity to inquire and explore without indoctrination.

In the third through sixth grades, the curriculum committee chose to continue with the same program during the previous five-year period, with a few modifications.

Three of the previous units were dropped, and four, with a fifth unit on budget request, were added. Also, enough kits were added in order that each school, with the exception of the two smallest, would have the kits during the entire school year.

All of the units must satisfy two criteria: Their scientific content is significant, and the activities, materials, and subject matter make children curious about some part of their world and encourage them to learn more about it.

"Basic threads of scientific investigation" — inquiry, evidence, observation, measurement, classification, deduction — are part of the fabric of all of the units. By presenting interesting problems and real materials to explore, the units invite children to extend their knowledge, insight and enjoyment of some part of the world around them.

All of the seventh and eighth grade classes by the beginning of the 1977 school year will be involved in an activity-centered program, allowing students to develop and test ideas as they work with real equipment and problems.

Thus, reading, verbalizing, and formalizing of concepts become useful, valued scientific tools for the students rather than intellectual exercises that seem unrelated to the real world.

For the first time, we now have an alternative choice for the ninth grader.

The student may choose now to take Unified Science I, which is a continuation of the type of program experienced in grades seven and eight, or elect to take the regular biology course that has been offered to the ninth grader in previous years.

The only changes in the 10th through 12th grade program has been the addition of a second year of biology and a second year of chemistry. The Advanced Science was changed from a partially structured program to an entirely individualized study program.

Volunteers appreciated

What do children think of school volunteers?

We asked some of the students at Pine School. Here's what they said:

Frank E.: "I like volunteers because they help me when I need

them to help me."

Ladonna P.: "I feel that volunteers are doing a good job. They are a big help."

Terri W.: "I am glad there are volunteers."

Jeff B.: "If there were no volunteers, kids would be sad about this."

Bobby B.: "If there weren't any volunteers they'd have to close up the library."

So thank you, volunteers. Thank you for spending your time and energy with our children. Thank you for serving regularly and faithfully throughout our Michigan City schools.

Some of you tutor children in the classrooms. Some of you play the piano. Some accompany classes on field trips and keep the libraries open. Some are room mothers.

Whatever the volunteer does, they help bring the school and the home closer together. They help the schools do the best possible job in the education of our children.

As Sam E. says, "I feel we need more volunteers."

Won't you join us? How do you thank a school volunteer?

Our children thank you. The staff and teachers thank you. We are very grateful and appreciative for all your help.

Parents invited

Parents of Joy School first and second graders are being invited to a special evening during American Education Week.

Nov. 16th will be Make-It Night at Joy School. Participants will be making math and language arts

games to take with them for use with their eager young learners at home.

They also will receive a list of games and a booklet of ideas for ways to help children which do not require materials.



Trial and error

"Trial and error" was the name of this experiment as students in George Hultgren's Chemistry II class at Rogers High School explored the area of pyrex and lead glass bonds. Students advancing in chemistry are college-bound and plan to enter some field of science ranging from lab technicians to medical doctors.

Orchard trip

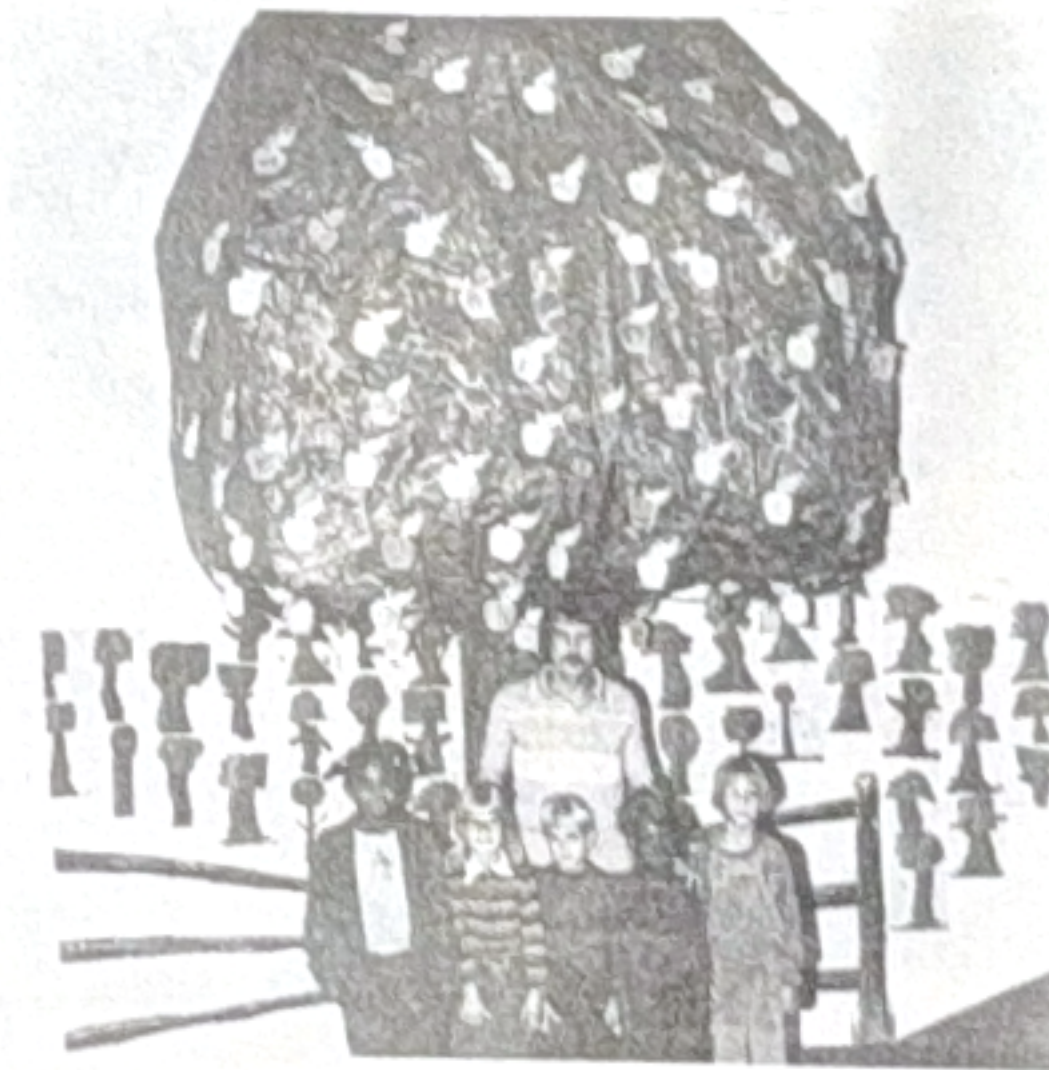
Mullen School first and second graders enjoyed a trip to Arndt Orchards Oct. 6.

Mr. Arndt provided a complete tour of all the facilities; the children especially enjoyed the wind machine, the fork-lift operations and the cooling room. Each child was given permission to pick his or her own apple from a tree.

Many school activities resulted from this trip.

The focal point for this experience was the construction of a large paper tree in the Mullen School Little Theater area.

Teacher William Pool designed and built the tree and each youngster then placed his own paper apple on it. Other teachers involved in the activities were Marion Williams, Ann Schrug and Jean Polka.



Our own tree

One activity resulting from a trip to Arndt's Orchard was the construction of a giant apple tree. Each first and second grader at Mullen School added an apple. Pictured are Evelyn Steward, Robin Pecina, Mark Gasaway, Toni Taylor, Pat Gazarkiewicz, and teacher William Pool.



Pop-fizz

Pop-pop-fizz-fizz — No, it's not a commercial jingle. It's a science experiment in second grade. Quint Lancaster, student in Chris Golday's class at Marsh School, watches the bubbles. Later he will add popcorn to the glass and watch the popcorn's behavior.

The World of Science



Making a skeleton

Working on a new fourth grade science unit at Springfield School, on bones, are JoEllen Altenhoff, Tony Alsop, and Richard Higgs. One activity in this unit is to take bones from a particular animal — in this case, a rabbit, and to make a skeleton.



Battery charging

Barker Junior High student Denzil Wilburn is charging a battery she made in Grover Medley's seventh grade science class for use in lab work.

'Pride is our bag'

Our environment as it is. What we can do to improve it. How these changes would affect our world of work possibilities.

These all are still the emphasis of the 5568 Science Club of Central School.

In a competitive field of over 300 schools last year, Central received the only school PRIDE award to be given by Gov. Bowen. As with any winner, being No. 1 now creates its own challenge.

In concert with the "Crossroads" Program, 5568 plans to care for a section of Washington Park, to restore and to improve this aesthetic environment.

The club plans to extend its bird-housing program to International Friendship Gardens. Twenty-six houses were installed at Washington Park, twelve at Fernwood Arboretum, and 40 are in storage, ready for Dunes State Park in April.

Through this project we study the bird species social structure, habits and territoriality. These are first considerations for the effort to be successful.

The club is continuing environ-

mental improvement efforts at the school including landscaping, litter control, flora propagation, pride in our school and finally, but not least, recycling.

Since government is part of our environment, the study of spheres of responsibility is an important part of the club's consideration. In the main, students have found our government has responded quite positively to 5568.

5568 extends through the summer for those interested.

It maintains its own shop in the community, completes local pro-

jects not finished, and does truck farming in a small way for personal use and club profit.

Each outgoing summer group leaves the remainder of the harvest and assets for the incoming school group. This year, saleable assets remaining amount to about \$400.

"PRIDE" is our "bag." Through it, we have accomplished many things without tax dollars other than for electricity, says the director.

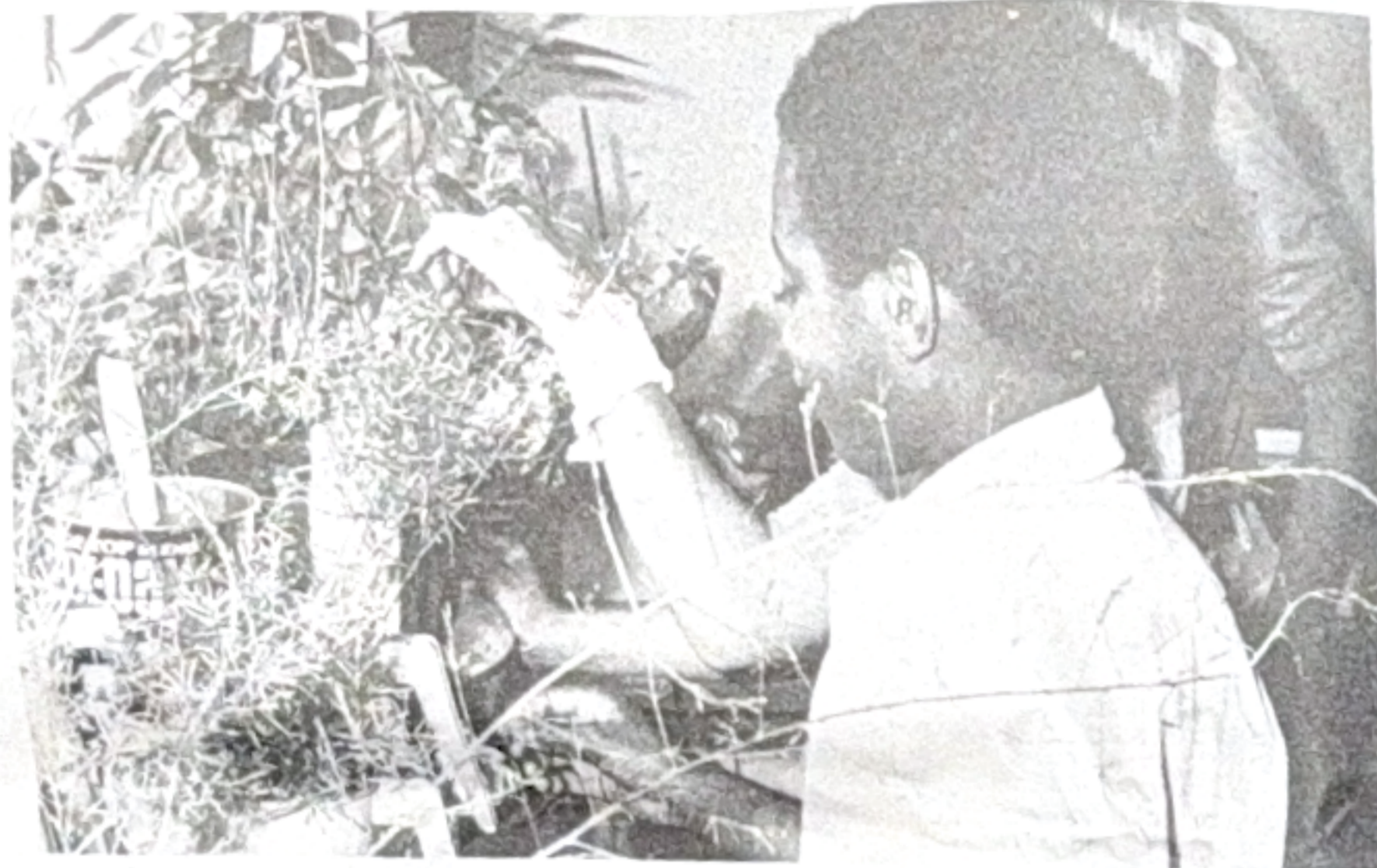
Our curriculum is infused with real-life experiences which hope-

fully enable us to be more fully participative citizens. We could call it *Community Involvement*. Families, friends, and local business persons help us.

Club officers are promoting the development of satellite clubs with whom to share our experiences.

In addition, anyone wishing a free energy conservation emblem may send a self-addressed stamped envelope to Steve Lashorn, President, 5568 Science Club at Central School, Eighth and Spring streets.

We are happy to share.



Work with plants

55-68 club students inspect and work on newly-propagated plants. The club sells these plants to friends who help support their many activities. On

the window sill, gourds from the club's truck farm are drying. The gourds will be used as models for still life drawings — then sold to raise money.



Sort husks

55-68 science club students use walnut husks for a tie dyeing project. The black walnut meats will be used to flavor cookies for sale as a fund-raising project.

About cover

The plant display featured on the cover grew out of an activity in Dorothy Warner's science class at Riley School.

The students started most of the plants from cuttings rooted in vessels of water. The rooted cuttings then were potted and displayed for other people to enjoy.

Other plant experiments included: Bulbs planted in front of the building for next spring's blooming and bulbs placed in cold storage to be forced to bloom in January which will brighten the halls of Riley.

Seeds also are part of the unit. Some of the seeds are fertilized and others are not fertilized.

The students are watching Jack-in-the-Bean-Stalk plants growing which promise to produce a pot of beans sometime in the future.

Program screens children

The developmental Screening Program is designed to assess the development of children in the areas of language, concepts, coordination, speech, and affective development.

Children who will be eligible for kindergarten in September will be screened the preceding spring by a multi-disciplinary team including the kindergarten teacher.

This screening will identify the child's strengths and weaknesses so that the kindergarten teacher and other special personnel, if necessary, can use this information in their planning.

This information also will help parents by providing them with specific suggestions for facilitating their child's ability to profit from school.



Counselor's test

Counselor Fran Cummins aided in pre-kindergarten screening at Niemann School. Children are tested for knowledge of basic concepts such as colors, shapes and body parts.



Fashioning booklets

Libraries are for students, on every level. Here Jane Malott, librarian at Beverly Shores School, guides some students through one of the first steps of learning in their school library — open just this week. Kelly Joyner, Scott Wherle, and Jeff Burton are shown fashioning booklets on the care and handling of books.

Library programs motivate reading

Library programs are designed to motivate reading and to supply materials for reading.

They also are designed to sharpen the students' study skills. In addition, they feed students and teachers with a variety of materials on all kinds of subjects.

Motivation to read is a real key to "growing" readers. Storytimes and book talks lend more than a pleasurable atmosphere. A librarian brings in all sorts of reinforcement and building blocks.

Concepts, authors, illustrations, ideas, vocabulary, different kinds of literature — all these are part of a giant "conspiracy" to teach students how to gain from their reading. A student that understands his reading does more reading. And the more reading he does, the more competent he becomes.

Library books and materials are very different from textbooks. Library books are on all reading levels, and the informational books are generally on just one subject or one aspect of a subject.

We want students to know the different kinds of books — biography, fairy tales, stories, poetry, reference — so that they realize how to draw from them. A student is best served when he knows the different kinds of books, what those books can give him, that he can get to

them, and that there is someone who can help him find "just what he's looking for."

It's a great experience to visit an elementary library. Small groups, classes, individuals, all doing a dozen different things: listening, reading, selecting books.

On the junior and senior high levels, we also provide a flow of materials between classrooms and libraries. It's easy to see the direct correlations of library materials to courses in directed reading, creative writing, report writing, in history, sociology and geography.

But the manuals in vocation education for instance, are just as directly related to those classrooms. We find almost every department can utilize the library and its staff in a variety of ways. Special collections, like the large-print and paperback books, help meet special needs across the student population, too.

Michigan City Area Schools, within the month, will have the facilities to make library services available to every student K-12. As the system is able to more fully staff these facilities, the services to students and teachers on all levels will develop into the kind of educational program for which they are designed.

Thank you

The Michigan City Education Association wishes to give special thanks to the people who helped with this supplement.

We thank editor Judy Schroeder, assistants Lynn Moore and Barb Young, pho-

tographer Stan Holdcraft and his staff, and all the people who contributed articles.

A very special thank you goes to James Agency of Jim's Super Markets for his generosity in sponsoring this entire supplement.

Alternative Jr. High is newest school here

The newest school in Michigan City is the Alternative Junior High School, which opened in January, 1975, with an enrollment of 10 students.

There are presently 24 students, with a projected enrollment of 35. The school, which is federally funded, is located at 1215 Spring St. Dr. John Light, Assistant Superintendent for Instruction, is the director. Miss Mary E. Rudd is supervisor and teaches along with James Murray.

Any junior high school student in the Michigan City Area Schools may apply to attend the school. While many students are referred through their counselors, others apply on their own.

The parents of the students also

are involved with it. Close contact is maintained between teachers and parents, helping the student to progress at his maximum level. Social events are planned and carried out with the help of parents.

Classes are small and individualized, with each student working at his own level. Classes offered include English, math, science, geography, American history, minorities, consumer education, home economics and physical education. A volunteer comes two days a week to assist with English skills.

Activities outside the classroom include the Student Council, Student Discipline Committee, and the Alternative Gazette, a bi-monthly newspaper produced by students.

Hearing-impaired children helped

The Michigan City Area Schools special education department conducts a half-day pre-school program at Mullen School for young hearing-impaired children.

This is an intensive individualized language program that is coordinated with nursery school and kindergarten programs, according to the child's age and abilities.

The young child who has been identified and fitted with a wearable hearing aid has taken the first small step toward his education.

Essential to that goal is a stimulating home environment with supportive, informed parents and early educational intervention.

Pre-school education is aimed at developing language, speech, and social skills upon which all school experiences will be based.

Children are admitted into the program on the basis of hearing evaluation by audiologist Robyn Robertson and an otological examination by an otologist. More information may be obtained by contacting the office at 874-7231.



Two captives

John Hess and Brian Stockard, captive in a haunted house, illustrate what can be done in teaching listening skills. Bridget Sovinski, in charge of the pre-school hearing impaired students at Mullen, has initiated the story-time project.

Creative teaching

A group of teachers from the Michigan City Area Schools enrolled in a graduate course called *Creative Teaching Through the Newspaper* taught by Dr. Harvey Moore at Purdue North Central.

Through the courtesy of the local News-Dispatch, daily copies of the newspaper and filmstrips accompanied by a teacher's guide were made available to each teacher enrolled in the class.

These teachers have become innovative and have been using the newspaper as a means of instruction.

Sandy Hodonos, Sylvia Siegmund and Inie Tite of Joy Elementary School have found various ways of integrating the newspaper in the content areas. In one class, children made a collage of the places visited by President Ford and Jimmy Carter in the course of their campaigns.

In vocabulary lessons the pupils looked in the newspaper for words containing prefixes and suffixes under study.

Common newspaper terms also were taken up. The younger children looked for their names as well as their vocabulary and spelling words in print.

Lynn Moore from Long Beach Elementary School had her class prepare a class newspaper and write news stories about events in Long Beach.

Cheryl Bohlim, Beverly Crabbs, Clyde Luce and Paciencia Stype of Krueger Junior High School devised interesting activities that they integrated in their classes.

In the health and safety classes, one group of students has been following up the news on the swine flu.

Another group has been keeping a record of vehicular accidents occurring daily in Michigan City. The students plot each accident on a large map of the city and keep a record of the date, time and place of the accident.

In an English class, the students "experienced" the role of businessmen. At the beginning of the unit on finance, each student invested \$10,000 in stocks on the market. Each week he could buy, sell or hold his stock. At the end of the unit, each student computed his loss or gain.

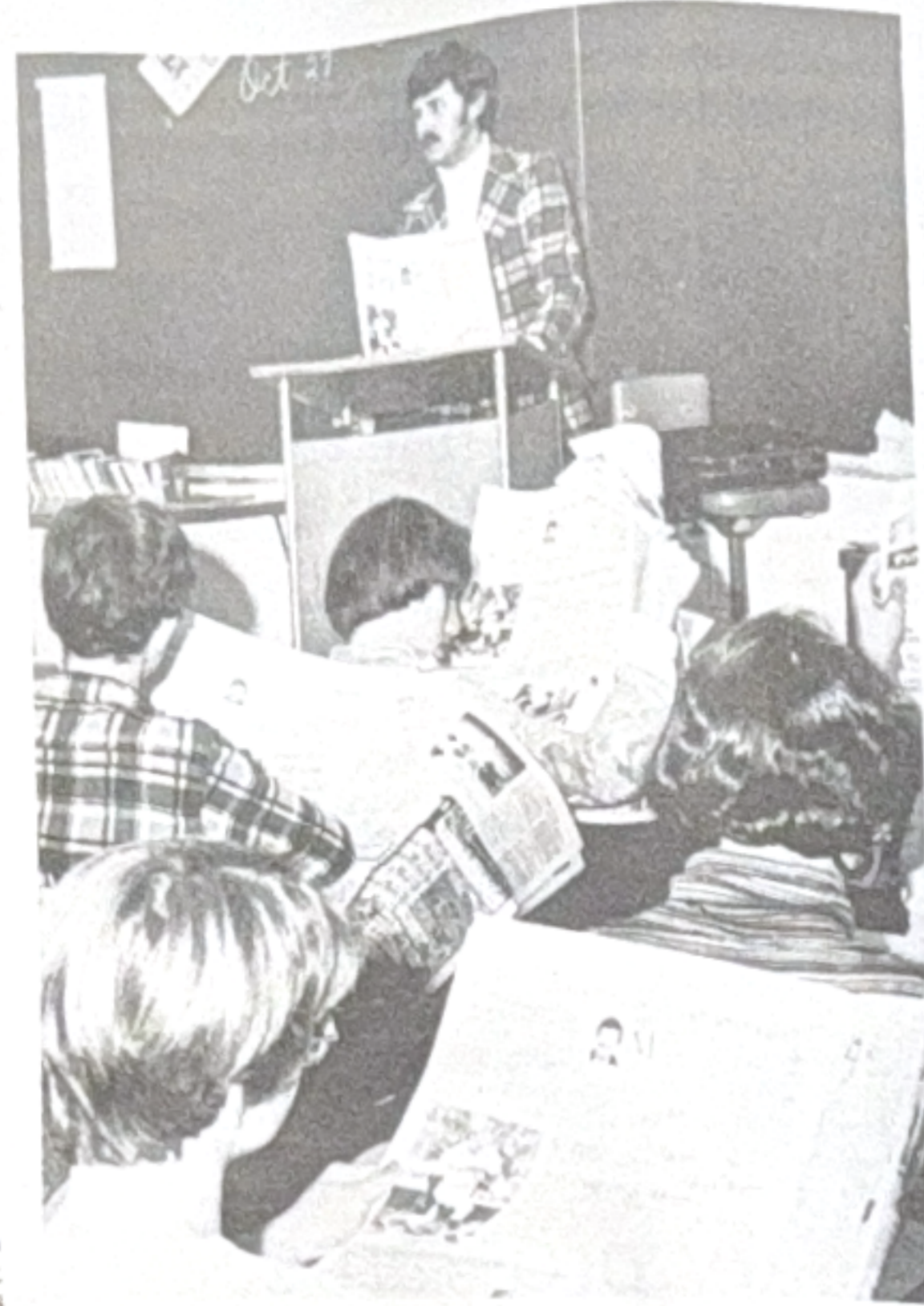
Another class had the opportunity to listen to such personalities as Mr. Ross of Citizens Bank; Doug Greene, editor of the Long Beach Billows; Mark Morrow, sports editor of The News-Dispatch, and Hal Higdon, feature writer.

In the remedial reading classes, students became familiar with the various parts of the newspaper. One class prepared items for a mini-newspaper. One student even composed an original comic strip and another prepared a crossword puzzle.

Some students went on a "\$1,000 a Week" spending spree. A student could spend \$200 a day on items found in advertised sales or in the classified ads. He itemized his daily expenditures and kept a balance sheet. At the end of the week, the balance sheets were submitted to the teacher.

The activities mentioned are but a few examples of the projects and teaching strategies devised by the teachers.

The course on creative teaching has greatly motivated this group of teachers to innovate their teaching and use the newspaper as a medium of instruction.



Newspaper visitor

As a feature of a newspaper unit, the students in a Krueger ninth grade English class discussed the sports page with Mark Morrow, sports editor of the News-Dispatch.

Parents involved at Niemann

The second grade teachers at Niemann School have instituted a program which strives for increased parental involvement.

Many parents have volunteered their time and talents to make school more meaningful to the students.

The parents are used as instructional aides, and as resource persons. Parents who have special talents are asked to share them with the children.

Examples of what the parents have done or are doing with the children follow:

- 1) A mother comes to school each week and is showing the students decoupage.
- 2) A mother dressed up like a clown and read a story about clowns to the children as part of the entertainment for the Halloween Party.
- 3) A mother took one group of children to her home to bake cookies for the Halloween Party and another group to decorate them the next day.

Enrichment activities which we call "mini-trips" are arranged by

the teachers and carried out by parents. Groups of six children are accompanied by a parent on a "mini-trip."

When the children return to school they share what they experienced with the rest of the class, and use their language and writing skills to compose thank you letters.

We have had "mini-trips" to a trucking firm and a farm to date. Trips to the water works, the Coast Guard station, a veterinarian and a restaurant for lunch have been planned for the near future.

It is the desire of the teachers to have one "mini-trip" per week for the rest of the school year.

A newspaper is planned to keep parents informed about what is going on in the second grade. Most of the articles will be written by the students.

Mrs. Allwein, Mrs. Oberlie, and Mrs. Smith have received tremendous help from the parents, and they expect this year to be extremely enriching for the children, the parents, and the teachers.



Studying is fun

Studying the newspaper is fun for second graders in Inie Tite's class at Joy School. Matching picture and captions are Todd Ash, Stacy Kazmucha, and Scott Jesse.



LOVE

LOVE! That's the word formed by Joy School fifth graders on the floor of the school gymnasium. The activity was part of language arts project by teacher Connie Newlin.

What is language arts?

Educationally challenging activities offered in small groups, or on an individual basis, to strengthen the reading skills, give a better understanding of alphabetical order, improve phonic skills, strengthen reading comprehension and the interpretation of language concepts.

Poetry, chants, plays, and play acting are used to improve the child's speech. These fun activities improve the child's self-esteem as he participates.

In spelling, remedial help is given to small groups or to an individual.

to develop phonetic listening skills and in the mental visualization of words.

Listening is a very important factor in all learning. Efforts are made to improve the child's ability to listen, think, and react correctly in the use of the given information. Listening skills are vital to the

mental development of all students.

Creative writing is encouraged and stimulated as a means of self expression. Many feelings, dreams, and ideas can be expressed in story form when a person finds the verbal expression difficult.

Like Mary Poppins, the three Language Arts teachers descend upon a school with fascinating things for kids.

Their aim is to provide enrichment activities for the child, give diagnostic services to the teachers, and to strengthen all the instructional services.



Enrichment

"Learning more about myself" is part of language enrichment. Sidney Pender, a first grader at Joy, is involved in this activity.

Kindergarten exciting

Kindergarten is an exciting, adventuresome year of schooling in the lives of five year olds.

It is a year of gaining positive attitudes toward school and learning.

Developing good work habits is of prime importance. A child must learn to listen carefully, develop a long attention span, follow directions, work independently, finish and put away work and materials, and work in a group.

The kindergarten child is involved in many academic areas.

A large portion of time is spent each day in reading readiness activities. The child also has studies in mathematics readiness, social studies, science, health, music, art, and physical education. Much of the work in school is designed to be fun; therefore, the child learns through game-type activities.

A kindergarten teacher is not only concerned with the child's academic learning and physical development, but also how the child interacts socially. The child learns to cooperate and share.

Kindergarten is a wonderful experience which lays the foundation for the child's formal learning experience.



Matching letters

In this reading readiness activity, kindergarten children at Marsh School learn to recognize shapes of letters. With the help of teacher Irene Bohnstadt, each child will match the letter he is holding with the letter on the Form Board.

Edgewood students exercise

New at Edgewood School this year is Perceptual-Motor Training, sponsored by the P.T.A., supervised by counselor Jean Vall, and implemented by 30 Edgewood volunteer mothers, with volunteer Lonna Temkin serving as coordinator.

The key to the whole perceptual-motor process lies within the child's ability to organize himself in time and space. If he lacks such organization, he may have difficulty organizing the printed page.

All kindergarten and first-grade children spend 20 minutes each day doing four different exercises to strengthen large muscles, improve their balance, develop better eye-hand coordination, improve their right-left concept, sequencing, rhythm, and postural flexibility.

Exercises are changed each week.

In addition, 53 children in grades 2 through 6 work in small groups to improve their skills in these same areas.

Pictured here are first-grade children doing two of the activities — crawling and balloon ball. Balloon ball is a good activity for developing eye-hand coordination and for toning down the reflexes of the hyperactive child.

Crawling properly, with hands straight ahead, fingers together, and head up is recommended to help the child to sit quietly in school and move his eyes smoothly across the printed page. Crawling is a developmental activity many of today's children miss in their early years because of the time spent in the play pen and in front of the TV set.

Hopefully, the perceptual-motor skills learned in this program will help Edgewood children to progress readily in their reading and writing skills.



Eye-hand coordination

Don't let the balloons touch the floor! Edgewood School students receive perceptual motor training.

Park has fine arts program



"Look at what I did, Mom! Isn't this string art Owl neat?"

That's the comment of one youngster as he brought home his completed string art project during the last seven-week session of Fine Arts at Park Elementary School.

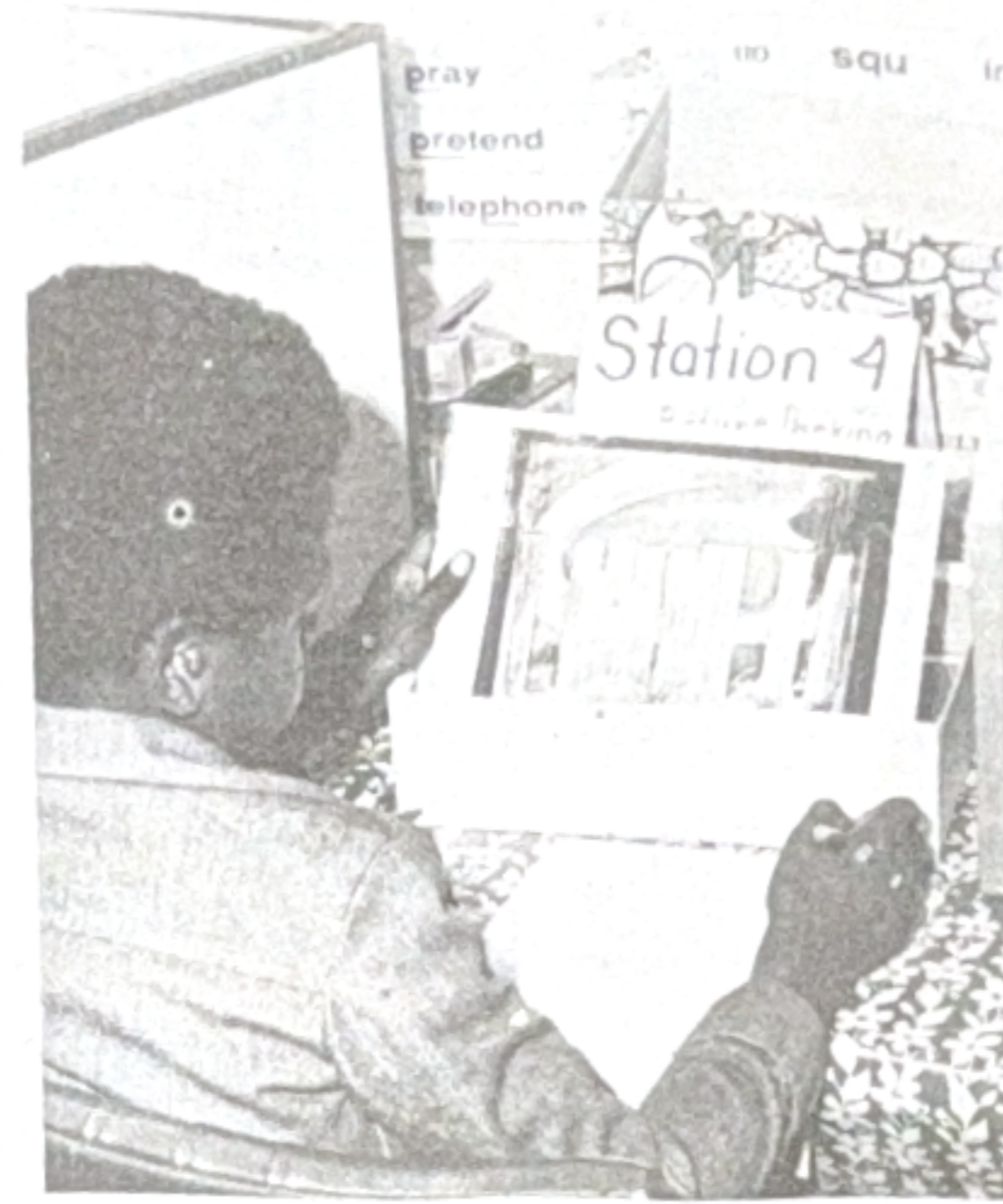
Entering into its third and final year of funding, this ESEA Title IV program has given many students the chance to boast of their own finished projects in the same excitable way as the child above did.

During the funding period for this innovative program, elementary students have had the opportunity to experience classes in drama, ballet, art oils and sketching, music, gymnastics, pottery, photography and various craft-orientated projects.

The program has sought to provide students with the opportunity to develop a positive self-image of themselves, and to achieve success in the arts. Thus, it is hoped that each student arrives at a fuller appreciation of himself through this interaction with the arts.

String Art

String art is a new addition to the Park School fine arts program this year. Students are shown covering scrap board with felt, and taping a pattern down. Ruth White and Henry Mayo pounded approximately 150 nails before wrapping the colored string around the nails to form a design. Teacher Nancy Kohn assists in the stringing.



Learning center

Jeff Edward, a student of Erronteen Evans, is working at this Central School learning center to strengthen his reading skills. He will write a story about the picture he is viewing.

15 schools served

The Title I reading program has been in the Michigan City Area Schools since 1966.

This fully-funded federal program serves three junior high schools and nine elementary schools, plus three parochial schools.

The reading teachers in the Title I schools are encouraged to individualize their instruction and to correlate it with the adopted reading program. This is demonstrated by the use of interest centers with the pupils of Central School and their Title I teacher, Erronteen Evans.

The program personnel includes 9 reading teachers, 23 aides, a part-time coordinator, and a Title I secretary.



Think metric

Thinking metric means blocking out years of inches and feet. Knapp second grader Matt Kintzele reports his friend Kedron Pliske is 126 centimeters tall.

Schools are yours

The schools are yours. Help take care of them.

What does this mean to the people of Michigan City? It would seem the emphasis should be placed on the word care.

Caring for our schools means more than painting, repairing, cleaning and planting. It requires community support and involvement in the educational process.

There are many ways in which citizens can demonstrate their concern. One way

is to encourage young people to care by supporting their efforts and helping them continue their learning after school hours. Parents can also help by reading the information they receive from school and discussing it with their children.

There are many exciting things going on in all the Michigan City Area Schools — too many to fit into this supplement.

A visit to the classroom is always appreciated by children. Show them you care.

School nurse is valuable resource

The school nurse is a valuable resource.

The staff, students, and parents of Garfield School will attest to that!

Through Title I, Barbara McDaniel was employed as a school "teaching" nurse to serve the Garfield trainable mentally handicapped program and the physically handicapped program at Mullen School.

In addition to the duties of the school nurse — too numerous to mention here, Mrs. McDaniel teaches students self-help skills which relate to good health, personal hygiene and other activities for daily living.

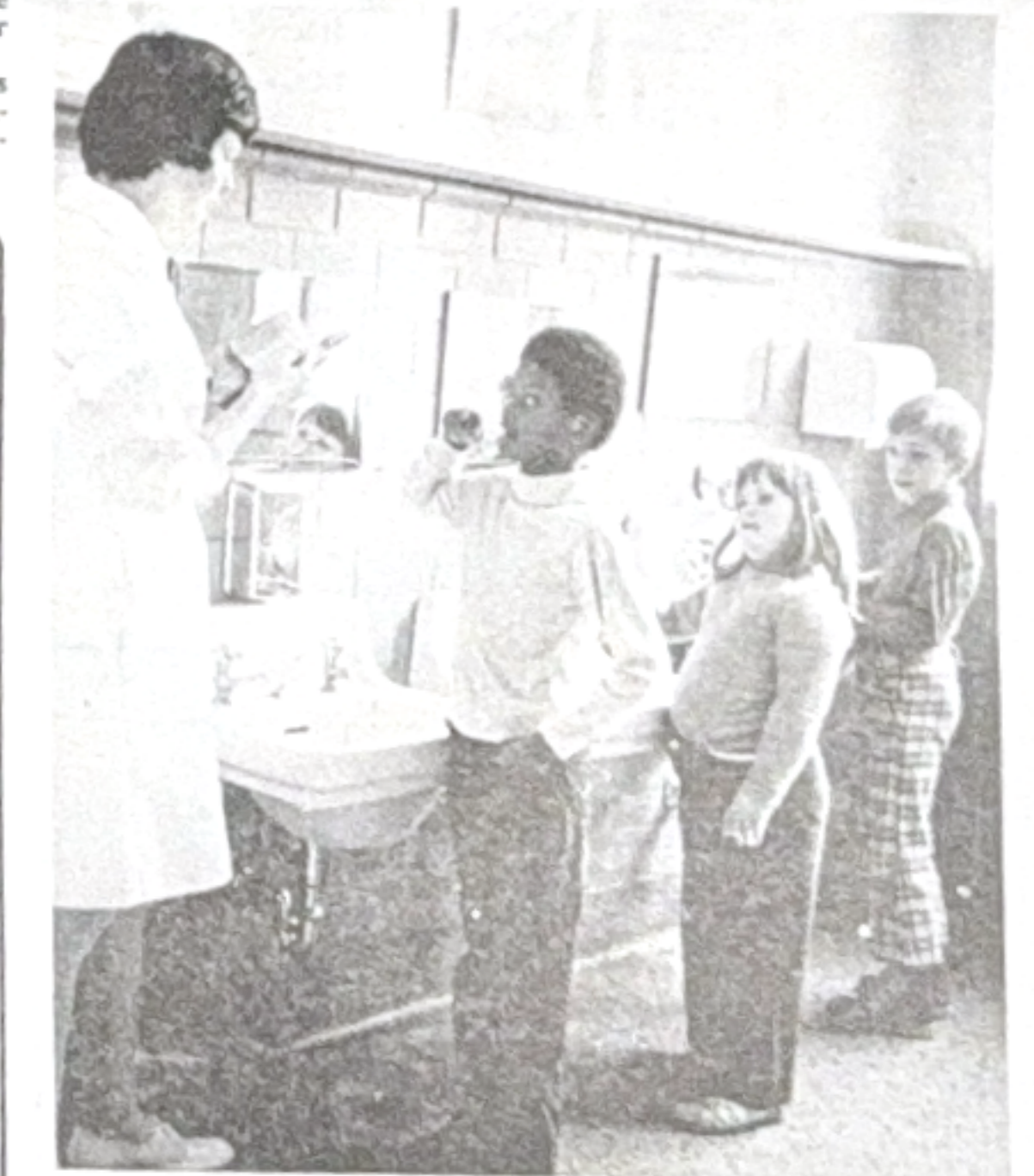
Some basic skills taught are bathing, care of hair, toothbrushing, basic nutrition, dressing, care of clothing (washing and ironing),

etc. In other words, the school nurse at Garfield teaches students to help themselves.

Close contact with parents, the family physician, and other health agencies working with the child, provides the school staff with a better understanding of the "total child."

Mrs. McDaniel provides the parents of students with information concerning nutrition and resources for the management of student health problems, but most of all, support in teaching the above-mentioned self-help skills.

Mrs. McDaniel represents a sense of security of these two programs. To have a school nurse available to handle any health emergency and administer prescriptive medication brings a sense of relief to both parents and staff.



How to brush

Barbara McDaniel, school nurse at Garfield, has many duties. Here she is instructing Colleen Neulieb, Richard Kenney, and Terry Martin on how to brush their teeth.



Clay animal

A new dimension of storytelling can be added — clay characters. Jennifer Pawloski of Long Beach is readying her figure which will be placed in the Room 2 Story Character Zoo.

Books critiqued

Second grade students at Long Beach School decided to critique books.

Here is a sampling.
 Kathleen Ann McGeady: "I enjoyed reading *The Little House on the Prairie*. Laura Ingalls Wilder is very interesting. When she was little, she lived in a little house on a prairie. I liked the book because I liked reading it and it is very interesting."

Wendy Willson: "I like the book called *Curious George Goes to the Hospital* because George is funny. But, sometimes he is not funny. He made a girl happy so he really is nice."

Jennifer Klingler: "I enjoyed the book *The Great Pumpkin*. It was funny to see Charlie Brown and Snoopy waiting for the Great Pumpkin. Even though they waited, he didn't come."

Kathy Ellis: "I read the book *One Little Indian*. I like this story because he helps a dog. He takes good care of him."

Richard Bukva: "The book I like to read is *Stop That Ball*. It is fun to read. The pictures are funny."

Mark McCauley: "I enjoyed reading about dinosaurs because they are big and gray. They lived long, long ago."

Kurt Nordstrom: "I enjoyed *The Goblins Will Get You If You Don't Watch Out*. I liked it because the goblins go after the girl and it was very spooky."

Laura Steffen: "I like to read the book *A Kiss for Little Bear* because Little Bear makes a picture for his grandmother. I like to read this book because the words and pictures make me laugh."

Drew Miller: "I like the book *The Cat in the Hat* because the cat looks funny in the hat. It's funny because the fish in the fishbowl keeps falling out."

Math Medic results 'remarkable'

The Math Medic program, in its third year at Joy School, has produced remarkable results. Test scores for the last two years have shown Joy students well above grade level.

This individualized program, developed by Joy teacher Charles Stephens, allows children to progress at their own pace and develop mastery of the basic skills as they proceed through the units.

Title IV funding has provided part-time aids, math games and materials, calculators, supplies, and other equipment necessary for this type of program.

Not only are the students achieving more, but they seem to be enjoying math as never before.



At Joy

Fourth grade students in the Math Medic program at Joy School are getting ready to begin their work. Shown is Alan Pearson.

Reading is top priority

Reading is the foundation for all future learning.

If a child cannot read, he will never know about history and science, about poetry and mathematics.

The printed word holds the key to knowledge and understanding. But the key to the printed word, who holds that? The answer is, of course, the teacher.

Therefore, reading has top priority in the instructional program of Michigan City Area Schools. The following is a brief description of the reading program from kindergarten to adult education.

At the kindergarten level the emphasis is on reading readiness.

Children are introduced to rhyming elements, taught to notice likes and differences in shapes, letters, numbers, words, colors and phrases. Basic comprehension

skills are introduced as they begin to develop listening skills, to remember details, and increase their vocabulary.

Exercises which prepare children to relate details to others and to construct a story are provided as well as practice in interpreting pictures and identifying main characters in a story. At this time students are screened to detect physical problems and learning disabilities.

Basic study skills are also introduced in kindergarten. Children are given experience in following simple directions, demonstrating elementary work habits, learning to complete a task and to accept responsibility for the quality of their work. Attention also is given to eye and hand coordination.

The Basic Reading Series for the Michigan City Area Schools is the Houghton-Mifflin program. In the

primary grades reading is taught by a levels approach. Students advance as rapidly as they can master the skills in distinguishing letter forms, beginning sounds, context clues, phonics and vocabulary development.

At the intermediate level continued use of the Houghton-Mifflin develops reading skills introduced at the primary level and accomplishes a higher degree of sophistication.

Additional reading experiences are introduced to enable a student to improve comprehension and study skills. A cumulative reading record follows the student as he moves at his own rate, mastering each level before progression to the next.

Reading records from the elementary schools accompany the student to junior high. Teachers, through individualized instruction,

attempt to take the students where they are and further develop their reading skills.

The emphasis in junior high school is directed toward study skills and literature appreciation. Through the use of the matic units students are involved in practical reading exercises which are designed to develop a skillful, mature reader.

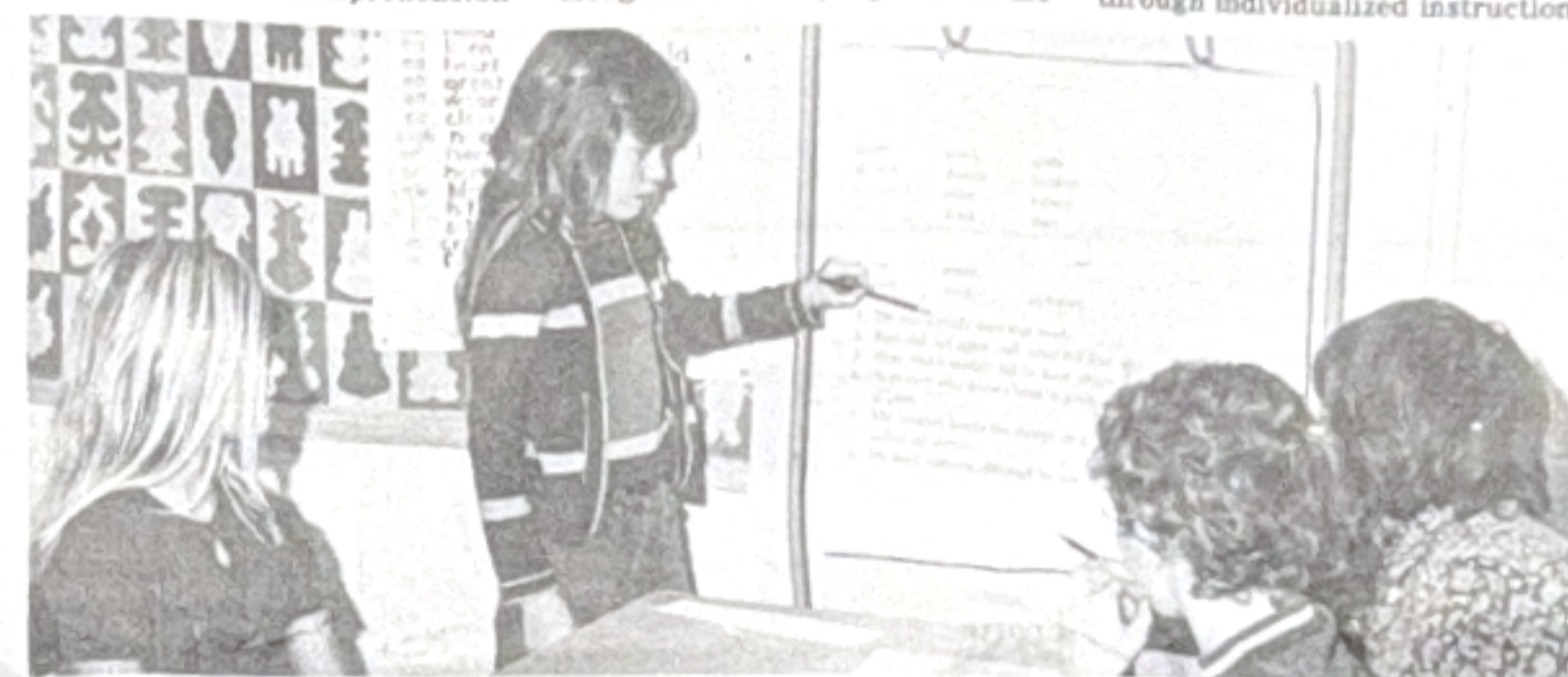
Each subject area is responsible for teaching the vocabulary of their content area. Krueger Junior High offers a reading laboratory experience for all college-bound ninth graders. Basic reading instruction is available to all post-elementary students through the federally funded Title I program.

The high school English curriculum consists of two tracks. Track 1 courses emphasize literature and writing skills through reading novels, short stories and poems. The Track 2 program stresses vocabulary building, reading for details, the use of dictionaries and encyclopedias and following directions.

In the phase elective program, there are individualized reading programs dealing primarily with the student's choice of materials. Here students read approximately a book a week. Reading laboratories have been developed allowing students to work on a reading speed, comprehension and vocabulary development.

If a student does not complete high school he may try a second time through the Adult Basic Education program. In this reading program the adult sets his own reading goal and proceeds at his own pace. Instructional materials are oriented to adult needs. Programmed materials are used in an individualized audio-visual approach.

In addition to classroom teachers' counselors, librarians, special education consultants and social workers are all contributing to the reading program — each in his own way.



Reading chart

Students of James Delehanty at Coolspring School help one another use reading chart to strengthen their reading skills.



Delicious subject

Math, science and reading can be delicious subjects — when you integrate the areas and come up with jack-o-lantern pizzas. Bobby Mullins and Michael Baker, first graders at Jefferson School, concentrate on cutting cheese figures for the faces.



Fast learners

Not all children learn at the same pace. These sixth graders are part of an accelerated reading group at Riley School. Teacher Dottie Evett anticipates they will be reading on the eighth grade level by Christmas. Shown are Pat Mitchell, Randy Scott and Coy Melnick.

Plan your own future

RULES
NUMBER OF PLAYERS
 Three — You, Your Parents and Your Counselor.

OBJECT OF THE GAME
 To finish high school, taking advantage of all opportunities offered.
 To plan your future, according to your abilities and interests, and discover what it is possible to become.

PROCEDURE
 Cash in all coupons.

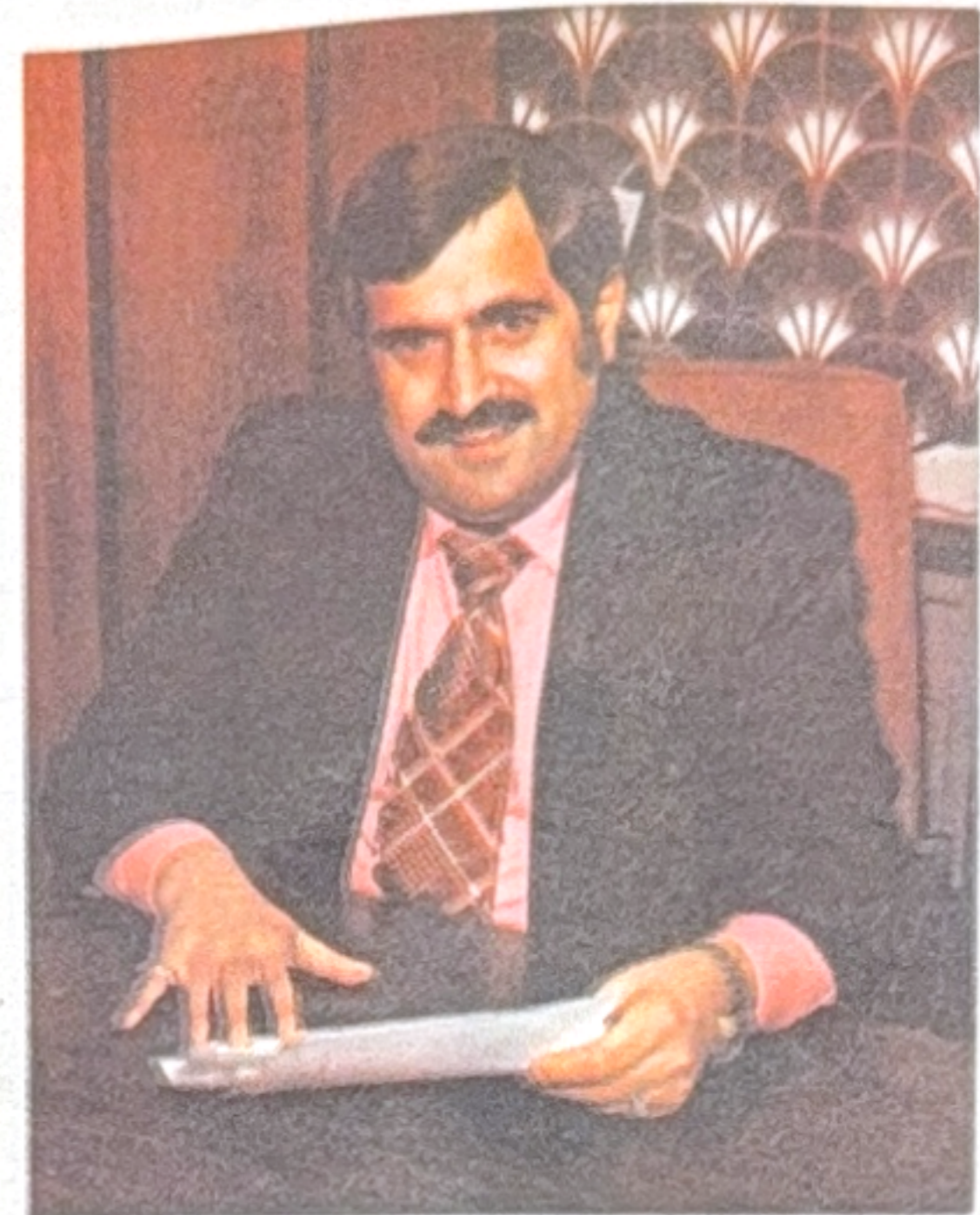
WINNER
 You!

ADMIT ONE to bear CAREER SPEAKER	ENTITLES BEARER to counselor conference regarding course planning and graduation requirements	GOOD FOR One session with representative from trade school, college or military
FREE INFORMATION 1. Job Placement 2. Career Choice 3. Curriculum Offerings 4. College Selection	WIN A SCHOLARSHIP See counselor for details	ADMIT BEARER to counselor conference to discuss concerns and decisions
FREE Newsletter from Guidance Dept.	BONUS COUPON Aptitude and Interest Testing	SAVE MONEY \$ This ticket entitles parent to attend Financial Aid Meeting

The future of our community and our country depends on the education of our youth

We, at Jim's, are proud to sponsor this supplement to the News-Dispatch during American Education Week. We applaud the efforts and concern of our teachers and members of the Michigan City Education Association, to bring the best of facilities to our youth, in every phase of their education.

It is our duty as parents to instill in our children a goal for their future. We must furnish the path to this goal by providing them with the facilities, determination, hope, ambition, and ideals that have made us the greatest country in the world.





As my contribution to the Michigan City School System, I will run a special coupon for a gallon of Meadow Gold Homogenized Milk, redeemable on November 13th only! Purchase price will be \$1.38. For every gallon of milk purchased on November 13th, I will donate .50¢ to the Michigan City Band Uniform Fund Drive.

Jim Agemy





Woodlawn Avenue and Barker Road





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