A Study of the Development of a Manual for Mini Courses

Ford M. Brown

Eastern Illinois University

This research is a product of the graduate program in Guidance and Counseling at Eastern Illinois University. Find out more about the program.

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A STUDY OF THE DEVELOPMENT

OF A MANUAL FOR MINI COURSES

BY

FORD M. BROWN

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN GUIDANCE AND COUNSELING

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

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DATE

ADVISER

DATE

DEPARTMENT HEAD
A STUDY OF THE
DEVELOPMENT OF A
MANUAL FOR MINI COURSES

BY

FORD M. BROWN
B.S. in Ed., Indiana University, 1963
M.A. in Ed., University of Illinois, 1972

ABSTRACT OF A FIELD STUDY
Submitted in partial fulfillment of the requirements
for the degree of Specialist in Guidance and Counseling
at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1978
One of the many jobs that the high school guidance counselor may find himself or herself doing is that of curriculum planner.

The objective of this paper is to construct a handbook for conducting a mini course program in Kewanee High School. This handbook can be adopted to set up a mini course program in any educational environment. With only a little modification, a successful program may be set up in a larger or smaller school system. It can also be used as a model for a junior high school or grade school program.

The type of mini course program we are working with is one where students are not given grades or credit toward graduation. This type of mini course program is a concept of conducting different types of courses than are normally offered in the school. These courses, usually one week in length, give the student a chance to broaden his experience and increase his general knowledge in areas that would not normally be included in the public high school curriculum. These courses encompass a wide variety of subjects. This type of mini course could cover everything from Ardvark raising to Zebra riding as long as there was an interest and qualified instructors were available.
This manual will endeavor to provide the reader with the necessary expertise to set up and run a one week mini course program for the high school. If the individual has already had experience with mini courses this booklet may give some new ideas and different approaches to running the program so that the students will feel that the program has been enlightening.

This manual gives the reader a step by step description of how to set up and organize a mini course program. It explains the selection of classes, the selection of the faculty and how to go about obtaining outside help in the form of guest instructors. Also covered is the registration process and some different ideas as to how to go about registering students for mini course week.

Included is a complete set of appendices showing the different types of forms used and ways to obtain feedback about the program from both students and faculty. There is also a check list to serve as a countdown for the different activities that should be completed in the order that they should be completed.
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I INTRODUCTION

A. Background and Need

The typical high school curriculum includes the basic science, language, mathematics and vocational courses, and little else. With the financial problems now facing school districts the trend has reversed itself from the sixties when schools were trying to be innovative and be all things to all people, by giving students a wider and wider choice of classes, and more opportunities to take "mind broadening" subjects. It would appear that the current trend of, "back to the basics", will continue into the foreseeable future.

In the area of sports, the Equal Rights Law is requiring schools to make their athletic programs for girls equal to that of boys. This change is being made, but often at the expense of intramural or other non-inter-schol sporting programs. This trend also means that a school will look very hard before it adds another sport to its present group of sport programs. If a school is faced with the choice of complying with the law or providing a comprehensive and innovative intramural sports program, the intramural program will be the first to go. When this happens the students who are not good
enough to make a school team will not be exposed to sports other than in the regular physical education classes that the school provides.

What is left for the average, financially strapped, high school is a program of basic subjects for a college preparatory program and a vocational program to give the students a basic knowledge in vocational areas, and a girls' and boys' athletic program that will meet federal and state requirements. This situation is not entirely undesirable, and some people will argue that a no-nonsense approach to education is just providing the necessities to students, which is all that the school is legally required to do. Indeed, in some cases the introduction of non-academic items into the curriculum has helped to turn out high school graduates who could not read or complete basic math problems, but were great basket weavers. But there is a need, somewhere in the school program, to give the student a look at some of the many things that are going on in the world outside his local school environment.

The typical small or medium high school can not afford to have faculty members who are experts in an unlimited number of fields and specialities. Nor is there time in the curriculum for a lot of non-academic study in a school system that is supposed to prepare the students for the coming day when they will leave high school
with the needed mental abilities, to take their place in
the modern day world.

One answer to the need for a broadening of curriculum is a Mini Course Program.

The courses in a mini course program can be strictly vocational or hobby learning courses. They can also be a mixture of hobby interests, vocational interests, sports, which are not normally part of the regular school program, and academic classes that will give the student a chance to get the basic ideas of different fields of study that are not normally offered in the high school.

B. OBJECTIVE

One of the many jobs that the high school guidance counselor may find himself or herself doing is that of curriculum planner.

Many school systems already have, or soon will be having, a mini course program. If the school does not have a full-time curriculum coordinator, the administration will probably look for one of the counseling staff to perform the duties of the Mini Course Coordinator.

Counselors who suddenly discover that they have been

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given the double duty of counselor and Mini Course Curriculum Coordinator should not feel that they are being given the job because someone hates them. The job of Mini Course Coordinator requires a lot of planning and will take a lot of ability on the part of the program coordinator to pull it off without any major problems. The school administration is not going to put the school's program, for even one week, in the hands of someone they do not trust with a very difficult job. You should look upon your assignment as a chance to show what you can do and go at it with a good heart.

The program described in this study will be designed to be held between the semester break in January and will run, normally, for five days, Monday through Friday. While the program can be shorter or longer, the concept of this type of mini course is a quick look at different types of activity, and it is most effective if geared to a five day program. It should take five days to really get a good look at a field of knowledge and if the program lasts longer than one week you will have some trouble getting outside people to come in and help. You may also get some static from those who favor the more traditional form of school training, if you go longer than five days.

The objective for this work is to construct a handbook for conducting a mini course program in Kewanee High School.
The school has a student population of 850 to 900 students. It is a four year high school in a city of approximately 15,000 people. The idea is to produce such a handbook so that in the future any counselor or administrator who is basically familiar with the school system could read the handbook and proceed to conduct a comprehensive mini-course week. The handbook will help to get the job done without fumbling around in the dark and wasting time correcting mistakes that are sure to accompany any undertaking such as this the first time around.

This handbook can be adopted to set up a mini course program in any educational environment. With only a little modification, a successful program may be set up in a larger or smaller school. It can also be used as a model for a junior high school or grade school program.

C. DEFINITIONS

The term mini course has two distinct meanings. One refers to the concept in which the school course work is divided up into small units for six to nine weeks duration. Each time period is the length of a particular phase of a subject. The students may take six or nine
weeks of, let us say English Poetry, receive a grade and than take something else of their own choosing completely unrelated to English Poetry, as long as it is in the English field.

The other type of mini course is a concept of conducting different types of courses than are normally offered in the school. These courses, usually one week in length, give the student a chance to broaden his experiences and increase his general knowledge in area that would not normally be included in the public high school curriculum. These courses encompass a wide variety of subjects. This type of mini course could cover everything from Ardvark raising to Zebra riding as long as there was an interest and qualified instructors were available.

This manual will be about the latter type of mini courses. The manual will endeavor to provide the reader with the necessary expertise to set up and run a one week mini course program for the high school. If the individual has already had experience with mini courses this booklet may give some new ideas and different approaches to running the program so that the students will feel that the program has been enlighting.

Throughout this manual the pronouns he and she have been used interchangeably. In no way do the words he or she indicate a preference as to the sex of the person.
working on the program. The terms he and she are simply used in place of making the material less readable by trying to desex every situation where she and he is considered acceptable use of the English language.
There is not a tremendous amount of material available on this type of mini course program. The original idea for this particular program came from a visit to Bergan High School in Peoria, Illinois.

The book *Minicourses* by William Ray Heitzman, Washington D.C. : National Education Association, 1977; provides an overview of different types of mini courses available to be adapted to each school's situation and need. As with most material available on mini courses, the book is primarily interested in mini courses that will result in credit being given toward graduation. The Heitzman text has a rather extensive bibliography which can serve as a beginning for those who want to read about the mini course concept.

While there was a limited amount of reading research in conjunction with this work there was a lot of effort expended in achieving the final result. The following booklet is the result of three years of work, trial, and error to arrive at the present format.
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I. APPENDICES
INTRODUCTION

This handbook has been prepared to enable school staff members to run a successful mini course program for Kewanee High School. While the following material is comprehensive in nature, and covers most of the forseeable problems that may arise while working on the mini course program you should not consider this booklet to be a directive, but a guide. You have a free hand to make any additional changes that you may see fit to implement. You should understand that your goal is to provide an enjoyable learning experience for your students. You should feel free to be innovative in any way necessary to improve the program.
As with any operation of this magnitude the first step is establishing a plan of action. I hope that your administrator does not inform you on the first of December that you are expected to have a mini course program ready to go during the semester break. Your mini course planning should start as soon as things quiet down and get back to "normal" after the school year starts in the fall.

If the whole idea of mini courses is a new one to you, you should make an attempt to visit a school in your area which conducts a mini course program similar to the one you are contemplating for your school. This will enable you to ask questions about the program, and will allow you to get an idea of problem areas that you may encounter while you are setting up your own program. If you have worked in a school that already has a mini course program you should be fairly familiar with the program and already be aware of some of the main problems that have faced previous program coordinators in your school. In that case you will be able to skip the visit to another school and you can proceed to the planning of your program by building on what has been done in the past.

If at all possible, you should give yourself at least three months lead time when starting with your program.
planning. A well run and organized program does not just happen. It will require a lot of help in the way of student clerical work and a lot of effort on your part to get it all together.

The decisions concerning the time of the mini course program, length of periods, how many periods per day, etc. may have already been decided for you by the administration. The best situation, however, is for you to be given the time frame in which to operate by the administration and than be allowed the freedom to set up your own schedule and other aspects of the program as you see fit.

I would suggest that you set up a schedule with 55 minutes per period. This may not be the normal class period for your school, and you may not be able to have the same number of periods as normal, but the 55 minute periods make for a good time frame for the type of classes you will be working with during mini course week. Much less time than an hour will not be enough time to learn a new skill in one week.

Some classes, such as bowling, swimming, or some of the classes that you consider will require students to be bussed outside of the school, will probably require students to take a double period class. This will give the students

1. Mini Course Time Schedule Checklist. Appendix A
time to board buses and travel to the location of the class and still have time to get involved with the activity.

You will need to determine your busing needs to insure that the necessary transportation is available when it is needed. If your school system has any teachers who double as bus drivers they can be the supervising teacher for the classes held outside of the school, and they can serve as both the teacher for the class and the bus driver. This will save the cost of paying a bus driver extra money for the extra driving time.

Another change you may be permitted to make for mini course week is to let students be dismissed early. With six 55 minute periods and five minutes for passing between classes and a twenty minute homeroom period at the beginning of each school day you will have about 45 minutes left at the end of each school day, depending upon what your normal schedule calls for. Since most of your teaching staff will be occupied for all periods of the day the students can be dismissed early and the time remaining can be used for teacher planning and conference periods.

You should schedule a homeroom period at the beginning of each school day. This will enable the proper taking of attendance at the beginning of the day and enable announcements to be made, and the handling of any other business of the day that needs to be taken care of.
The best way to handle the lunch periods is to have each lunch period 30 minutes with some sort of program scheduled for both parts of the lunch period so that while one group is eating during half of a regular period the other half can be attending the other activity, such as comedy films in the auditorium. If your school lunch program can take care of one fourth of your student body at one time, you can use the two middle periods of the day for lunch and half of the students will be out of classes either eating lunch or watching the comedy films during each period.

Another way to take care of the lunch periods would be to have some 30 minute classes scheduled during the noon periods. This would be advisable if you do not have facilities to entertain the students for part of the lunch period or if you feel that the time would be better spent in class. Each student would take lunch for 30 minutes and the remainder of the hour would be spent in a short class.

After you have been given the assignment of Mini Course Coordinator and after you have looked into the situation a little, the first major problem will be to establish a curriculum.

Since this is a break in the normal student routine, and is designed to give students a look at things of in-
terest to them, the students should be permitted to give input into the program.

The best way to find out what the kids want is to ask them. If your school is just starting a mini course program you may need to help the students to get involved. Most high school students are not familiar with thinking about what subjects are to be taught in the school. One suggestion is to pass out a list of classes that other schools use and ask them to check the ones that they think would be interesting. Be sure to leave room on the paper for the students to write in subjects that they would like to see offered but which are not listed.² The students may also be a source for potential outside teachers. They should be asked to list any people that they think would be possible teachers and what subject they would be qualified to teach. You can then check out these sources if you need people for the subjects the students listed.

² A list of proposed mini course classes. Appendix B
COURSE SELECTION

If your school already has a mini course program the course selection will be easier. The students will be aware of what the program is all about and they will be able to make more intelligent decisions as to what they will want to ask for. Simply hand out the list of courses that were offered last year, along with any that you may have decided to add, and leave some room for additions that the students may want to contribute. The selection process should be made every year, even if you already have an active mini course program. There are two major reasons for this. One, the desires and interests of the students will change over a period of time. These changes will be reflected in a class being full one year and almost empty another. Two, the program is for the students, and they should be made aware of this by being consulted concerning the course makeup. The best approach is to tell the students that they will be able to request a course in any subject as long as it is legal, and if enough students want to have it, and if you can find a qualified instructor.

After the course selection sheets are returned,3. (The

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3. List of tallied Mini Course Classes. Appendix C
best time to have them filled out is usually during homeroom period.) the classes would be tallied. This can usually be done by student helpers.

When you have the course surveys tabulated, and can see which courses interest the students, you can get down to business with the course selection. You will probably want to set a limit for determining if a class is to be offered. If, for example, only five people express an interest in a particular subject you may feel it advisable not to offer that class this year. At the same time you can determine your class requirements by checking the demand for a course with reference to the proposed class size. If 85 people want to take a class and you feel that the maximum size should be 25 you should plan on at least three sections of that particular class.

As you progress with the mini course program, you will find that the project calls for a lot of clerical work. If you are not lucky enough to have a full time office worker, you should check around and find some dependable students who will volunteer to help you. A trip to the study hall during the periods you want people to work on material should turn up several familiar faces with whom you will feel comfortable working. After working with the mini course program for several years, I have found that many students are very happy to help
you on a project such as this, and they will put in a lot of hours helping you. One word of caution is advisable at this point. Keep your working group small, or separated into small groups, and plan to be in the area where the students are working. If you find that you made a wrong choice in a particular individual, do not make an issue of it. Simply inform the individual that as of the end of the period you will not be needing his or her help any longer.

The time of the year will have some bearing on the decisions concerning the type of classes you will be able to include in the course inventory. In a spring program you will be able to hold a lot of outdoor activities but if you hold the program during the semester break you will be more limited. One way to get around the problem of being stuck indoors is to offer some theory classes such as Baseball Theory and Fishing Theory. The subject can be covered and discussed but the good weather is not a necessity.

One consideration you will need to keep in mind is the type of class to be offered. All schools have guidelines as to what the school board considers proper material for instruction. One example is the subject sex education. If the school does not normally conduct coeducational sex education classes you should not plan
one for mini course week. The attitude of the community should not be overlooked when contemplating offering any subject that may be controversial.

After you have a list of what the students want, and how many classes will be needed in each particular subject, you can start looking for the instructors and the necessary facilities that will be needed for the mini course program.

FACULTY SELECTION

The procurement of instructors will probably be the most time consuming and exasperating part of the entire operation. The ease with which you can get faculty cooperation will depend upon how much support the administration gives to the project and how diplomatic you are when you approach faculty members and ask them to provide their services for a particular subject.

You will find many of your school faculty members have a lot of talent in various interesting fields. Many of them will bend over backwards to help you with your program. Be prepared, however, to find that there will be several people who will have the "I can't do anything", syndrome. From this group you will need to draw your
monitors who will be needed in each classroom where you have guest instructors teaching.

If you have had a mini course program at your school before, one of the biggest complaints will be that the classes have been too large in the past. You should remind those individuals that if everyone does his share, and helps out the best he can, there will be more classes and fewer students per class. You should also stress the point that mini course week should be a learning experience for the faculty as well as the students. You can suggest that teachers take a subject that they would like to learn more about and teach it for a week. Few teachers will want to admit that they can not keep ahead of most of their students in almost any subject for one week. Suggest that they get some material on the subject and find a couple of films and they can learn as their students learn. Only those teachers who are very insecure will be afraid to try this for one subject if they really want to help the students enjoy a new learning experience.

Since you will be conducting classes in subjects in which the school faculty members have no expertise, you should get the administration's approval to bring in outside people to assist in the teaching of some subjects. This enables you to draw a wide variety of interests such as aviation, beekeeping, etc. These are subjects in which
the average teacher will not be too well informed.

The obtaining of outside teachers can be done in several ways. One, you can get on a local radio or TV talk show for a few minutes and tell about the mini course program and ask anyone, who has a particular talent or hobby and would like to teach the subject for a week, to contact you. The different interests could be placed on the preliminary interest survey that the students complete and those that seem worth while can be added to the curriculum. Any topic that does not have enough people interested in it to warrant a class, should be noted, along with the name and phone number of the individual who wanted to teach the class. As I mentioned earlier, the interests of the students change from year to year, and the person, for whom you can not find a job this year, may be much in demand the next year. Just because there isn't enough interest this year to make it worth while to conduct a class, do not give up the subject volunteer. After a year or two you will have a list of potential sources of teachers for a wide variety of classes. You will be able to index your volunteers and you will be able to have a lot of possible contacts for future years. Each year the teacher recruitment job should be a little easier.

Another source for teachers is the student body itself. Many students have interests, and hobbies or talents, that
they would be happy to share with others. Some of your students may be recognized local authorities on some particular hobby or skill.

With a little planning you can produce your own teachers. A student who shows particular interest in a subject as a freshman can be an assistant teacher during his junior year and a teacher during his senior year.

The more students you can get involved with teaching the better your program will be. You will create a lot of selfconfidence for your student faculty members, and the student body, as a whole, will become more involved because they will feel that the program is really being run by their fellow students for the benefit of the student body. The use of students does have some problems attached to it. The supervising teachers should be willing to help the student to insure that they have some plan to their presentation, and that they are given some guidance as to how to conduct a class. If the supervising teacher simply stands by and lets the student go, you may have a very unsatisfactory situation arising out of the student's inability to adjust to the circumstances.

When you recruit your outside teachers and student help be sure to keep in mind the number of certified teachers that you have on hand. Most school systems will insist that a certified teacher be present in the
classroom at all times when the room is occupied by students. This is a necessary precaution in the event of an accident or an emergency situation. Having a teacher present is also advisable from the discipline standpoint, particularly if you have a student faculty member conducting the class. Many members of the community would like to talk to a group of students about their special interests, but the thought of facing a classroom full of high school students could scare them away. The reassuring thought that a teacher will be present in the room could go a long way toward convincing a potential visiting instructor that coming to school and conducting a class would not be too bad an experience. It will make things much easier when they know that, if the situation should arise, help will be immediately available.

You will need to make a teachers schedule for mini course week. This schedule will enable each teacher to see what he will be doing all day during the week, and you will be able to tell at a glance what each teacher's workload entails. You can tell which classes are available at which period and have an overall look at each days activities. Since you will have several pages of teachers schedules it will be advantageous to list them

4. Sample of teachers schedules. Appendix D
in alphabetical order. This type of schedule comes in handy when figuring how many students will be occupied each period. You need to be sure that all of your small classes are not together in one period. By noting on your schedule how many seats will be available each class and then counting the number of seats available for each period you can insure that each period has its share of student spaces available in order to keep the schedule even throughout the day. You should get the schedules to the teachers as soon as you can, so that they will know what they will be doing. You can also indicate on the schedule lunch periods and other duties that some of the faculty may have during the week.

FACILITY AVAILABILITY

After you have decided what subjects are to be taught, and after you have selected the faculty, you should determine the physical arrangements for your classes. When you contact your prospective teachers you should find out how many students they can take at one time, and what times of the day they can be available to teach their subject. This factor will be especially important for
scheduling the outside resource people. You should also check to determine if any special arrangements will be necessary for the classes.

One word of caution is advisable at this point. Most people would like to work with ten or twelve students at a time. While this is an ideal situation for the teacher and students alike, the numbers involved in the school setting often preclude such luxury. You should suggest to the prospective teacher an appropriate number of students for the class when you are talking to the person and the two of you can negotiate as to what the teacher would like to have vs. the physical realities of the school situation.

Do not anticipate before you start that there will be a certain number of students in each class. Not only will the classroom size make a difference but some of the courses will simply not fit into a pattern. You can teach Baseball Theory to a lot more students at one time than you can Piano. The main idea is to let good judgement and your physical conditions be your guide as to what kind of teacher-student ratio you can have.

The administration will probably have a list describing each room in the school and telling how many seats there are in each one. If they do not, you should survey all of the proposed classrooms and make a list of how many
students can be placed in each room that you will be using. This will give you an idea of how many students you can place in each classroom. You should also make a note of what equipment is located in each area so you will know what you will have to work with during the program week. Be sure to add all gyms, libraries, stages, study halls and other places in the school building where classes can be taught. Also consider the use of places outside of the school that you can use to conduct classes on the location of the activity. One example is to take students to a farm located near the school to study Animal Skills. Many community areas such as a nearby bowling alley, riding stable or indoor swimming pool may make their facilities available for your students to use for a short time to learn the finer points of a particular sport. When talking to facility owners stress the point that they will be permitting a lot of people to become exposed to their sporting facility who might not normally be involved in that particular sport. Point out that they will be improving the student's skill, and they can create a lot of potential customers for years to come. By approaching the owners with this line of reasoning, you may be able to get the use of the facility at a very small charge, or perhaps at no charge at all to the students.

After your initial contacts with outside teachers, be
sure to keep in touch with them on a regular basis, and check with them at least one week before the classes are scheduled to start to be sure that they still plan to participate in your program.

One of your major logistic problems during the mini course week will be audio visual equipment. Many of the subjects to be taught will probably be best explained with the use of audio visual equipment. At least three weeks prior to the beginning of mini course week, you should contact each teacher and ask him to let you know exactly what type of equipment he will need and what days and which periods he will be needing it. This is done by sending each teacher a notice telling what you have to know and providing a space at the bottom for his return reply. You should keep a log of who gets a notice and who returns his requirements to you so that you will be able to tell if you have all of the requirements returned. You should check to insure that those who do not turn in a requirement sheet do not need any equipment. If they do, and just forgot to make their needs known you will need to find out. This double checking will prevent someone coming to you at the last minute wanting to use equipment, and you will not have any last minute surprises in the audio visual department.

There will be cases when an outside source is available
for teaching a class, but they will not want to volunteer their time. If you consider the expense worth while there are two ways to cover the cost. You can try to get the school administration to authorize payment of the fee. You can also charge each student taking the class, a small fee to cover the cost of the instructor.

Paying outside people can present a problem. If you pay one individual to come into the school for a mini course class others may feel that they are being slighted if they are not also paid. If you do decide to pay one person and not others, you should be prepared to justify your preferential treatment.

REGISTRATION

After you have decided who will be where, your next main concern will be registration of classes.

The actual registration should take place as near to the mini course week as possible, but preparation will need to start long before the actual registration.

The registration operation is no easy matter, but if you work at it right it can be accomplished with a minimum of confusion.
Several days before registration begins, give each of your students an information packet with the times and dates of registration, periods per day, times, fees for the classes, etc, and the actual registration procedure that each student should follow. In this packet you should also list all of the classes available and a brief description of each class, and the name of the teacher and the period(s) that each class will be offered. This information should be used by the students to select the classes that they want to take.

The last page of the information handout should have a place for the students to fill out their proposed schedules. Students should be encouraged to have an alternative class for each period, in the event that a particular course that they want is already filled when they register.

The actual registration procedure is a little more complicated than most high school registrations. Most high schools will prepare the student's schedule and hand them out the first day of school. This is not too difficult since they have all summer to set up the schedules. For mini course week the process must be speeded up. At first thought, the ideal solution would be to take the

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5. Mini Course Information Handout. Appendix E
number of students wanting to take a particular class on the initial survey and set up enough classrooms for that number of people, and have each student fill out his schedule and follow it. In reality, it isn't that simple. Students are very unpredictable, in that, they will fill out one thing on the initial survey and when it comes to class registration they will sign up for something else. Sample checks have revealed that in the weeks between filling out the questionnaire and the actual registration a high percentage of students change their minds about what to take. In many cases they can not even remember what they put down on the initial survey sheet. The initial survey can only serve as a guide to indicate what are the desirable classes and which ones will not have any support at all. You will also have situations where you will have limited facilities for a particular class and many more students will want to take a course than you have room or instructor personnel to teach. In these classes you will have to make it first come first served, and let the first students who register have the choice of classes available. If you go by grades when registering, you will give each class a first choice as they move along in school each year.

Probably the most common reasons for changing the classes when registration comes around, is the incompat-
ibility of some classes offered the same time as another class. The student must choose between two desires. The fact that when the preliminary survey is taken no one knows for sure what their friends will be signing up for, is a factor in changing of many minds.

One rule, that should be strictly adhered to, is that once the student has registered for classes he should not be permitted to change classes. The classes they are taking are for only one week, at the most, and if the student decides that the class is not for him or her he will only be in it a short time and he can put up with it for one week. In most cases when the students have been questioned about why they want to change a class it turns out that there is a particular person in the other class, and that is the reason for the change request. Class changes are a real problem for the first two or three weeks of each semester, and with the mini course program lasting only four or five days the changing of classes can make any attempt to keep proper locator cards and attendance an impossibility.

If a school has an open campus policy and attendance is not taken, the changing of classes should not present much of a problem except for keeping track of how many students are in each classroom.

For the best results, I have found that the university
style registration procedure works the best for the mini
course registration.

The first step in setting up the registration procedure
is to prepare a registration card form and have enough
run off to have one for each student for each seat space. A 3X5 or 4X5 size card is best as it will fit into file
boxes and is easy to handle at registration time. If
you desire, you can have them color coded so that it is
easier to tell at a glance which period the class is for.
Another reason for color coding may be that you will want
to have a different color for academic classes and one
color for hobby or recreational type classes. You may
want to require students to take a mixture of classes and
if the different types of classes are coded you will be able
to tell if each student has the right mix of classes.

At this point you will need the services of the student
helpers. Divide the blank cards with one card for each
space available for each class. Then have your students
label the cards by adding the name of the class, the period,
the room number and the card number. This is done
for each period and class. The numbering of each card

6. Registration Card. Appendix F
7. Registration Card, completed. Appendix G
will enable you to tell at a glance how many students have enrolled in any class at any point in time during the registration. Also, by having the cards numbered with one for each space available for each class, you will know a class is filled when all of the cards are gone. This way you will not have any unexpected overcrowding of classes caused by too many students signing up for the different classes.

A set of school schedule cards should be made up and one card with the student's name on it should be given to each student as he enters the registration area. For the registration process it is best to have an area that has limited access with a separate entrance and exit. This room should have tables set up as stations with one station for each period. A large sign signifying which classes are being held for the period should be placed on the wall behind the table for each period. As the classes are filled, a line can be drawn through the subject telling the students that the class is filled and they will be able to tell at a glance which classes are still open. This will be a real time saver as the regis-

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8. Schedule Card. Appendix H

9. Floor Plan of Registration Area. Appendix I
tration period nears an end and several of the classes will be filled up. A separate table should be set up to handle all classes that require a fee. There should not be too many classes in this category, but some will, no doubt, have to have a charge. Some examples of classes requiring a fee may be: classes utilizing facilities in the community, such as a community swimming pool, or a small fee may be required for special material used in certain classes. You should not have any fees that are over one or two dollars unless it is a very special situation. If you go above this amount you will not have many students taking the class. By having only one table for fee classes, you will have only one person responsible for money and, by having students pay the fees at registration time, you will be more certain about being able to collect the money than if you wait and let the classroom teacher collect payment after the classes have started. This will also keep you from having to chase students down who always seem to keep forgetting to bring their money to school. The best policy for fee classes is, "no payment, no registration".

You should specify that no student may take more than one class in a particular subject without the approval of the teacher. If you leave the registration wide open, and if you have such subjects as swimming or bowling available
all day, students will take only one thing for several periods, and not expose themselves to other areas of interest. At times you must act to limit the freedom of choice if the students abuse the privilege.

A large area is not necessary for the registration procedure. An average classroom is adequate to register a thousand high school students. If the area is too large, and too many students are allowed in at one time they will tend to gether in groups and pass the time of day rather than getting registered and getting out.

A teacher should be stationed at the entrance to keep an even flow of students into the registration area and to insure that each person picks up his registration schedule card. Each student should be told that he must get a class card for each class he wants, and to fill them out with his name on each card after he has gotten all of his class cards. They will need to fill out their schedule card and turn in everything at the door as they leave the room. A teacher should be stationed at the exit point to insure that the monitors are checking to be sure that each schedule card is completed; that the student's class cards match their schedule cards; and that the class cards have the student's name on them.¹⁰

¹⁰. Completed Class Card and Registration Card. Appendix J
(The class cards will later be given to the teachers, and will be the only means that the teacher will have to tell who is supposed to be in the class. The class cards will also have a space to keep a record of the week's attendance.\textsuperscript{11})

One of your problems will be deciding when to have the registration. It should be at least one week, and probably two weeks, prior to the mini course week. From past experience a Saturday morning or afternoon registration followed by three or four days of before school, during noon and after school registration periods have been opportune times for registration for the mini course program.

The reason for the Saturday morning or afternoon registration is to enable the students who want to get registered and are concerned about their schedule, to be taken care of first. I have found that out of a 900 population high school over 600 students will show up for registration on a Saturday. You should not need more than two or three faculty members to help control students in and out of the area so you will not have too much of a problem with faculty not wanting to come in on a Saturday and help you.

\textsuperscript{11} See Appendix G or J
Registration should be run on a seniority basis with the first period set aside for seniors, the second for juniors, etc, throughout the day. An example of a typical time frame for a schedule would be: seniors from 12:00 to 12:45, juniors from 12:45 to 1:30, sophomores from 1:30 to 2:45 and freshmen from 2:45 until 4:00. A schedule such as this should take care of about 500 students. You can change this time frame, or the time between groups, to compensate for more or less students, and to fit your particular situation.

One group who would be permitted to register early, such as on Friday afternoon before the main registration, would be those students who will be away from the school on school business. This could include sport teams, club trips, etc.

This advance registration period on Friday would not only serve those students who could not normally come in through no fault of their own, but it would also give your people, who will be running the registration stations on registration day, a little practice in what they will be doing in earnest Saturday morning or afternoon.

The periods before and after school and during noon will be used to get the remainder of the student body registered.

The use of nonschool time for registration may bring
some complaints but this method seems to result in less complaints than inschool registration. One reason is the wasting of time by students. If they are on school time they tend to take much more time in the registration area, because they have nothing else to do when they are through except go back to class. This approach also saves a lot of school time, and does not result in fellow faculty members being upset at their class time being used up with students coming and going to the registration area all morning or afternoon.

The only real problem with the registration not taking place on regular school time is what to do with the students who do not register for classes. In the average school you will have five to six percent of the students who simply do not care enough to sign up for anything. These stragglers will need to be picked up the last few days before mini course classes begin and placed in whatever classes are left open.

If your school has an extensive work program and you think that there will be a lot of interested students who will be working on Saturday and not available to register you can permit people to register others as they are registering. This will enable the registration of those working students who are concerned but can not get away from the job to come and register themselves. You
should limit the absentee registration to one other person or else the situation can get out of hand.

If you decide to have a registration period during the regular school day, you should count on registering about 500 students either before or after lunch.

The Friday morning before the mini course classes start you should have students complete an additional schedule card during homeroom period. Have each teacher pass out the original copy that the student made during the registration period and have them take two blank cards, complete them, and turn them in. Have the homeroom teacher collect all of the cards and send the original and one copy to your office. The second copy would be retained by the homeroom teacher to pass out to the students the morning of the first day of the mini course week.

Each teacher should be given a list of the students to be in his classes at least by the Friday before the classes start. In place of a list, the class cards may be given to each teacher. It would be advisable to ask the administration to hold a teachers meeting a few days before the classes start in order to answer any questions that the faculty members might have about the program.

You should hold a meeting of your student teachers, if you use any, about a week before classes start and
give them some pointers about what will be expected of them during their tenure as teachers.

THE PROGRAM WEEK

During the week of mini courses you may have some changes in the daily routine. If the class times are changed you will need to be sure that the bells are set to ring at the new times. If the bell system is automatic and difficult to change it may be necessary to have an office employee detailed to insure that the bells are rung at the proper times.

The school will be conducting classes in some subjects that may involve some element of danger, such as snowmobiling and skeet shooting. You should check to see that the school insurance covers any accident or liability from such activity. This is usually no problem, but it is a detail that should be checked since the consequences for not having proper coverage could be disastrous. One problem that you must not overlook, is how to locate students during the mini course week. The best way to solve that problem will be to have student clerical helpers make copies of the schedules that the students
made when they registered. If you had students complete more than one card at registration time or if you had them fill out extra cards before the mini course classes start you will be able to use one of these extra cards as a set of locator cards. You will need to be sure that all cards turned in at registration are complete and are filled out correctly.

You should see that you have someone assigned to meet all guests coming to the school during the week of mini courses. They should meet guests at the door and show them where to go. This will be necessary in order to insure that the outside instructors will be able to find their way around the school. The guest teacher's sponsor should also make sure that he has everything he will need, such as audio visual equipment, etc.

You will need to be certain that all of the audio visual equipment is in the right rooms at the right times. This is probably best accomplished by having some reliable students responsible for the delivery and pickup of the equipment. With the overload that you will probably have in the demand for audio visual equipment, you may have to plan on having some of the equipment moved from room to room as each period progresses.

During the week of classes you should try to get around to see as many of the classes in progress as possible.
This is especially true of the classes being taught by student teachers and outside teachers. If you have invited someone to come to the school and conduct classes in a subject, he will be glad to have you drop by to see how the class is going. Remember, most of them will be in a new environment and they will not be accustomed to working with high school students. A friendly face will usually be very welcome.

You will need to be certain that the bus schedules are working and that everyone is getting to the pickup point on time and that they are being returned to the school in time to get to their next period class. Be sure that the transportation schedules are worked out well in advance. You will need to work with whoever is in charge of transportation for your school system to guarantee that you do not have more outside transportation requirements than you have equipment and drivers. You may be able to use some buses for more than one class at a time. Students who will be dropped off for a class, can sometimes use the same bus with stops at the different locations.

The mini course week will be a good time to have an active community relations campaign. Get the local newspapers, TV and radio stations involved and try to get as much good publicity for the school as possible. Stress the new and different courses being offered and make note
of the outside people who are teaching in the school for the week. The community awareness campaign will pay big dividends in many ways. Not only will you let the general public know that the school is going all out to broaden the education of the students, but you will be creating good will that can have a longlasting effect on the school-community relationship. It will certainly not hurt your recruiting next year's teachers to have some of this year's visiting teacher's pictures in the local newspaper.

One of the least of your problems should be attendance. Since most of the students, who skip school, do so because they do not like school and the subjects they are taking, they should be more inclined to attend during this week. They will be taking classes that they should be interested in, and the traditional school conditions are not as pronounced as during the regular school term.

Be prepared for a few very hectic days when the mini courses start. All of the usual first days of school foulups will take place with people getting lost and not knowing where to go, etc. Just as you get the bugs worked out of the program, it will be time to quit and start to think about next year and to wrap up this year's program.
AFTER COURSE CLEANUP

After your mini course program, ask for suggestions about next year's program, while the whole thing is fresh on everyone's mind. You may get some excellent ideas from people who have not spoken up before, but would like to put their suggestions on the critique sheet that all teachers should be given immediately after the mini course program has been completed.

In your preparation for mini course week you may have had to borrow various types of equipment from other school buildings or from the community. Be sure that all of these items are returned promptly at the end of the mini course week. If you do not get these items back on time you will probably find it will be difficult to get the needed equipment next year.

Another item that you should not forget is a thank you letter to all who have helped on the project. For the faculty and the student teachers a simple thank you note passed out to each should be sufficient. For those persons who gave of their time and came to the school to help you, you should send a personal letter thanking them for their support and community participation. If possible, you should have the highest administrative officer you can get, sign the letters. It would add a lot to your effort
if the thank you letter came from the office of the school system superintendent.

If you work at your task and your planning pays off you should be rewarded for your successful program by being asked to do the whole thing again next year! But have faith, as I mentioned earlier, it becomes easier with each year that you work on it.
### MINI COURSE TIME SCHEDULE CHECKLIST

<table>
<thead>
<tr>
<th>Date</th>
<th>When</th>
<th>Item</th>
<th>Comp. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>+3 M</td>
<td>Start on curriculum</td>
<td>____</td>
</tr>
<tr>
<td>____</td>
<td>+3 M</td>
<td>Send out student survey sheet</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+2 M</td>
<td>Start looking for faculty</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+2 M</td>
<td>Teaching survey to outsiders</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+2 M</td>
<td>Check physical facilities</td>
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<tr>
<td>____</td>
<td>+55 D</td>
<td>Run off registration Cards</td>
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<tr>
<td>____</td>
<td>+50 D</td>
<td>Student helpers fill in cards (class)</td>
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<td>____</td>
<td>+45 D</td>
<td>Students fill in schedule cards</td>
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<td>____</td>
<td>+30 D</td>
<td>Check outside faculty people</td>
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<tr>
<td>____</td>
<td>+25 D</td>
<td>Review work done by student helpers</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+21 D</td>
<td>Send request for audio visual equip.</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+20 D</td>
<td>Mini course faculty meeting</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+15 D</td>
<td>Student information sheet passed out</td>
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<td>____</td>
<td>+10 D</td>
<td>Registration begins</td>
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<tr>
<td>____</td>
<td>+ 7 D</td>
<td>Check outside faculty people</td>
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<tr>
<td>____</td>
<td>+ 5 D</td>
<td>Run down registration stragulators</td>
<td>____</td>
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<tr>
<td>____</td>
<td>+ 2 D</td>
<td>Give class cards to teachers</td>
<td>____</td>
</tr>
<tr>
<td>____</td>
<td>XXX D</td>
<td>MINI COURSE CLASSES START</td>
<td>____</td>
</tr>
</tbody>
</table>

The time frame presented above is given to serve as a guide. You can change any of the time you want, but it is suggested that you maintain approximately the same sequence that is presented here.
This is a survey to help us determine which courses to offer during the mini course session. Please check six (6) courses that you would most like to take. This is not a final selection, you will not be held to your decision at this time. This is only to give us an indication as to what the demand will be for each class.

- Acrobats (Adv)
- Acrobats (Beg)
- Animal Care
- Animal Dissection
- Animal Skills
- Antiques
- Astronomy
- Ballet
- Ballroom Dance
- Baseball Theory
- Basketball Th Boys
- Basketball Th Girls
- Baton
- Beauty Tips
- Bee Keeping
- Bible As Lit.
- Bike Repair
- Bishop Hill
- Black Hist.
- Belly Dancing
- Boating Safety
- Bowling
- Bridge
- Cake Decoration
- Candle Making
- Car Care For Girls
- Car Customizing
- Card Games
- Chemistry at Home
- Chess
- City Govt.
- Coin Collecting
- Computers
- Cooking (Bachelor)
- Crafts & Arts
- Crocheting
- Current Events
- Death
- Debate
- Drama
- Drugs
- Ecology
- E.S.P.
- Evolution (Sci)
- Evolution (Bible)
- Exercise for Girls
- Farm Study
- First Aid
- Fishing Theory
- Floor Hockey
- Fortune Telling
- Foosball
- Future Energy
- Folk Dancing
- Guns
- House Plants
- Home Electronics
- Home Security
- Horseback Riding
- Horse Care
- Income Tax
- Interior Decoration
- Justice in America
- Karate
- Knitting
- Law
- Lapadary
- Marriage (Jrs & Srs)
- Math Puzzles
- Military Oppor.
- Model Rail Reading
- Motorcycling
- Modern Dance
- Music of the 60"s
- Mythology
- Needlepoint
- Office Machines
- Paddleball
- Photography
- Piano
- Picture Framing
- Police Woman
- Polka Dance
- Pom Pon
- Psychology
- Quilting
- Raquetball
- Science Fiction
- Secretarial Skills
- Sign Language
- Spanish Art
- Skeet Shooting
- Speed Reading
- Survival
- Swimming (Beg)
- Swimming
- Snowmobiling
- Tractor Driving
- Uneven Bars
- Volleyball
- Welding
- Woodworking

If you know someone outside of school who could teach one of the above classes or another class that would be of interest to other students put his name below.

Name of Subject Teacher

WOULD YOU LIKE TO BE A TEACHER DURING MINI COURSE WEEK?

Name Course qualified to teach

Any classes not listed that you would like to see offered? List them--

B
This is a survey to help us determine which courses to offer during the mini course session. Please check six (6) courses that you would most like to take. This is not a final selection, you will not be held to your decision at this time. This is only to give us an indication as to what the demand will be for each class.

<table>
<thead>
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<td>Basketball Th Boys</td>
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<td>Beauty Tips</td>
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<td>Interior Decoration</td>
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<td>Justice in America</td>
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<td>Military Oppr.</td>
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If you know someone outside of school who could teach one of the above classes or another class that would be of interest to other students put his name below.

Name of Subject Teacher

WOULD YOU LIKE TO BE A TEACHER DURING MINI COURSE WEEK?

Name Course qualified to teach

Any classes not listed that you would like to see offered?
List them--

Name

Course qualified to teach

If you know someone outside of school who could teach one of the above classes or another class that would be of interest to other students put his name below.

Name

Course qualified to teach

Any classes not listed that you would like to see offered?
List them--
<table>
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</table>
MINI COURSE INFORMATION

READ THE FOLLOWING INFORMATION CAREFULLY:
The dates and times for class registration will be announced this week.
Three classes have fees of $1.00 per person payable when you register. They are: Home Chemistry, Racquet Ball and Swimming. Persons taking Guitar will have to have a guitar to attend the class. Persons taking Racquet Ball will need to have a paddle.

Lunch will be served during the 3rd and 4th periods. Each student taking lunch will go to the lunch room during half of the period and to the Auditorium to watch films the other half of the period. A and C lunches will go to the Auditorium the 2nd half of the period. B and D lunches will go to the Auditorium the 1st half of the period. If a student desires, he will not be required to take a lunch and may take 6 classes. Those students taking 3rd and 4th period Swimming or Bowling will be served during the first half of the 5th period.

THERE WILL BE NO CHANGING OF CLASSES AFTER YOU HAVE REGISTERED.

The homeroom period during mini course week will run from 8:30 to 8:45. All classes will be 55 minutes with 5 minutes between classes. Some classes will be double periods (see the course description). School will dismiss at 2:45 during mini courses.

DO NOT MISPLACE THIS PAPER, you will not get another one.

COURSE DESCRIPTIONS:

Animal Skills: Students will get a first hand look at how to take care of farm animals. Animals will be available to practice grooming and handling. Class will meet in the bus Garage. Teacher: Mr. Manthe. Period 2, Period 5
**Truck Driving:** Learn how to operate different types of rigs that are on the road today. Period 4, Period 5, Period 6

**Use of Power Tools:** You will learn the proper way to handle the different types of power tools used in woodworking. Teacher: Mr Fulton. Period 2

**UFO's:** A look at the unexplained sightings of flying objects and what they mean to us. Teacher: Mr Brown. Period 5

**Uneven Bars:** A chance to learn about the uneven bars or to improve your skill. Teacher: Cheryl Waller. Period 6

**Volleyball for Girls:** An active sport for girls who want to learn or to improve their skill and perhaps make the school team. Teacher: Mr Tocha. Period 2, Period 3

**Welding:** Learn the basics of welding. Teacher: Mr Morrison. Period 1, Period 2, Period 5, Period 6

**Yearbooking:** Learn the art of putting out a yearbook. For yearbook staff and those who would like to be on the yearbook staff sometime. Teacher: Mr Flemming. Period 3

USE THIS SPACE TO WORK OUT YOUR PROPOSED SCHEDULE.

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<thead>
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<th>1st Pd.</th>
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<th>3rd Pd.</th>
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Plan on some alternate courses in case your first choice is filled.
Class **Art-Macrame** No. 15

5 Period Room 12

Print Student Name

Mon Tu Wed Th Fri

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<tr>
<th>Name</th>
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Lunch Periods

WORK TABLES

Table 1

Table 2

Table 3

Checkers Station

Schedule Cards

Exit

Entrance

48
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</table>

Name: Jack Brown

Print Student Name

KEWANEE HIGH SCHOOL

Horse Care

Noon

Guitar

Animal Skills

Horse Care

Lunch

Arts - Leather

Gym Volleyball
Several conclusions are readily evident concerning the mini course program.

The most obvious is that the students like the idea. The reasons for their liking the program, however, may not always be the reasons we might hope for. First and foremost, they like the break in the normal routine of classes. There is no homework and no responsibility to learn certain things for later testing and no worry about passing or failing grades.

Students tend to prefer the recreational type of classes over the more conventional academic classes. When academic type subjects are taught as a regular school type course interest in the class the next year is often very low.

Except for physical exercise in sports, students do not want to put forth much effort during mini course week, and a class that requires much thinking, except for a class such as Chess, does not go over well two years in a row.

To find out what the students thought about the classes offered, a questionnaire was given to each student who took the mini course classes. A series of questions was asked to determine what they thought other students thought about the mini course program. They were also asked what they,
themselves, about the program. It is interesting to note that students felt other students were more in favor of the program because it was a vacation than they did themselves. When they were asked to give their own opinion of the program they said that the program was good because they learned new and different things.

The students were asked the question: Most students like Mini Courses because--- The response choices were, 1. It is a vacation away from regular classes.
2. They learn about new and different things.
3. They do not enjoy Mini Courses very much.
38 percent of the students said that they felt other students liked the mini courses because they were a vacation. 42 percent of the students felt that other students liked the program because they learned new and different things. Only .1 percent said that the other students did not like the mini course program very much.

When the students were asked to rate the program as they saw it the percentages were a little different, but it was obvious that they liked the program. The students were asked the following question: I think Mini Courses are--- The response choices were, 1. Good because students learn things.
2. Good because students get a vacation.
3. Neither good or bad but fill in time.
4. Are not worth the trouble.

47 percent of the students felt that for them the classes were good because they did learn something. 32 percent of the students said they liked the program because it was a vacation. Only .2 percent of the students felt that the mini courses only were good for filling in time and .007 percent of them felt that they were not worth the trouble.

The same questionnaire that asked the students' opinion about the program was used to evaluate the different classes that were offered. Each questionnaire had space for the student to list the classes he took and to give his feelings about the classes. The students could indicate if the class was beneficial; if they enrolled in it by choice, or if they had to take it because there was nothing else. They had a chance to indicate if they thought the course should be offered again next year.

Another important factor in the mini course program is the attitude of the school staff toward the program. If you can not keep the faculty pleased with the program

---

12. Student Evaluation Form. Attachment 1
there will be many problems along the way.

During the last few years there was considerable debate among the staff as to the value of the mini course program. From just listening to the conversation in the school, one would have gotten the impression that the majority of the staff was very much against the mini course concept. To find out just how much of this was talk and how much was the true feelings of the faculty a questionnaire was also presented to the faculty. The questionnaire was a combination thank you letter and a request for information. Each teacher was asked to indicate one of three options. The choices were:

1. I think that mini courses should be kept in their present form.
2. I think mini courses should be cancelled all together.
3. I think the mini course program is a good idea but some changes should be made.

9 percent of the faculty felt that the mini courses were all right just the way they were and no changes should be made. 21 percent felt that mini courses should be dropped. 69 percent felt that mini courses should have some changes made but felt that they were a good idea.

It became obvious that while there was considerable

13. Teacher Evaluation. Attachment 2

XIII
complaining, the problems were with the various parts of the project and not with the total concept of the mini course program.

In an attempt to solve the problems associated with the mini course classes a faculty committee was formed to look into the mini course program. The committee met and studied the problems and possible solutions associated with the mini course program. The Mini Course Evaluation Committee found seven basic problems related to the mini course program.14 These problems were discussed and solutions were worked out. The report was accepted by the faculty.

Another problem that was put to the faculty for a vote was the timing of the mini course week. The faculty was given the opportunity to vote if they would like to have the mini courses between the 3rd and 4th quarters or right before the end of school. The overwhelming majority of the faculty felt that the courses should be kept between the semesters. A sample of the students indicated that they also felt that the mini courses should be kept between the semesters. Examples of the reasons given by the students for this choice were:

1. It was a relief after the end of the semester finals.


XIV
2. The mini courses between semesters give a break to the otherwise long grind between Christmas and the spring vacation.

3. If the mini courses were held in warmer weather many outdoor activities would be planned, and in our area it is not uncommon for there to be a whole week of rain in the spring. If there was bad weather many classes would not be possible and there would be no place to put the students during the rainy weather.

   It appears that the mini course has become a permanent part of the curriculum of this high school and, at least for the foreseeable future, there will be no attempt to drop the program or change it in any drastic way.
EVALUATION OF MINI COURSE WEEK

In an attempt to evaluate Mini Course Week your cooperation in answering the following questions will be greatly appreciated.

Course Name: 1. _______ 2. _______ 3. _______ 4. _______ 5. _______

Course Teacher 1. _______ 2. _______ 3. _______ 4. _______ 5. _______

(Answer Yes or No)
I enrolled in this class by choice. 1. _______ 2. _______ 3. _______ 4. _______ 5. _______

I feel this class was beneficial. 1. _______ 2. _______ 3. _______ 4. _______ 5. _______

I feel this course should be offered next year. 1. _______ 2. _______ 3. _______ 4. _______ 5. _______

Most students like Mini Courses because: 1. It is a vacation away from regular classes.
2. They learn about new and different things. 
3. They do not enjoy Mini Courses very much. 

I think Mini Courses are: 1. Good because students learn things.
2. Good because students get a vacation. 
3. Neither good or bad but fill in time. 
4. Are not worth the trouble. 

Do you have any comments that you would like to make about the Mini Courses in general? If so please put them here or on the back.

Comments:
To: All Faculty Members;

On behalf of the students of Kewanee High School I would like to thank you for your time and effort expended during the mini course week.

Will you please give me the name and address of anyone that you obtained to help with your classes? I will send them a letter of appreciation.

Will you please complete the following questions and return this paper to me?

Thank you.

Ford M. Brown
Mini Course Coordinator

I think mini courses should be kept in their present form

I think mini courses should be cancelled all together

I think the mini course concept is good but some changes should be made

I would agree with mini courses being held in the spring between 3rd and 4th quarters. Yes No

I would agree with mini courses being held in the spring between the final exams and the last few days of school. Yes No

Who do you feel should run the mini courses program next year?

Attachment 2
Subject - Mini Course Evaluation  
To - Kewanee High School Faculty  
From - Mini Course Evaluation Committee  
Date - Feb. 23, 1978

The committee decided the following problems are related to mini courses.

1. Physical Education courses should be available to freshmen and sophomores.
2. Some students are unable to register on Saturday.
3. A four day week is more desirable for Mini Course Week.
4. Some teachers are not pleased with the courses they are teaching or supervising.
5. There is a scheduling problem for classes during the lunch periods.
6. The students might not want to continue mini courses.
7. Outside resource personnel need help and assistance when teaching a mini course.

The following solutions are recommended by the Mini Course Evaluation Committee.

Problem 1
a) No student can register for more than one section of a class for that year without the instructor's approval.
b) Classes will be divided into Classroom activities and Physical Education activities. All students will take at least one classroom activity.

Problem 2
A student can register for one other student in the same class.

Problem 3
The fifth day of the week should be a career day or a Visiting Institute (the present Fall Institute). More time can be allotted to certain classes by using double periods.

Problem 4
Each teacher will submit to his department chairman a list

Attachment 3A
of course descriptions which he will teach. This will be submitted to the person in charge of mini courses. Those teachers knowing of anyone outside the school who is willing to teach a mini course are responsible for (1) contacting him or her, (2) arranging for the course, and (3) supervising the class if possible.

Problem 5
During lunch periods, half hour activities as well as regular classes should be offered. The half hour classes could be offered four times in a row.

Problem 6
A survey of the students has indicated that they want the mini courses. The committee indicated that the students prefer to have the courses between semesters.

Problem 7
Supervising teachers will take a more active role by helping with lesson plans, providing needed equipment, and all supervisory duties.