Adopt a building program involves youth

While most Texas high school students have sports and dating on their minds, many have turned their interest towards historic buildings — their breezeways, portio porches, dormer windows and wrought iron hand rails.

They are Junior Historians, students who have become involved in a new preservation education program called Adopt a Building. It is sponsored by the Texas State Historical Association which is based at the University of Texas at Austin.

Participating Junior Historians chapters "academically" adopt a building or other man-made landmark in their community which has not been previously researched, says David DeBoe of the TSHA. Through media presentations, displays and outreach programs, the junior and high school historians spent one year uncovering information about their building or site's architectural and social history.

"In the process, Junior Historians develop a new interest in the role buildings have played in the history of their communities and they increase preservation awareness in their own neighborhoods," according to Dr. DeBoe.

In at least one instance, the research was sufficient to qualify the site for a Texas historical marker. Such was the case with the chapter from Kilgore High School which adopted its 1930's mission-revival style high school building.

"If we're going to have these buildings around in the future, we're going to have to get the young people concerned about them," points out Dr. DeBoe, who believes Texas is the only state currently operating an adopt a building project.

Most of the chapters participating in the project last year adopted historic homes. Five chapters selected to study schools in their towns. Some chapters adopt landmarks: abandoned railroad depots, hotels, baseball stadium, etc.

Dr. DeBoe, who is a member of the Travis County Historical Commission, notes that when people think of preservation work, they usually think of residents over 60 — or even over 30. He hopes the TSHA Adopt a Building program will change that perception.

Each chapter participating in the project is required to complete four phases of work, including a declaration of adoption and completion of a detailed survey, requiring students to visit their building or site. The third phase of the work requires the Junior Historians chapter to produce an audiovisual presentation of the project. The final phase is an outreach program, where students take their presentation into the community as a means of making citizens aware of their efforts, as well as the preservation needs of the site or building.

"Most kids don't tend to think about these things," Dr. DeBoe says. "They don't think there's anything in their town that is worth much and now so many have found out different."

A chapter in Corpus Christi adopted the Bluff Improvements Project, an engineering feat that was built in 1914-17 to carry pedestrian and vehicular traffic up and down the city's bluff. This chapter recently received an award from the Corpus Christi Landmark Commission for its efforts to preserve local history.

Teachers interested in the project may contact Dr. DeBoe at the Texas State Historical Association, Sid Richardson Hall, UT Station, Austin, Texas 78712 or by calling him at (512) 471-1525.

Positive attitudes help child's school experience

Another school year is just around the corner. While some children are ready for the classroom, others may need extra help to make school an enjoyable experience.

This can be especially true for the oldest child, according to a Texas Christian University elementary education professor.

"The parent often finds the experience of sending the first child to school harder than does the child," said Dr. Luther Clegg. "The most important thing is to make the child feel that this is a positive experience and that school is an exciting, fun place to go."

The oldest child may be a little apprehensive about starting school, but others in the family usually look forward to school because they will be going where big brother or sister has gone, he said.

Although entering school for the first time may cause anxiety, the change from elementary to middle school often is more traumatic, Clegg observed.

"A child in the middle school grades is at an age when he or she is not an adult but also not really a child, which makes it a difficult time," he explained. In addition to keeping track of their children's performance in school, Clegg suggested that parents let the child now they are still accountable to their parents, while acknowledging that they are growing up.

What is the best thing a parent can do to keep a child prepared for the classroom? Read, read and then read some more, advised Clegg.

"I think it goes back to the parents," said the TCU professor. "If the parent reads, the child will see reading as being important; but, if the parents never read, then the children are less likely to incorporate reading into their everyday activities."

Improving family communication

Listening, empathizing, and self expression are some basic communication skills. They also can be giant steps on the road to improving family communication.

According to Diane Welch, family life specialist with the Texas A&M University, "Improving family communication rests on improving the communication skills of the individual family members

"There also must be a willingness to communicate. "The family needs to set aside time to spend together, and work at developing mutual respect which will facilitate communication."

Welch recommends setting up a family council to improve family communication and respect. Family councils are informal family meetings which give each family member a chance to express his or her feelings, and most importantly, to be listened to.

Family council meetings are a good time to involve everyone in family decisions, rule making, plans, airing disagreements, and sharing information. Councils should meet at a special time that everyone knows is set aside for this purpose, and sessions should be taken seriously to be effective. "Family councils are not difficult to set up. They only require time and a commitment to want to improve communication," says Welch.

Three leaflets containing information about improving family communication are available from local county Extension agents.

Rice CISD '87-88

Sponsored By

AUGUST	M	T	W	T	F
	24 *1*	25 *1*	26 *1*	27 *1*	28 *W*
	31 *W*				

SEPTEMBER	M	T	W	T	F
		1 *1*	2 *2*	3 *3*	4 *4*
	7 *H*	8 *5*	9 *6*	10 *7*	11 *8*
	14 *9*	15 *10*	16 *11*	17 *12*	18 *13*
	21 *14*	22 *15*	23 *16*	24 *17*	25 *18*
	28 *19*	29 *20*	30 *21*		

OCTOBER	M	T	W	T	F
				1 *22*	2 *23*
	5 *24*	6 *25*	7 *26*	8 *27*	9 *28*
	12 *29*	13 *30*	14 *31*	15 *32*	16 *33*
	19 *34*	20 *35*	21 *36*	22 *37*	23 *38*
	26 *39*	27 *40*	28 *41*	29 *42*	30 *43*

NOVEMBER	M	T	W	T	F
	2 *44*	3 *45*	4 *46*	5 *47*	6 *48*
	9 *49*	10 *50*	11 *51*	12 *52*	13 *53*
	16 *54*	17 *55*	18 *56*	19 *57*	20 *58*
	23 *59*	24 *60*	25 *61*	26 *H*	27 *H*
	30 *62*				

DECEMBER	M	T	W	T	F
		1 *63*	2 *64*	3 *65*	4 *66*
	7 *67*	8 *68*	9 *69*	10 *70*	11 *71*
	14 *72*	15 *73*	16 *74*	17 *75*	18 *76*
	21 *H*	22 *H*	23 *H*	24 *H*	25 *H*
	28 *H*	29 *H*	30 *H*	31 *H*	

JANUARY	M	T	W	T	F
					1 *H*
	4 *77*	5 *78*	6 *79*	7 *80*	8 *81*
	11 *82*	12 *83*	13 *84*	14 *85*	15 *86*
	18 *W*	19 *87*	20 *88*	21 *89*	22 *90*
	25 *91*	26 *92*	27 *93*	28 *94*	29 *95*

School Calendar

Eagle Lake Headlight

Calendar Notes...

The calendar here represents only the Monday through Friday school days. The bold, fatter numbers on the top of each line are the dates, while the lighter, italic numbers (and letters) just below those numbers are the consecutively numbered school days or letter codes. School must be held 175 days each year.

Teachers begin school on August 24 with four consecutive In-Service days. August 28 and 31 are teacher workdays. Teacher In-Service days are marked on the calendar with an "*I*" and workdays for teachers are marked on the calendar with a "*W*". Other workdays for teachers include: January 18 and May 27.

First day of school for students is September 1 as shown on the attached calendar.

School holidays are marked with a "*H*" on the calendar and include:

Labor Day: September 7
Thanksgiving: November 26 and 27
Christmas and New Years: December 21 through January 1
Holiday: February 29
Easter: March 31, April 1 and 4

NOTE: February 29 and March 31 are considered as bad weather days. Should school not be held on any of the regular days, such as during an ice storm, it will be held on one or two of the bad weather days. Should more than two days be needed the school board would have the option of extending the school year, or holding school during another holiday.

Six-Week Period ending dates are:

First: Oct. 9 — Second: Nov. 20
Third: Jan. 15 — Fourth: Feb. 26
Fifth: April 15 — Sixth: May 26

FEBRUARY	M	T	W	T	F
	1 *96*	2 *97*	3 *98*	4 *99*	5 *100*
	8 *101*	9 *102*	10 *103*	11 *104*	12 *105*
	15 *106*	16 *107*	17 *108*	18 *109*	19 *110*
	22 *111*	23 *112*	24 *113*	25 *114*	26 *115*
	29 *H*				

MARCH	M	T	W	T	F
		1 *116*	2 *117*	3 *118*	4 *119*
	7 *120*	8 *121*	9 *122*	10 *123*	11 *124*
	14 *125*	15 *126*	16 *127*	17 *128*	18 *129*
	21 *130*	22 *131*	23 *132*	24 *133*	25 *134*
	28 *135*	29 *136*	30 *137*	31 *H*	

APRIL	M	T	W	T	F
					1 *H*
	4 *H*	5 *138*	6 *139*	7 *140*	8 *141*
	11 *142*	12 *143*	13 *144*	14 *145*	15 *146*
	18 *147*	19 *148*	20 *149*	21 *150*	22 *151*
	25 *152*	26 *153*	27 *154*	28 *155*	29 *156*

MAY	M	T	W	T	F
	2 *157*	3 *158*	4 *159*	5 *160*	6 *161*
	9 *162*	10 *163*	11 *164*	12 *165*	13 *166*
	16 *167*	17 *168*	18 *169*	19 *170*	20 *171*
	23 *172*	24 *173*	25 *174*	26 *175*	27 *W*
	30	31			