

Toward New Horizons

STUDENT LEADERSHIP DEVELOPMENT

*J.A. Reagan High School
Houston, Texas*

A student responsibility and leadership development program
with representatives of the Freshman Class


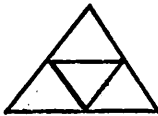


The Institute of Cultural Affairs, Consultants

April/May, 1982

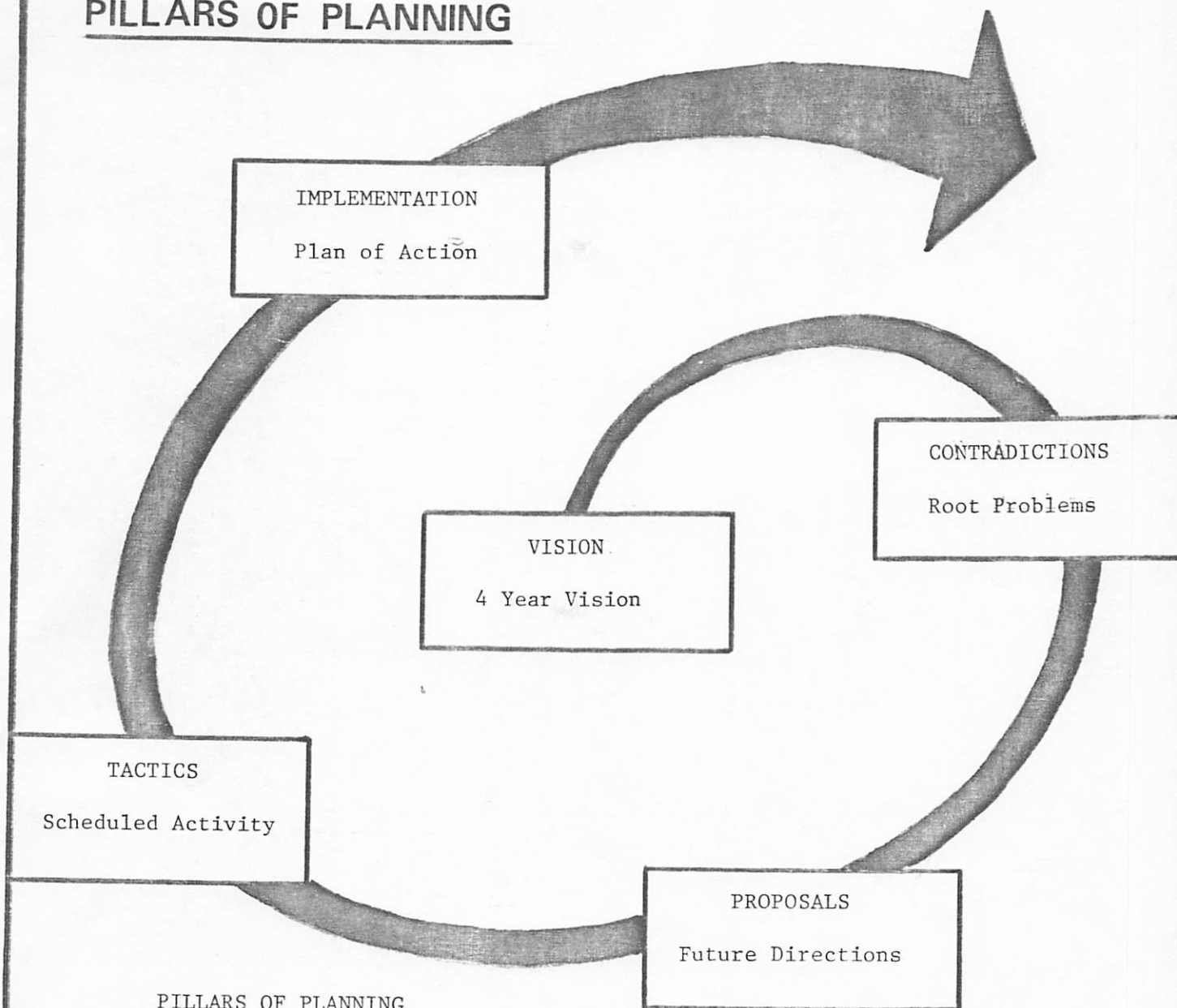
John H. Reagan High School
H.I.S.D.
April/May, 1982

STUDENT LEADERSHIP DEVELOPMENT PROGRAM

Consultants:
The Institute of Cultural
Affairs: Houston

Introduction	Session 1	Session 2	Session 3	Session 4	Evaluation
Conversations: The Life-Dialogue Method:					
Youth: 1982	What's Happening?	The Map Is Not the Territory	"I AM I"	Teamwork	Myth and Story
Contextual Presentations: Images/Methods for Effective Leadership					
Project Overview	The Only Sure Thing is Change 	The World Is Our Classroom 	Life Is Our Teacher 	Making Things Happen 	Project Implications
PARTICIPATORY PLANNING: How can Reagan High School most successfully respond to the needs of freshmen students?					
Pre-Survey	THE PRACTICAL VISION --- thinking comprehensively	THE UNDERLYING CONTRADICTIONS --- thinking analytically	THE CREATIVE PROPOSALS --- thinking strategically	THE PRACTICAL IMPLEMENTATION --- thinking practically	Post-Survey

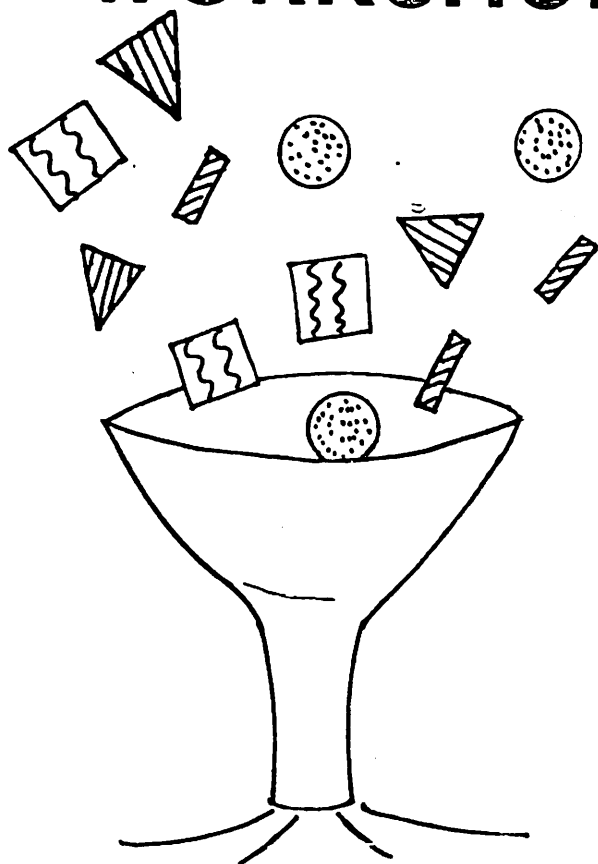
PILLARS OF PLANNING



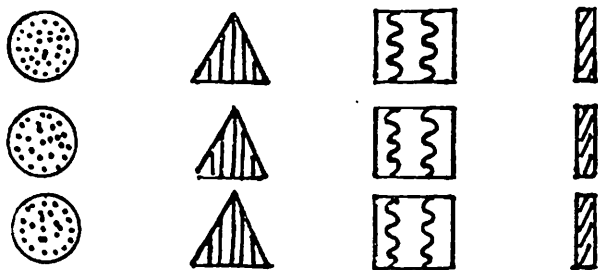
PILLARS OF PLANNING

- V Vision - Hopes and dreams. If you could have it your way, you would like to see...
- C Contradictions - Why is the vision not here, what's blocking it?
If you were to start doing your vision tomorrow, what do you anticipate running into?
- P Proposals - Strategies, new directions, creative alternatives...
over against contradictions, not aimed at the vision.
- T Tactics - Have a social form. An activity you could see someone doing, or a team doing.
- I Implementation - Practical steps, who, what, where, when, how and why. Specific actions on a time-line.

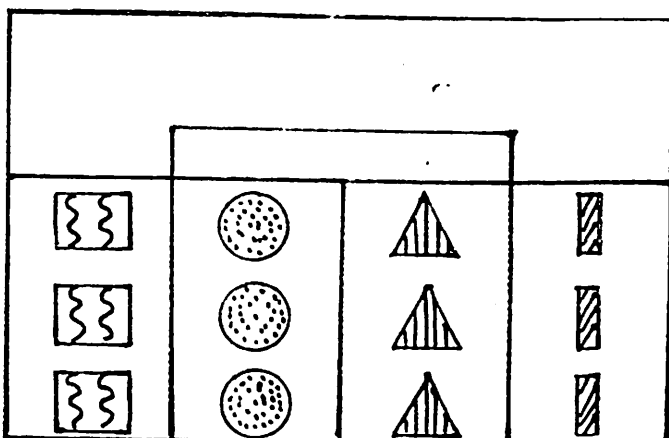
WORKSHOP METHOD



BRAINSTORM

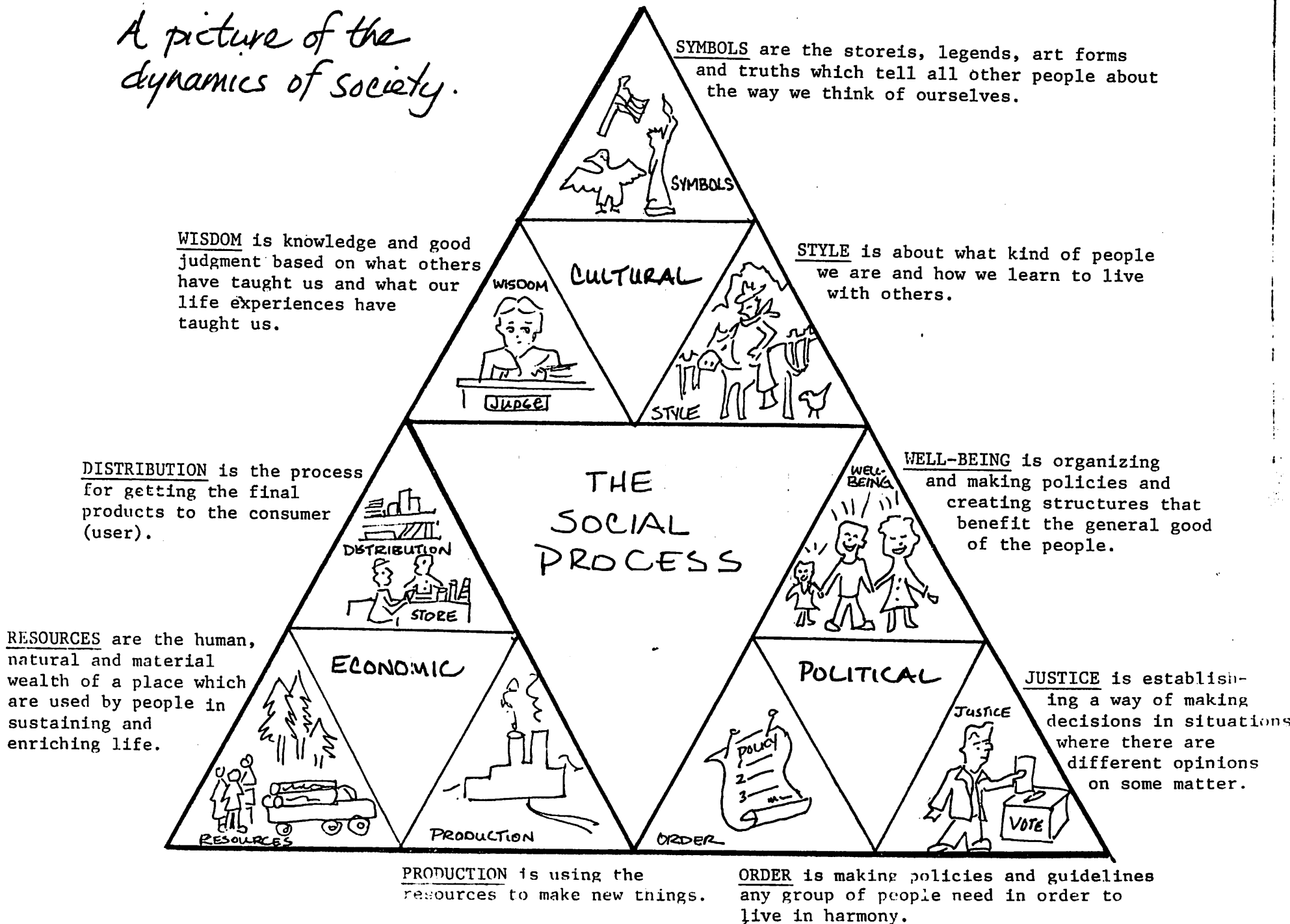


GROUP



NAME

*A picture of the
dynamics of society.*



"Man anticipates more or less clearly his entire future at every moment."

Jose Ortega y Gasset

"At the edge of history, the future is blowing wildly in our faces, sometimes brightening the air, and sometimes blinding us."

William Irwin Thompson

"What appears to be a breaking down of civilization may well be simply the breaking up of old forms by life itself."

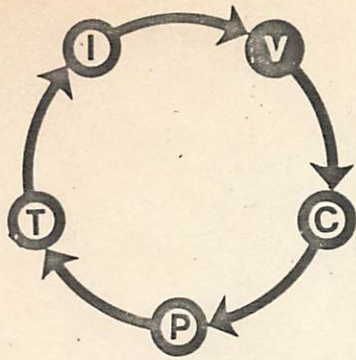
Joyce Carol Oates

"We have arrived at an historical vantage point . . . where the wasteland ends and human wholeness and fulfillment begins."

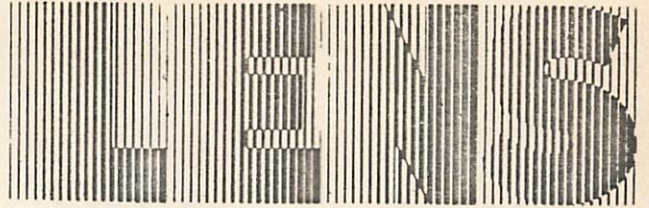
Theodore Roszak

"The task before us now, if we would not perish, is to shake off our ancient prejudices, and to build the earth."

Teilhard de Chardin



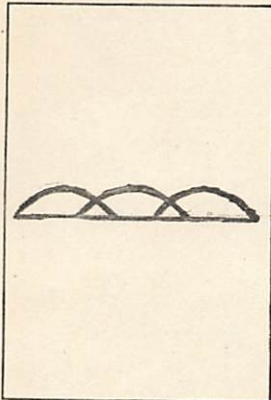
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Session One

PRACTICAL VISION

SESSION CONTEXT



VISION ELEMENTS

- 1.
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- 5.
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- 7.

DATA ORGANIZATION

△	+	○	□	@	☆	⌘	✓

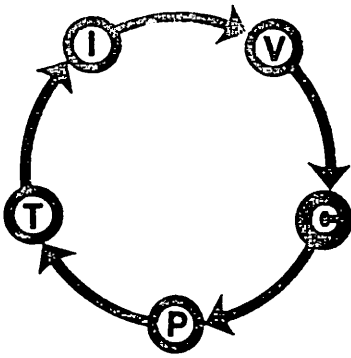
VISION ANALYSIS

VISION CHART					

Vision Brainstorm

Individually list 5 - 7 things you would like to see happen over the next four years.
(Next, put a check by the three best ones...the boldest, most doable, most helpful.)

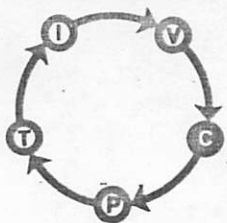
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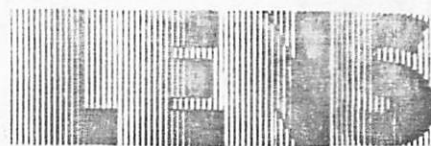
UNDERLYING CONTRADICTIONS

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- 6.
- 7.
- 8.

CONTRADICTION CHART



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The Underlying Contradictions

SESSION TWO

Individual Brainstorm Worksheet

VISION COLUMN TITLE:

VISION COLUMN TITLE:

1.

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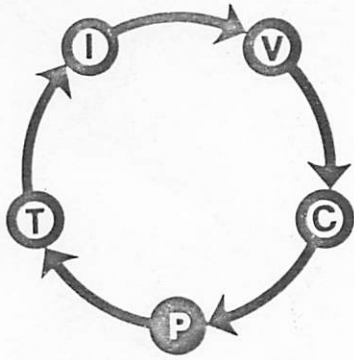
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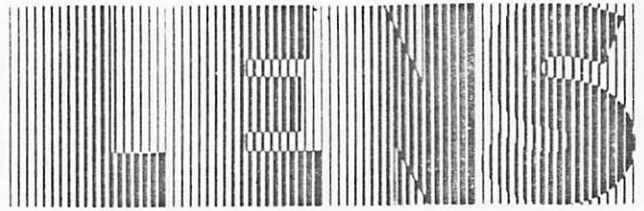
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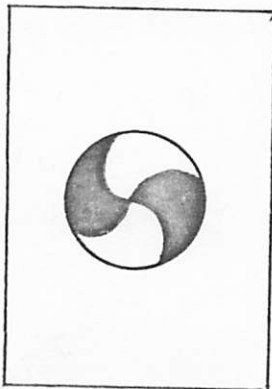
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Session Three

CREATIVE PROPOSALS

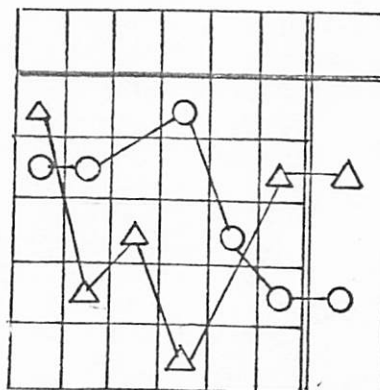
SESSION
CONTEXT



LISTING
PRACTICAL
RESPONSE

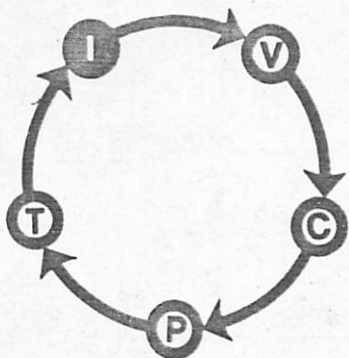
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4.	4.
5.	5.

ORGANIZING
EFFECTIVE
ACTIONS



WRITING
PROPOSAL
STATEMENTS

The students of
in order to
propose
through



mini



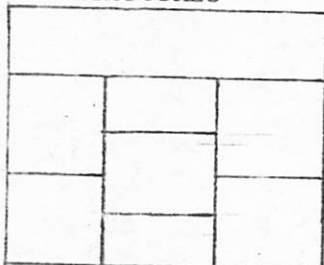
session four

PRACTICAL IMPLEMENTATION

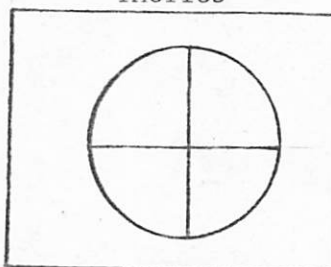
SESSION
CONTEXT



PRIORITY
PROPOSALS



PHASED
TACTICS



IMPLEMENTATION
PLAN

HOW
WHO
WHERE
WHEN

FOURTEEN POINTS OF TEAMWORK

PHASING
TACTICAL
PLAN

1. BY TEAM, state proposal title and discuss:

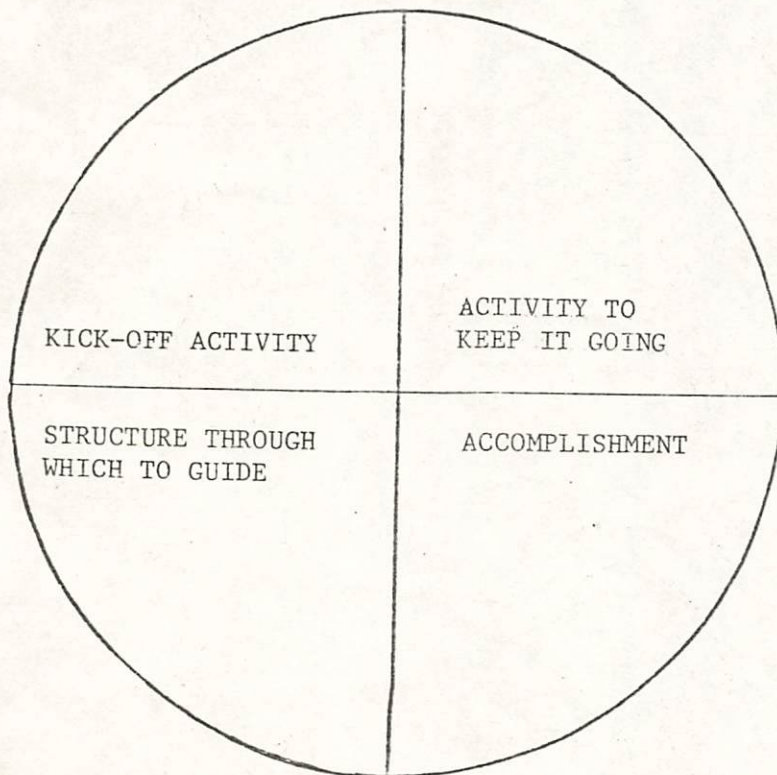
"If we were to do this, what would be the CONCRETE ACCOMPLISHMENT at the end of the fall semester?" (A measurable, visible accomplishment)

Fill in circle

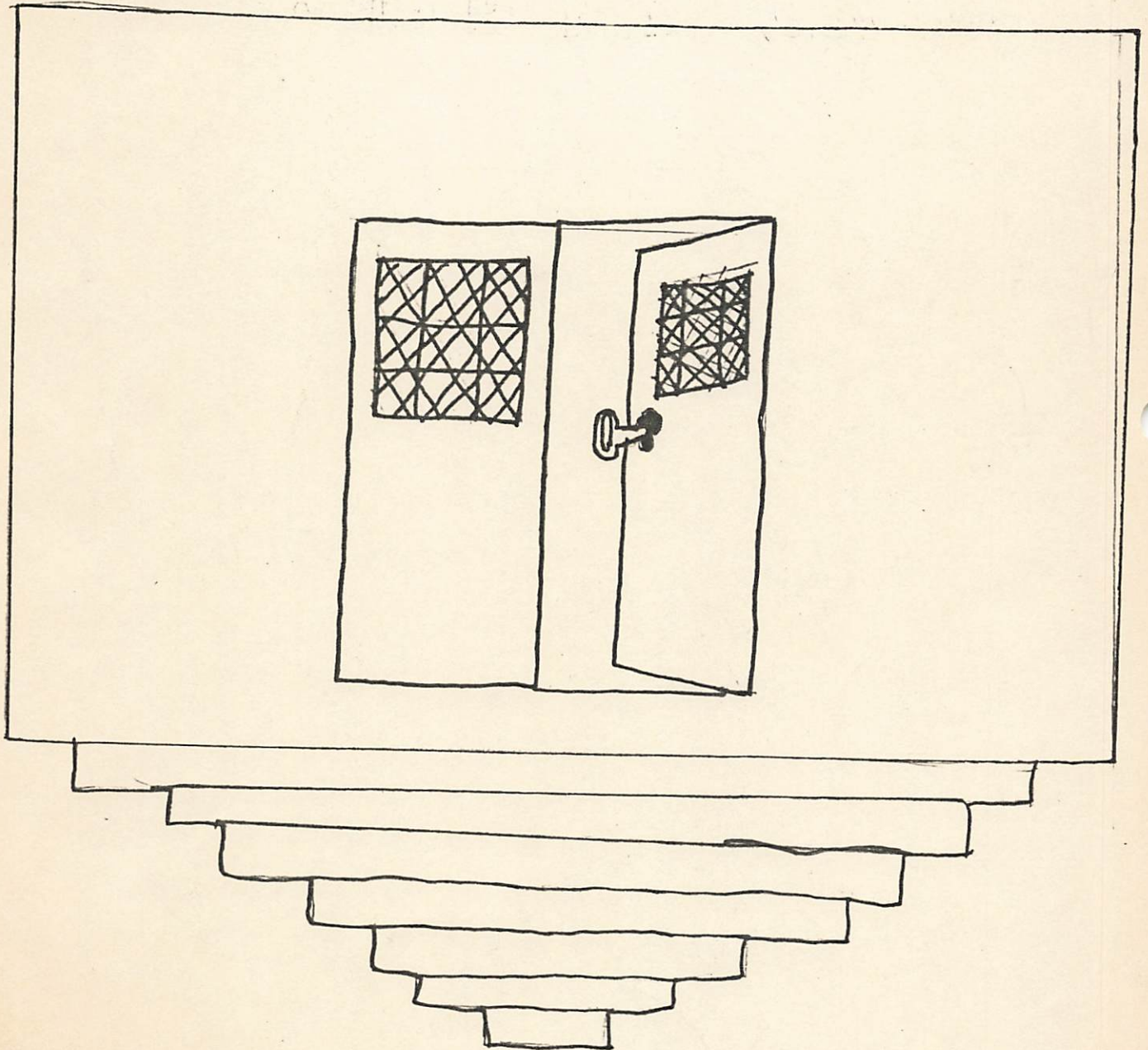
2. Decide what kick-off activity would initiate the plan and make the accomplishment possible.
3. Select the activity that would keep the project going.
4. Agree on the structure through which the project would be guided or monitored to completion.


TACTICAL PHASING PLAN FOR

(PROPOSAL TITLE)



OPENING THE DOOR TO A NEW REAGAN



HERE'S THE  TO UNLOCK THE DOOR TO OUR
FUTURE VISIONS

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"First, to intentionally train a strong cadre of student leaders who will accept more responsibility and initiative for themselves and their peers. Secondly, to produce a concise series of insights and recommendations from the students as to how we might do a better job of retaining and promoting entry level youngsters, and third, to learn a process and lay the groundwork for even bigger leadership training of students next year."

This document represents the results of the planning component of the program. It includes the thinking and planning of the student participants as they considered the question: How can Reagan High School more successfully respond to the needs of the freshman student? Group A was the home room representatives and the class officers. Group B was a randomly selected group of freshman students. Group A included 16 students and Group B had 30, of which the average participation was 24.

The highlights of the document are:

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THE UNDERLYING CONTRADICTIONS, an analysis which pushed through the surface problems to factors which blocked realization of the Vision.

THE PRIORITY PROPOSALS, several practical approaches to overcome the contradictions and set the stage for specific plans.

THE PRACTICAL IMPLEMENTATION, focused action programs to implement the proposals, with an emphasis on launching them over the next six months.

The document also contains the students' compilation of POINTS OF EFFECTIVE TEAMWORK, their insights into the process of teamwork. It also includes a SYMBOL and a SLOGAN, expressing the significance of their work and their resolve toward the future.

VISION

<p>II. Toward MOTIVATING SURROUNDINGS</p>	<p>I. Toward a LEARNING PARTNERSHIP</p>	<p>III. Toward BROADENED RESPONSIBILITY</p>
<p>E. MODERN FACILITY</p>	<p>A. WELL-EXPLAINED POLICIES</p>	<p>H. FLEXIBLE TIME SCHEDULING</p>
	<p>B. WELCOMED STUDENT INITIATIVE</p>	
<p>F. UP-TO-DATE EQUIPMENT</p>	<p>C. POSITIVE STUDENT/FACULTY RELATIONSHIP</p>	<p>I. MULTIPLE ACTIVITY OPTIONS</p>
	<p>D. CHALLENGING LEARNING RESOURCES</p>	
<p>G. WELL-PROVIDED SERVICES</p>		<p>J. EXPANDED PRIVILEGES</p>

ELEMENTS OF THE VISION

I. TOWARD A LEARNING PARTNERSHIP

A. Well-Explained Policies

1. Absent Rule Changed
2. Explain Rules to Students

B. Welcomed Student Initiative

1. Students have more say
2. Pick our own classes

C. Positive Student/Faculty Relationship

1. Good teachers easy to get along with
2. Teachers and students better at coping with feelings and needs

D. Challenging Learning Resources

1. A study lab for all students
2. Computer programming
3. Computer classes
4. New books
5. Library with more books

II. TOWARD MOTIVATING SURROUNDINGS

E. Modern Facility

1. Remodel school (3)
2. Better gardens
3. Classrooms built on a modern style
4. More Parking area (parking lot)
5. Better restroom facilities
6. Better auditorium
7. Bigger girls' locker room in gym

F. Up-to-Date Equipment

1. Better lockers in hall
2. Better air conditioning (2)
3. New lockers
4. New gym equipment (2)

G. Well-Provided Services

1. Good tasting food
2. Cafeteria food
3. Better vending machine
4. Better bathroom conditions

ELEMENTS OF THE VISION
(continued)

III. TOWARD BROADENED RESPONSIBILITY

H. Flexible Time Scheduling

1. Longer time for breaks (some people can't use the bathroom in 5 minutes)
2. More lunch time to digest food
3. Start school later
4. Longer gym period

I. Multiple Activity Options

1. Better school activities as in banquets and fund-raising, in speech, redcoats, drama, etc.
2. More spirit
3. A live band
4. More and better cheerleaders
5. More clubs (honor society, science club, etc.)
6. More fun and cultural events

J. Expanded Privileges

1. Open campus
2. Smoking area

CONTRADICTIONS
(As prioritized by Students)

NEED ECONOMIC SUPPORT	STUDENTS' VIEWS DON'T COUNT	TEACHERS DON'T EXPLAIN	UNSPIRITED ATTITUDE TOWARD CLASSES AND ACTIVITIES	CHANGES REQUIRED "TOO COMPLICATED"	TEACHERS ARE DEFENSIVE	FEAR OF ABUSE
Need more money.	Teachers don't like certain students.	Teachers don't take time to explain.	Not any sponsors for clubs.	No protective devices.	Teachers don't want to lose their jobs.	Teachers of vandalism.
Need of economic support.	No respect for others' opinions.	Teachers will not explain the rules.	Students won't participate.	High student population.	Teachers don't take time to learn new materials.	Students won't come back.
Not enough money to pay for resources needed.	Teachers are prejudiced.	Faculty doesn't feel changes are needed.	Students don't like teachers.	Wrong wiring.	Teachers are afraid of change.	Students may not go back to classes.
Resistance to higher taxes.	Noone listens to principal.		Students don't want to learn.	Not enough equipment.		Might still be tardy.
	Students aren't listened to.		Students don't care.	School not in good condition.		Students might fight.
			Students are shy.	Resources might be destroyed.		Play around in halls.
				Time to visit school board.		Faculty scared students will mis-behave.

PROPOSAL BACK-UP DATA

PRACTICAL ACTIONS BRAINSTORM

These "practical actions" were brainstormed as actions that might break loose the contradictions. The items are listed by groupings.

Show more movies
Dnaces
Hold benefit shows
Lively cheerleaders
More pep rallies
Make activities look glamorous

Security system
Dope dogs
Hire to get the job done
Paint the school
Get electricians to work over the summer

Review rules each quarter
Assure teachers of job
Terminate lazy teachers
Out with teachers who don't want to teach

Students advisory council to help make decisions
Write letters to school board
Start a petition
Speak up about ideas
Talk up

Computer learning
New types of electives

PROPOSAL ARENAS

These arenas were 'named' by the students after they grouped the actions into four similar types of activity.

Make School More Interesting

Getting Needed Expertise/Services

Build Common Understanding

Student Involvement/Responsibility

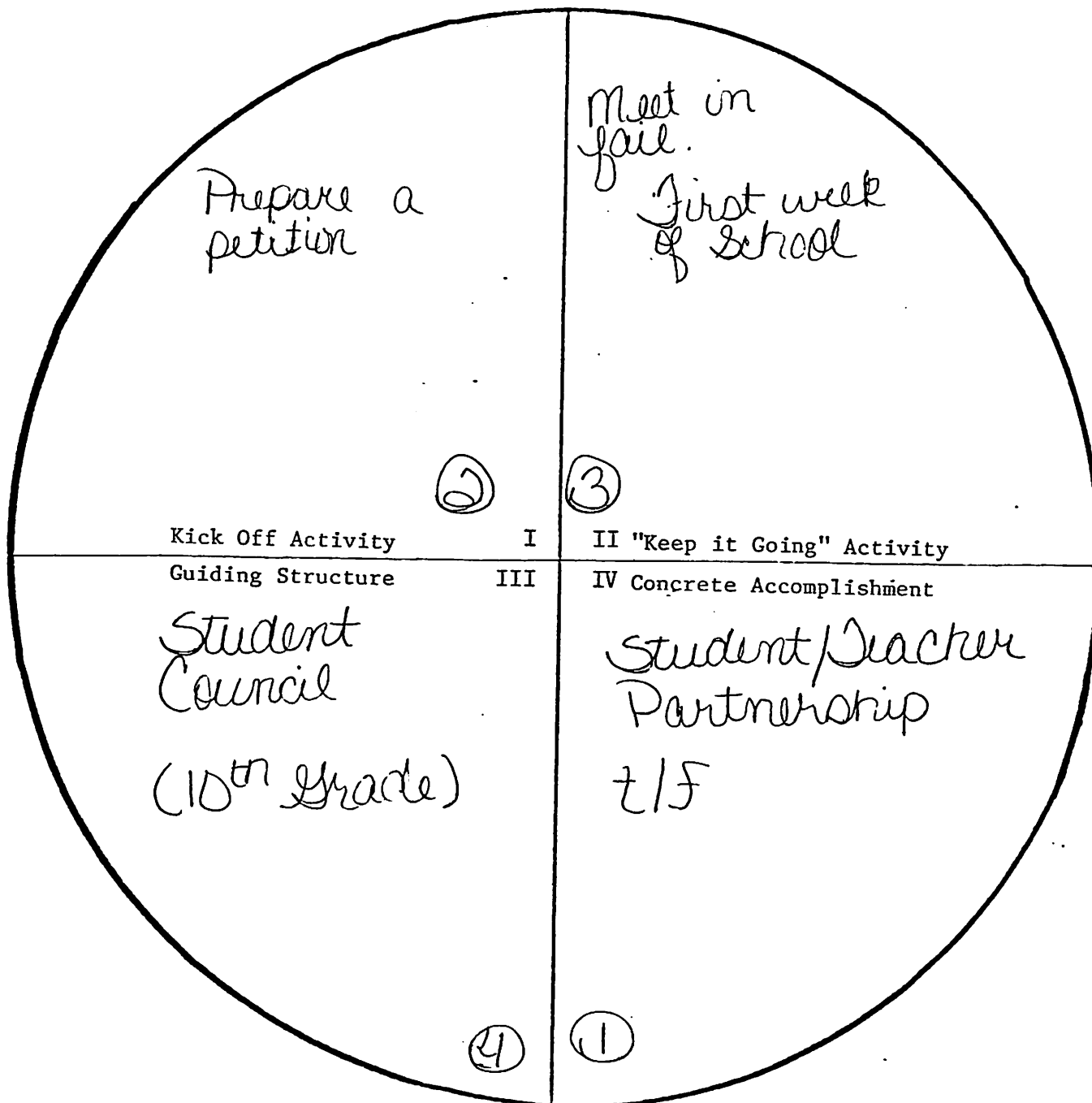
Alternative Curriculum Opportunities

PRIORITY PROPOSALS

STUDENTS TAKE THE LEAD	MAKE SCHOOL MORE INTERESTING	GETTING NEEDED EXPERTISE AND SERVICES
<p>WE, the students of the Reagan High School Leadership Development Program, in order to become equipped to be responsible adults, propose to create a <u>Student/Teacher Partnership Task Force</u>, through getting a petition of support and getting the project approved by the principal and faculty advisory board.</p>	<p>WE, the students of Reagan High School Leadership Development Program, in order to get students to continue to stay in school, to raise money for equipment and to be looked upon highly by other schools, propose an <u>Awareness Campaign</u> to tell the administration and faculty what we want and what we can do, through letters, petitions, signs, editorials for Reagan, calling Marvin Zindler, getting sponsors and conducting campaigns.</p>	<p>WE, the students of the Reagan High School Leadership Development Program, in order to see that services are supplied to the students who have to live through it all as they look forward to their graduation, propose <u>more staff and people be hired</u> to get the job done, through talking and urging help and support, being firmer and taking stronger actions toward getting an effective security system, "dope dogs" for drug control, the school painted and electricians working during the summer.</p>

Proposal Name:

"Students take the lead"



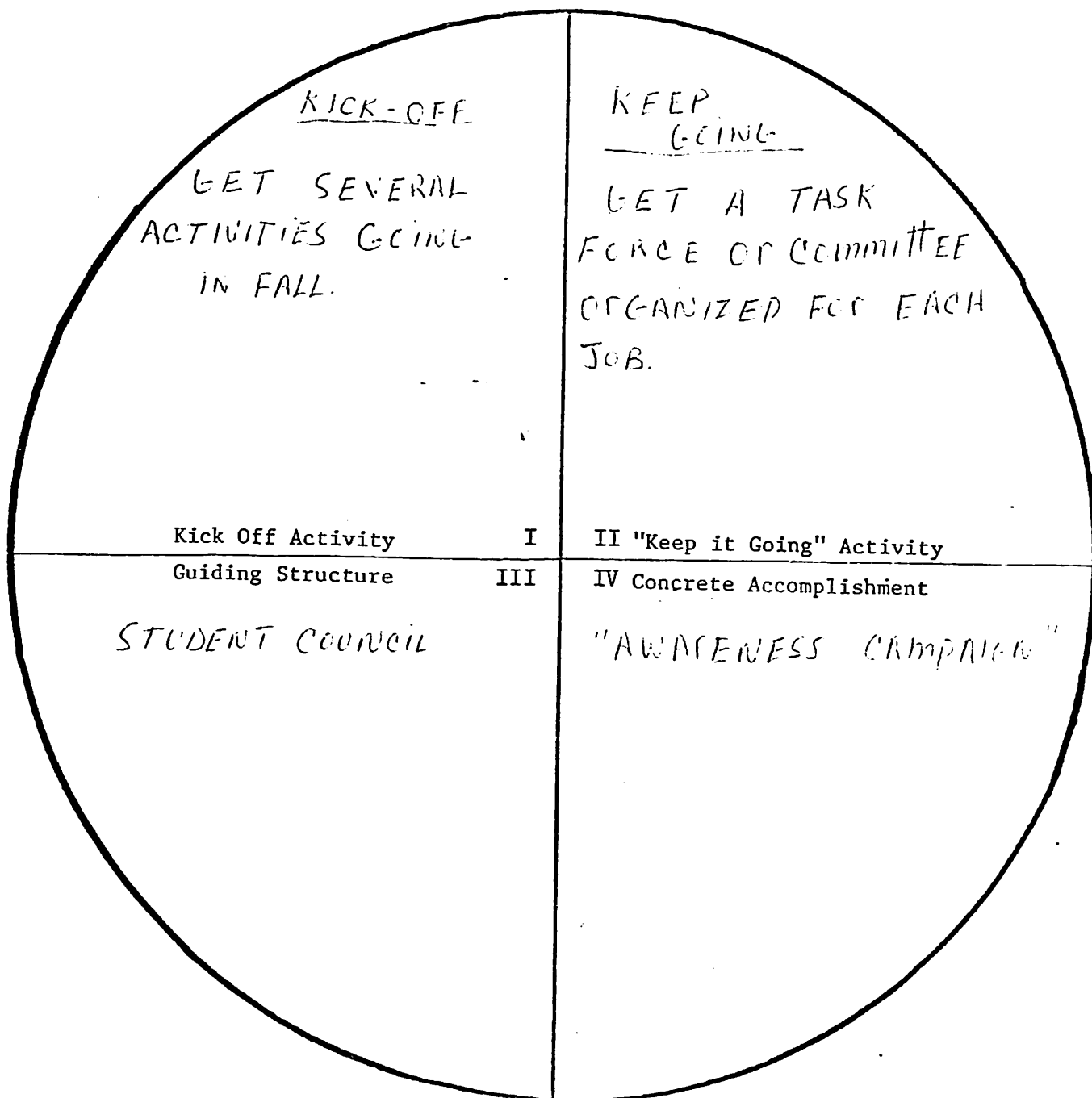
Group

"A"

Date: May 17, 1982

Proposal Name:

"MAKE SCHOOL MORE INTERESTING"



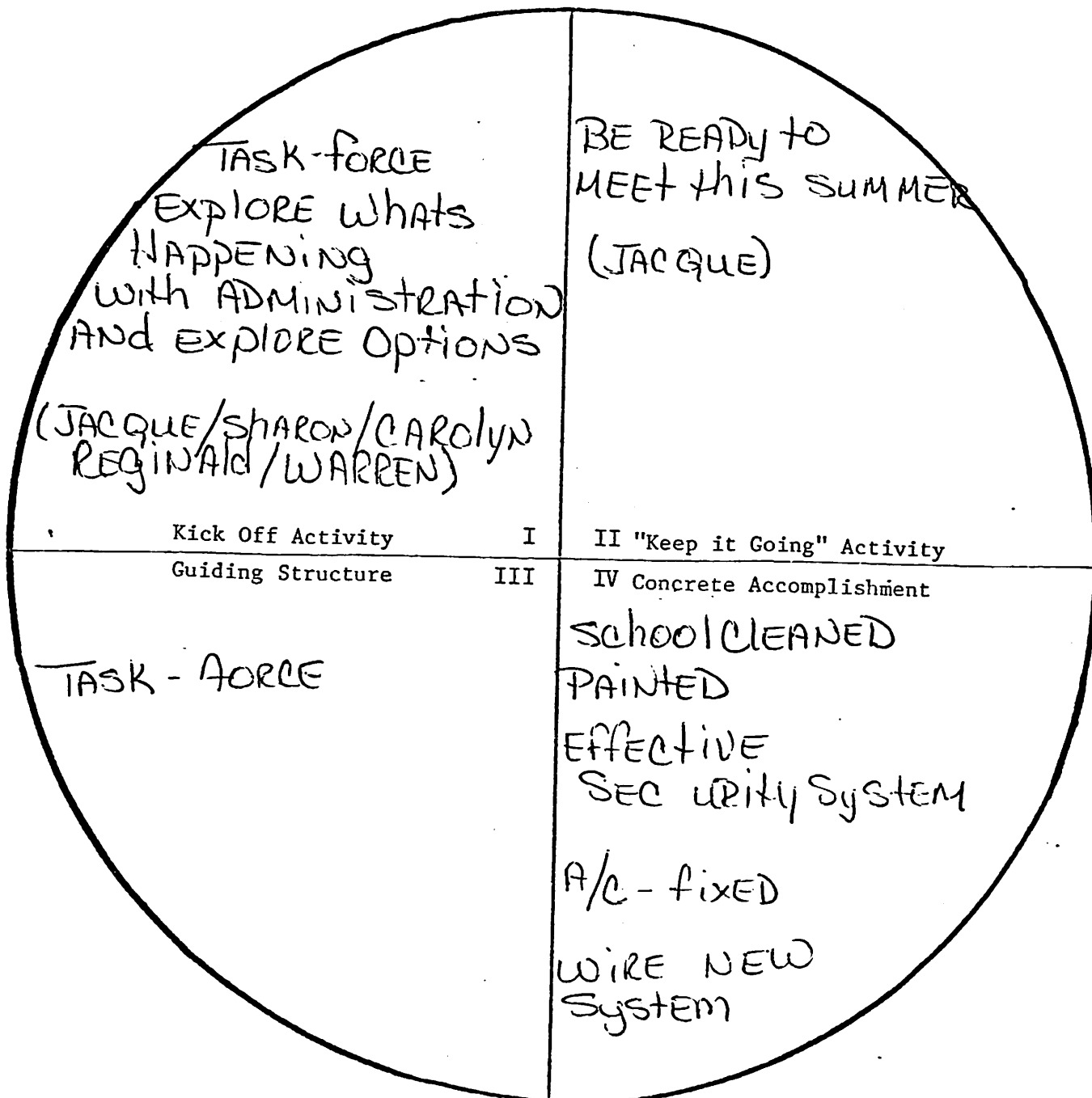
Group

"A"

Date: May 17, 1982

Proposal Name:

GETTING NEEDED EXPERTISE AND SERVICES



Group

"A"

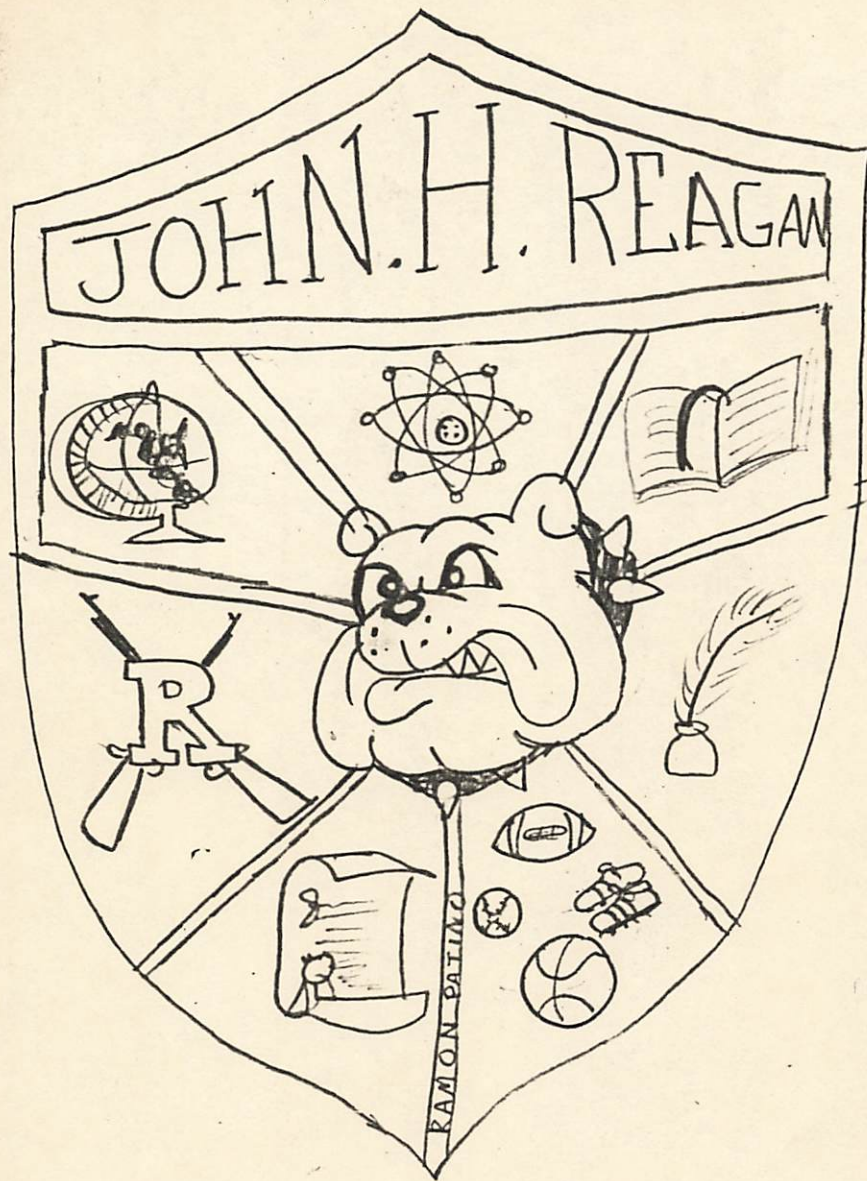
Date: May 17, 1982

NINE POINTS OF EFFECTIVE TEAMWORK

- I. An effective team communicates through:
 1. Getting along together
 2. Cooperation
 3. Planning
- II. An effective team agrees on where they're going through:
 4. Organization
 5. Moving together
 6. Leadership
- III. An effective team has a positive attitude through:
 7. Trusting each other
 8. Discipline
 9. Having self-control

PARTICIPANTS

✓ David Chavis ✓
✓ Phyllis Demny ✓
✓ Reginal Fikes ✓
✓ Sharon Fulton ✓
* ✓ Eva Gonzales ✓
✓ Lisa Henderson ✓
✓ Brian Hickman ✓
✓ Roger Mannette ✓
✓ Sharon Moss ✓
✓ Cathy Perez ✓
✓ Veronica Ramierz ✓
* ✓ Warren Scaff ✓
✓ Andrew Stewart ✓
* ✓ Jackie Soptick ✓
✓ Sandra Torres ✓
* ✓ Donald Zann ✓
✓ Gardyn CARTER ✓



"GETTING READY
FOR THE NEW REAGAN"

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Reagan High School

Group B
May 4, 1982

VISION

Toward II. RESPONSIBLE STRUCTURES	Toward a I. COLLEGIAL SPIRIT	Toward a III. MODERN ENVIRONMENT
D. FLEXIBLE TIME USE	A. INCREASED SCHOOL PRIDE	F. UP-GRADED BASIC FACILITIES
	B. MORE UNDERSTANDING TEACHERS	
E. EXPANDED CURRICULUM VARIETY	C. EXTENDED PRIVILEGES	G. IMPROVED STUDENT SERVICES

ELEMENTS OF THE VISION

I. TOWARD A COLLEGIAL SPIRIT

A. Increased School Pride

1. People stand behind the school more
2. A winning sports team
3. More school spirit

B. More Understanding Teachers

1. Teachers with more understanding and respect
2. Teachers that care
3. Younger teachers
4. Nicer teachers
5. Better coaching staff

C. Extended Privileges

1. Smoking area
2. Open campus
3. More freedom

II. TOWARD RESPONSIBLE STRUCTURES

D. Flexible Time Use

1. Longer lunch period
2. More required tardies
3. More passing time
4. A study hall
5. No guidance

E. Expanded Curriculum Variety

1. New programs
2. Students determined to learn
3. More groupings or organization

III. TOWARD A MODERN ENVIRONMENT

F. Up-graded Basic Facilities

1. New school
2. New lockers
3. Remodel gym
4. Cleaner restrooms
5. Paint up class rooms

G. Improved Student Services

1. Tasty food in cafeteria
2. Show better movies
3. Good security

CONTRADICTIONS
(As prioritized by Students)

TEACHERS GIVE UP	TEACHERS HAVE STEREOTYPE OF STUDENTS	DISRESPECT FOR STUDENTS	OLD TIME PATTERNS DON'T WORK	DON'T UNDERSTAND GAP BETWEEN "WANTS" AND "IS"	NO PRIORITY TO SOLVE PROBLEMS	STUDENTS DISRESPECT SCHOOL PROPERTY
<p>Teachers not wanting to work.</p> <p>Teachers only want pay checks.</p> <p>Faculty not thinking of writing new students.</p>	<p>Teachers want to spend least time they can with us</p> <p>Less interesting teachers.</p>	<p>Administration does not know how we feel.</p> <p>Principal doesn't give you time to explain your problem you have.</p>	<p>Students abuse time.</p> <p>Longer time in lunch.</p> <p>Maids don't want to work.</p>	<p>Stop cooking the same food.</p> <p>The food service is slow.</p>	<p>Kill rats in the hall.</p> <p>They need to do something about the bees.</p>	<p>People keep writing on the walls.</p> <p>Students just don't care about school or teachers.</p>

PROPOSAL BACK-UP DATA

PRACTICAL ACTIONS BRAINSTORM

These "practical actions" were brainstormed as actions that might break loose the contradictions. The items are listed by groupings.

Students and teachers more meetings

Teachers need to answer questions

Teachers cooperate with studnets more

Teachers should leave their personal problems at home. Have a clear head when coming to school.

Teachers need to be taught more respect for students

Teachers should know about the studnet as an individual, not as a whole

Teachers should work harder

Teachers should stop teaching only smart students, but should teach all of us, and be nice to all of us

Teachers don't care to hear studnet's problems

Teachers don't listen to students

Teachers don't want to know what students want

Teachers don't consider student suggestions

Student Council should have meetings such as these

More teacher training

More money for teachers

Pay teachers more

HISD should have disciplinary acts towards teachers

Teachers need to stay in class

The principal should get on the teachers

Give Teachers more authority

Keep problem students out of the hall

Give teachers more respect

Teachers need to be more understanding

Students need to talk to the teachers

More maids

New Football coach

New cooks

School is not clean: halls, restrooms.

Better food

Need to cut guidance

Extend tardies to class

Longer than 5 minute break

More passing time at breaks

More lockers, closer to classes

More than one locker per student

PROPOSAL ARENAS

These arenas were named by the students after they grouped the actions into four similar types of activity.

Student-Faculty Communication

Teachers Disciplined Action

Students Give School a Chance

Basic School Improvements

PRIORITY PROPOSALSMORE EFFECTIVE
TEACHERS

WE, the students of the Reagan High School Leadership Development Program, in order to more effectively learn basic skills to live in today's and tomorrow's world, propose that teachers get paid more and be more disciplined, through going to the school board and asking them to give teachers more money and require better skilled teachers.

TEACHER/STUDENT
COMMUNICATION

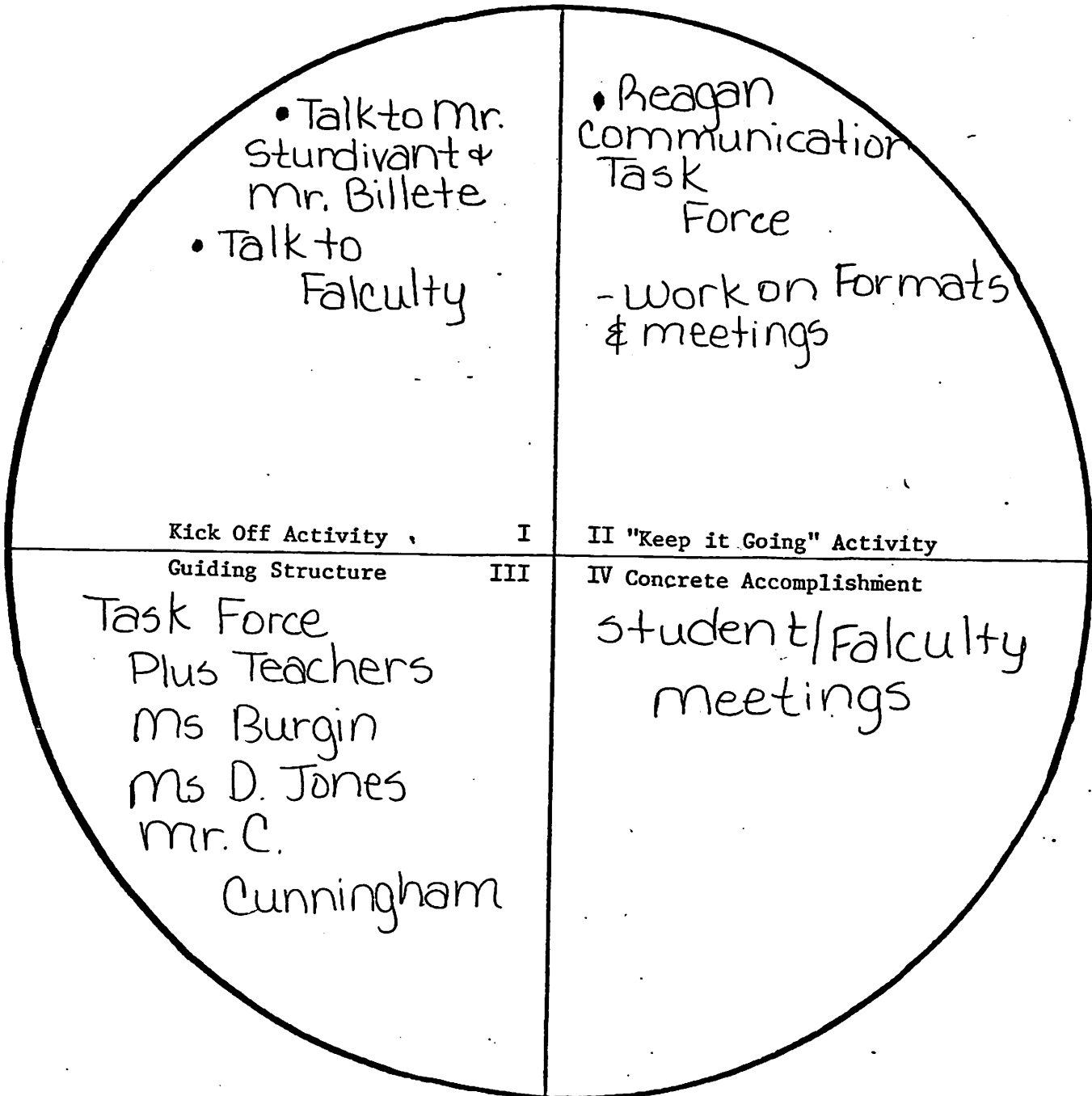
WE, the students of the Reagan High School Leadership Development Program, in order to make teachers more responsible and caring (teachers need to answer questions, cooperate with us, understand us, listen to our opinions, teach all of us no matter if we are smart or not, and not be personal), propose to initiate Student-Faculty Meetings, which will get students and teachers together to communicate how the students feel toward the school, learning, teachers and how we can work together. We will do this through going to talk with Mr. Sturdivant and Mr. Billett and the teacher faculty meeting.

STUDENTS GIVE
SCHOOL A CHANCE

WE, the students of the Reagan High School Leadership Development Program, in order to give the school a chance must involve the students in more positive attitudes toward Reagan. We propose that the school have a talent show to encourage more student excitement and commitment to Reagan. This will be done through talking to Mr. Sturdivant, to the student council and talking it up with all the students so we can have a better school and can be proud of it.

Proposal Name:

Teacher/Student Communication

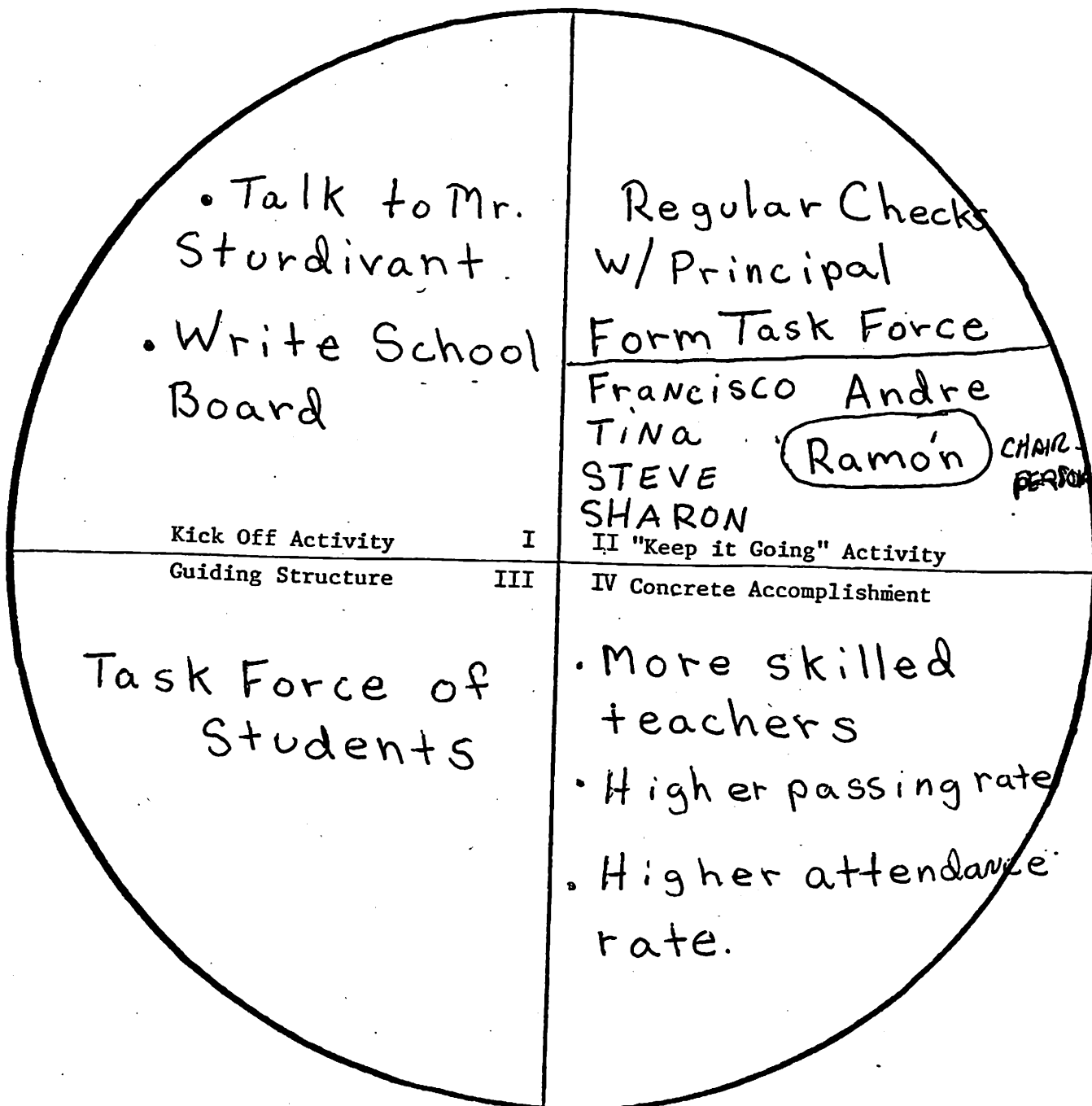


Group, B

Date: May 17, 1982

Proposal Name:

More Effective Teachers

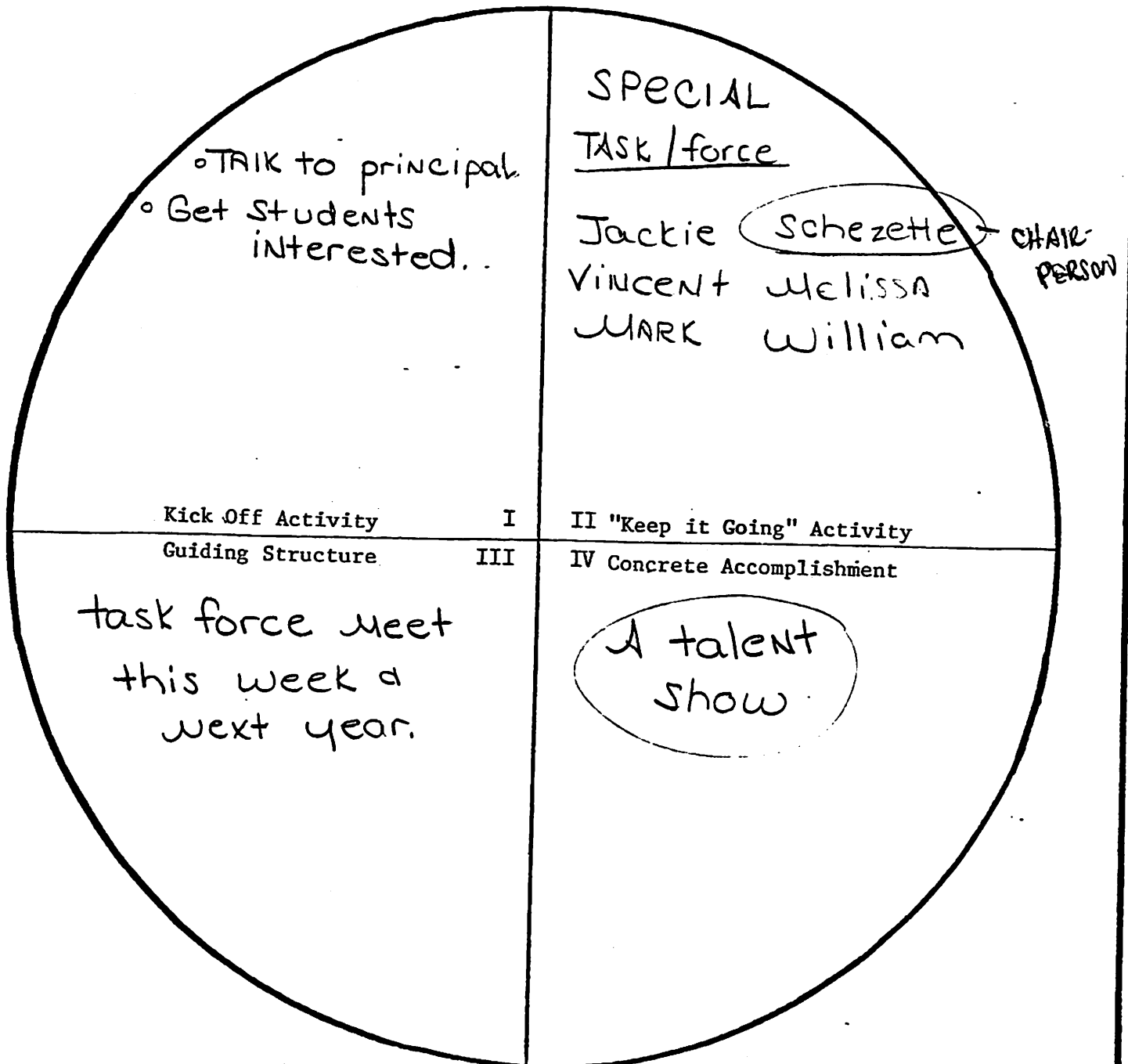


Group B

Date: May 17, 1982

Proposal Name:

Students Give School a Chance.



TEN POINTS OF EFFECTIVE TEAMWORK

- I. An effective team knows "it takes everybody doing their part."
 1. They work together.
 2. They get things done.
 3. Everybody shows up.
- II. An effective team communicates with one another.
 4. They understand each other
 5. They are organized.
 6. They know how to solve problems.
 7. They share ideas.
- III. An effective team has a good attitude.
 8. They are disciplined.
 9. They have a family spirit.
 10. They have patience with each other.

PARTICIPANTS

✓ SHEILA ALDRIDGE
✓ Raymond Allen
✓ Sonia Barrera
✓ Schazette Bouldin
✓ Stephanie Burns
✓ Javier Contreras
✓ Mark Citizen
✓ Tuyen Diep
✓ Allen Fletcher
✓ Martin Garcia
✓ Sopta Herrera
Melessia Hernandez
✓ Tina Janyszewski
Gracie Juarez
Sharon Law
Chi Lieng Louang
Ernest Martin
✓ Melizza Mendoza
✓ Andre McGowen
✓ Jacquelyn Murley
Nay Nea
✓ William Nolan
✓ Ramon Patino
✓ Armando Ramirez
✓ Louis Riley
✓ Steve Rodriguez
✓ Francisco Torres
✓ Teresa Torres
✓ Juana Valdez
✓ James Vargas
Theresa Williams
✓ Vincent Womack

Things Learned from the Leadership Development
Program

- C.C. "To support your school more (your school is more important than what you think) Its something to be proud of in years to come."
- D.C. "How to plan a project. How to help the school. How to have a good team."
- P.D. "How to make the school better."
- R.F. "How to speak up, that 'I am I.'"
- S.F. "How to lead, working with others, getting along with a group."
- E.G. "Team work is better than working alone. I may somehow change the future. To go as far as I can to make life better."
- B.G. "How to be open in discussion. Taking things seriously."
- S.M. "Cooperation. To look up to the future of Reagan. What we can do to improve Reagan High School."
- W.S. "How to get along. How to be a leader. Knowing what to do."
- J.S. "Planning. How to make it happen and the result."
- A.S. "Cycles. To be more open."
- D.Z. "What other students want. What other students like. What other students believe in."

Things Learned from the Leadership Development Program

- R.A. "Responsible, friendly, honesty."
- S.B. "Know to get along. I am I."
- J.C. "How to communicate with others. Be able to speak out. How to be organized."
- T.J. "That in the future we will have better teachers, food, etc. To speak out."
- M.G. "To communicate with students. To speak for what you want."
- A.T.M. N.R.
- M.M. "Stand up for myself. To take pride in what I'm doing. To do what I think is right."
- J.M. "I'm not the only one who feels the way I do about the school. It helps me express my feelings. It taught me to speak out."
- W.N. N.R.
- R.P. "To be self sufficient. To make my own decisions. To speak out loud."
- A.R. "Learned how to listen to different opinions. How to talk with our public voice."
- S.R. "How to stand on my chair and say, "I AM I" and to speak out loud in class."
- F.T. "I learned to listen with them. How to sit still."
- J.V. "I learned to speak for my rights and I learned to help others."
- G.J. "I learned how to understand and cope with problems. It's helped me express myself."
- S.L. "I've learned respect for others (I knew that already). Obediences. Ambition. Sticking up for each other."
- E.M. "To be responsible for my self and my grade. Enjoy the people I'm responsible for. Not be afraid to take chances."

Qualities of a Leader

Pre-Survey

Post-Survey

C.C. "Attitude, privelege, the want to"	"Good attitude, leading support, firm ideas"
D.C. "Fair to all people, be able to preserve the peace, good leadership"	"Fair, leadership, the ability to hold things together, to be able to take charge"
P.D. "To be honest, loyal to your country"	"Firmer ideas, pay attention"
R.F. "Baseball team, class, school, band, and a social group"	"Smart, cooperative, hard-working, intelligent, helpful"
S.F. "Good leadership, willingness to do so"	"His wanting to lead, the ability to lead, how well he leads"
E.G. "Loyalty, bravery, having knowledge of whats going on"	"Knowledge, firm hold on followers, anti-prejudice"
B.H. "To understand the people's point of view, don't be hasty"	"Get along with each other, cooperation, being organized"
S.M. "Not afraid to talk in fron of a group of people, someone who keeps a promise and someone who's always helping others"	"Not afraid to speak in front of a group, speaking loud and clear, getting the job done, show spirit"
W.S. "Knowing what it takes, you have to have a good education, know what to do"	"Know what to do and how to do it, be a good leader, have a good attitude"
J.S. "Honesty, loyalty, truthful, mentally strong"	"Cooperation, getting along, organization"
A.S. "Self control, ability to give speeches, to give orders"	"Good thinker, is not prejudiced and open to others"
D.Z. "To know the difference from wrong and right, to know what is best for your people"	"Loyalty to friends, honesty, good per-sonality"

(The other students in the program only completed a pre or post survey, but not both, thereby there is no comparative data. The above students filled out both, even though they may have given No Response to a particular question.)

Qualities of a Leader

Pre-Survey

R.A. "To express myself to be a leader"

S.B. "Loyal, true, friendly, faithful"

J.C. "To know what is best for his
group of people"

T.J. "Responsible, likeable, patient"

M.G. "Being honest and good"

A.T.M. "A person in charge"

M.M. "Friendliness, aggressive, respon-
sible"

J.M. "Responsible, honest, helpful,
thoughtful"

W.N. "A person in charge"

R.P. "Wise, brave"

A.R. "He tries to do the best thing for
for his people, help everyone"

S.R. "To be strong and wise and know
what is going on"

F.T. "To be happy with the people"

J.V. N.R.

Post-Survey

"Responsible, friendly, honesty"

"Someone who knows what they are talking
about, someone who is loyal, someone who
is friendly"

"Not being shy or timid, able to speak
out, do his/her best for the group"

"Responsible, honest, friendly, patient"

"To be honest, have a good attitude, be
nice student"

"Helps people out, does a good job, keeps
a good place"

"Responsibility, honest, truth, a good
citizen, proud"

"Be understanding, keeps a good place,
be honest"

"Helping people out, does a good job in
leadership lab, keeps a good place."

"Self-sufficient, wise, strong, intelligent"

N.R.

"Leader in sports, leader in class, leader
in their own way"

"How to work with things"

"A good leader must have good qualities,
must express him/her self, a good leader
must help others"

(The other students in the program only completed a pre or a post survey, but not both, thereby there is no comparative data. The above students filled out both, even though they may have given No Response to a particular question.)

Reagan High School
Leadership Development Program
April-May, 1982

Group A, Home Room
Representatives and
Class Officers (9th Grade)

"Do you feel more qualified to be a student leader at Reagan High School now that you have completed this program? Yes ____ No ____ Say why you answered this way..."

C.C. "Yes. It gave me a better attitude towards it."

D.C. "Yes. Because now we know the things a leader has to be able to do."

P.D. "Yes. Because it is interesting. The students are finding out more about this school, etc."

R.F. "Yes."

S.F. "Yes. I've learned to cope with problems step by step."

E.G. "Yes. Because I understand life better now and I realize my responsibilities to the school and myself."

B.H. "Yes. Because now I am aware of the problems and situations the school is in."

S.M. "Yes. Because I'm not shy or ashamed anymore. I feel like I can go out and do anything."

W.S. "Yes. Because you have taught me to be a leader."

J.S. "Yes. I could get the job done now with all the experience of learning how to chose the future."

A.S. "Yes. Self-confidence."

D.Z. "Yes. Because I know now what people want. The leader can bring people closer to these things."

Qualities of a Leader

Pre-Survey

Post-Survey

C.C. "Attitude, privelege, the want to"	"Good attitude, leading support, firm ideas"
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B.H. "To understand the people's point of view, don't be hasty"	"Get along with each other, cooperation, being organized"
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Characteristics of Good Teamwork

Pre-Survey

Post-Survey

C.C.	"Cooperation, they work together to get the job done."	"Cooperation together, well manuvered conversations, openness toward each other."
D.C.	"Having team spirit, being a good sport"	"Cooperation, helping each other, truth, unselfishness."
P.D.	"When a baseball team cooperates"	"Be able to communicate, each have their rights and wrongs, solve their problems together."
R.F.	"A group of people who are willing to go out and work for whatever their trying to succeed at...good conduct, smart."	"Cooperation, work-together, willing, cheerful."
S.F.	"Togetherness...all as one...They are all equal and able to lead other people as well as themselves."	"Togetherness, cooperation, good leadership"
E.G.	"People working together, all get along and are able to agree on one specific thing."	"Loyalty, organization, coooperation."
B.H.	"A well functioning team gets along with each other, and don't dis-agree. They listen to each others opinions and suggestions and seriously considers them."	"Progressing, sharing opinions, working together towards the goal we've set."
S.M.	"A football team where everyone wants to participate. Student council is a well functioning team."	"Cooperation, respect for others, working together as one, agreeing on one thing."
W.S.	"Government runs all the laws...It works together, understands one another."	"Getting along, working together, looking after each other."
J.S.	"Softball team, people who work together to do their best...smooth running, gets things done."	"Work well together, respect, organization."
A.S.	"Football...huddle...good"	"Know each other, get along together, more openly."
D.Z.	"Cooperation...people working together to solve a problem or win a game. Dallas Cowboys. To work together to get the ball from the Quarterback to the running back, etc."	"Cooperation, knowing your teammates, getting along."

I am glad I am a human being, because'...

Pre-Survey

C.C. "Known as one."
D.C. "Living in the U.S."
P.D. "White, able, tall, polish and proud of it."
R.F. "A boy, smart, intelligent, and trustworthy."
S.F. "Me!"
E.G. "Free. Able to receive as much knowledge as possible."
B.H. "Alive. Me."
S.M. "Getting the best I can out of life."
W.S. "Alive and healthy. And that I have a lot of friends."
J.S. "White, female, tall, polish and proud."
A.S. "Good."
D.Z. "That I have friends to share my life with."

Post-Survey

"I am who I am and I am proud of it."
"I have the ability to plan my future."
"I am glad that I am I and no one can change me."
"I am smart, intelligent, work hard and I believe in God."
"I am somebody."
"I have the brain, knowledge and enthusiasm to make this world better."
"Living with the people around me has made my life fun."
"I am I."
"I want to live and know what's going on in the world."
"I am able to choose my future."
"I have feelings and choices."
"I like living and having friends."

Reagan High School
Leadership Development Program
April-May, 1982

Group A, Home Room
Representatives and
Class Officers of
the 9th Grade

"Should this type of leadership development program be offered at Reagan High School next year? Yes ____ No ____ Say why you answered this way ..."

- C.C. "Yes" It will get more attention of more people to support it.
- D.C. "Yes" To teach more students about leadership.
- P.D. "Yes" Because we needed to get more involved in this school to know why it is this way and how to change it.
- R.F. "Yes" Because it will help the incoming 9th graders in the future.
- S.F. "Yes" I think it would give students a better perspective on themselves and the school.
- E.G. "Yes" So the students may get knowledge of what they should be striving for in life.
- B.H. "Yes" Because this program is good help in seeing things from a different perspective.
- S.M. "Yes" Because its a good program. It lets you say what you feel.
- W.S. "Yes" To teach others to be a leader.
- J.S. "Yes" To let more people experience the way to get things done.
- A.S. "Yes" To keep this going.
- D.Z. "Yes" Because people who want to change the school can help.

Reagan High School
Leadership Development Program
April-May, 1982

Group A, Home Room
Representatives and
Class Officers, 9th Grade

"If someone outside the school asks you, "What was that Leadership Development Program all about," what would you tell them?"

- C.C. "Developing a more, better school to go to and finish school out of."
- D.C. "That they taught us how to be able to come up with ideas to help Reagan ourselves instead of waiting for someone else to do it."
- P.D. "I would say that it is very interesting they (the students) would need to get in and learn more about how the school is operating."
- R.F. "Learning a person how to be a responsible adult, and how to become a leader of a society."
- S.F. "Getting to know the changes of your visions in the future."
- E.G. "To advance our knowledge of what our place and responsibilities in the world are."
- B.H. "It's about how we can improve the school and our surroundings for a better education."
- S.M. "Learning how to deal with a problem and doing things to improve Reagan."
- W.S. "Learning how to handle problems as they come along, and how to be a leader."
- J.S. "Developing the school for a better term next year."
- A.S. "To help you make yourself more open."
- D.Z. "It was about changing the school."

"Do you feel more qualified to be a student leader at Reagan High School now that you have completed this program? Yes ____ No ____ Say why you answered this way..."

C.C. "Yes. It gave me a better attitude towards it."

D.C. "Yes. Because now we know the things a leader has to be able to do."

P.D. "Yes. Because it is interesting. The students are finding out more about this school, etc."

R.F. "Yes."

S.F. "Yes. I've learned to cope with problems step by step."

E.G. "Yes. Because I understand life better now and I realize my responsibilities to the school and myself."

B.H. "Yes. Because now I am aware of the problems and situations the school is in."

S.M. "Yes. Because I'm not shy or ashamed anymore. I feel like I can go out and do anything."

W.S. "Yes. Because you have taught me to be a leader."

J.S. "Yes. I could get the job done now with all the experience of learning how to chose the future."

A.S. "Yes. Self-confidence."

D.Z. "Yes. Because I know now what people want. The leader can bring people closer to these things."

Things Learned from the Leadership Development
Program

- C.C. "To support your school more (your school is more important than what you think) Its something to be proud of in years to come."
- D.C. "How to plan a project. How to help the school. How to have a good team."
- P.D. "How to make the school better."
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- J.S. "Planning. How to make it happen and the result."
- A.S. "Cycles. To be more open."
- D.Z. "What other students want. What other students like. What other students believe in."

1. QUESTIONS ABOUT YOU

A. How many years have you lived in Houston? _____

B. How many years have you attended HISD schools? _____

C. Do you walk, ride in a car or use a bus to get to school?
Yes IIIIIIII No _____

D. Do you often have trouble getting to school on time?
Yes II No IIIIII If so, why? _____

E. Do you have a job outside school? Yes II No IIIIII

F. Do you have a real interest in this job? Yes IIII No IIIIII

G. Do you have a good idea what field of work you want to go into? Yes IIIIIIII No I

H. Do your parents have a real interest in how well you do at school? Yes IIIIIIII No I

I. Do your parents ever call or come to school to discuss your progress? Yes IIIIII No II

J. Do your parents sometimes/often help you with your school work? Yes IIIIII No IIII

K. Have you made/kept a number of friends at Reagan? Yes IIIIIIIIII
No II

L. Are most of your friends the same ethnic group as you?
Yes IIIIII No III

2. YOUR IMPRESSIONS OF THE SCHOOL.

A. Did you find it easy to get used to this high school?
Yes IIIIIIII No II

B. Did the staff help you and provide a warm reception?
Yes IIIIII No III Sort of - I

1-II

2

3

4

5

6

7

8

9

10

11-II

12-I

13

14

15-IIIIII

16-II

B

1-III

2

3

4

5-II

6

7

8

9-III

10-IIII

11-II

12-I

13

14

15-II

C. What was the best thing you remember from your first week?

D. How many of your teachers helped and made you feel welcome? Few I Many IIII Most IIII

All III

E. What is the most interesting thing about being in high school?

F. What have been the worst things about coming to high school?

G. What percentage of the students at Reagan are;

Hispanic 40-1 50-11 33-1 30-1 25-1

Black 40-1 20-1 25-11 33-1 30-1

White 30-11 20-1 25-11 33-1

Indo-Chinese 10-111 25-1 125-1 33-1

H. Do you think the different kinds of kids on the campus get along III well, IIIIII not too bad,

 not very well?

I. Do you think that your high school is IIII better,

III about the same, or IIII worse than

most high schools?

J. Do you think IIIIIIIIII or not think II the

school could be improved? What's one thing that you think could be done to improve Reagan High School?

K. Have the extra-curricular activities been explained well enough to make them clear to you? Yes ||||| No ||

L. Do you think the building and grounds are in good shape? Yes ||||| No ||

M. Do you think the building and grounds are kept clean enough? Yes |||| No |||||

3. YOUR CLASSES

A. Do you feel that your teachers know their subject matter well? Yes ||||| No I

B. Do you think that the students in the classroom are fair to the teachers and "let" them do their job? Yes || No |||||

C. Do you believe that your teachers enjoy working with students and teaching school? Yes ||||| No I

D. Are your classes, for the most part, well planned and smooth running? Yes ||||| No I

E. Do you see students being disciplined fairly and quickly when they ought to be? Yes |||| No ||

F. Do your classes have enough books and materials to help you? Yes ||||| No ||

G. Do most of your fellow students, in your opinion, really want a good education? Yes |||| No |||||

H. Is the attendance policy fairly and consistently applied to you and your friends? Yes ||||| No ||||

4. YOUR ROLE IN THE SCHOOL

A. Do you find yourself being asked for your opinions at Reagan || not often || sometimes ||||| frequently?

THE PATTERN OF
THE BOX ON THE
Right Shifts HERE
to the Left
Probably not
WERE CARRYING
"SOMETIMES"

- B. Do you think freshmen are able to have much "say" in the way things go around the school? Yes IIII No IIII
- C. Should students make the morning announcements? Yes IIII No IIII
- D. Do your teachers let you handle any major decisions or responsibilities for your learning in their classes? Yes II No IIIIII
- E. Do the students at Reagan have the chance to plan enough activities for their out-of-class benefit? Yes II No IIIIII
- F. If the students made ten suggestions to the teachers, how many do you think would be accepted?
None I Two IIII Five IIIIII Seven
Ten
- G. How many do you think the principal would accept?
None IIII Two IIII Five II Seven IIII
Ten I
- H. Do you know who the freshmen class officers are? Yes IIIIII No IIII
- I. Do you recall any big activities in which the freshman class participated this year? Yes IIII No IIIIII
If "yes", what were they? Homecoming I Games I CLASS V. PRES. I
ASSEMBLY I PEP Rally I SCHOOL DRIVE I HOMEWORK I SCHOOL Cleanup I
- J. Do you think the freshmen students at Reagan are listened to as much as they ought to be? Yes II No IIIIIIII
- K. Do you think that you did alright this year at getting information about and deciding questions which affect your schooling? Yes IIIIIIII No III

PRE-SURVEY

C. What was the best thing you remember from your first week? (at Reagan H.S.)

It is very different...Making new friends so fast and meeting my new boyfriend...Getting through it easier than Junior High...About how well the teachers and staff treated me...Getting in trouble from the nurse... Meeting new teachers, finding your way around...I heard that an old teacher of mine was working here...The last bell...I was stopped by a cute boy...My English class...Meeting new friends...Meeting the teachers and making new friends...How friendly my teachers were...Meeting new people... That none of the 10th, 11th, and 12th graders didn't play jokes on me.

E. What is the most interesting thing about being in high school?

Finishing school...You become more mature and take an interest in life... Knowing you're on the last road...Learning about things that you never learned before...You have more freedom...Being free in a few years... Have a lot of activities...Being free in a few years...The people around you...You meet new people and you have more privileges...Electives... You get more privileges...The different people. They all have their different ways...I'm learning more in this school than in my previous one...The students...That soon I won't have to come any more...

F. What have been the worst things about coming to high school?

So many tests and examinations...drugs, pot and people who think they are bad with it...Keeping my grades at a level pace so I can be in sports... Having to walk home in the hot sun...Getting up early...Too much homework... Getting up early...Falling down stairs...So much work...Getting up early... Some of the kids' behavior...Being late to a class...The boys bother me... You really don't learn a lot...Staying for detention...

J. What's one thing that you think could be done to improve Reagan High School?

Fix the building...The cafeteria food and snack bar...They could fix the tennis courts...Better government...Remodling the inside...Better government... Majorettes and Pom Pom Girls...Equipment...More students to participate in activities...Get a lot more students to have spirit...More career (job) opportunities...The staff...Paint the wall, new lockers...

Qualities of a Leader

Pre-Survey

R.A. "To express myself to be a leader"
S.B. "Loyal, true, friendly, faithful"
J.C. "To know what is best for his
group of people"
T.J. "Responsible, likeable, patient"
M.G. "Being honest and good"
A.T.M. "A person in charge"
M.M. "Friendliness, aggressive, respon-
sible"
J.M. "Responsible, honest, helpful,
thoughtful"
W.N. "A person in charge"
R.P. "Wise, brave"
A.R. "He tries to do the best thing for
for his people, help everyone"
S.R. "To be strong and wise and know
what is going on"
F.T. "To be happy with the people"
J.V. N.R.

Post-Survey

"Responsible, friendly, honesty"
"Someone who knows what they are talking
about, someone who is loyal, someone who
is friendly"
"Not being shy or timid, able to speak
out, do his/her best for the group"
"Responsible, honest, friendly, patient"
"To be honest, have a good attitude, be
nice student"
"Helps people out, does a good job, keeps
a good place"
"Responsibility, honest, truth, a good
citizen, proud"
"Be understanding, keeps a good place,
be honest"
"Helping people out, does a good job in
leadership lab, keeps a good place."
"Self-sufficient, wise, strong, intelligent"
N.R.
"Leader in sports, leader in class, leader
in their own way"
"How to work with things"
"A good leader must have good qualities,
must express him/her self, a good leader
must help others"

(The other students in the program only completed a pre or a post survey, but not both, thereby there is no comparative data. The above students filled out both, even though they may have given No Response to a particular question.)

Characteristics of Good Teamwork

Pre-Survey

- R.A. "Football, basketball."
S.B. "All the people are working together and enjoying it."
J.C. "First you need a leader and then let each person tell what he thinks would be better for the team."
T.J. "A good team is like friends that all work together as a team."
G.M. "Depending upon each other."
ATM. "The Reagan Basketball team is a well operating team."
M.M. "When everyone works together and are not always defensive."
J.M. "Everyone works together and they expect you to make mistakes at times."
W.N. "The Reagan Bulldogs operate like a normal basketball team."
R.P. "Working together and not having difficulties between each other."
S.R. "The members of the team know each other, and know how they work and everyone gets along."

Post-Survey

- "Get along, everyone share in the responsibilities, and have patients."
"Thinking together, getting along with others and good questions and answers."
"Everyone does their part, communicate, and share in solving problems."
"Everyone responds, has patients, and gets along."
"Stay together, work together, and communicate".
"Stays together."
"Getting things done, sticking together, and having responsibilities."
"Getting things done, sticking together, and having responsibilities."
"Help each other with problems, in a group, share in teamwork, keep each other from the other groups."
"Cooperation, communication and understanding."
"Teamwork in sports and in the classroom."

I am glad I am a human being because

Pre-Survey

R.A. "A Nigger and a proud black young man at Reagan"
S.B. "Intelligent"
J.C. "A boy because boys are more active."
T.J. "I'm friendly. I'm responsible, I'm honest, I'm nice."
M.G. "Because I like myself and the way I look."
A.M. "I am black and I am proud and I like to chase the girls."
M.M. "Very happy, trustful and friendly"
J.M. "Friendly, polite, honest, get along with everyone."
W.N. "Black and proud to be a nigger. My parents next to the oldest child. At Reagan Sr. High School."
R.P. "Alive, and to be brought up by good parents."
A.R. N.R.
S.R. "Able to be involved in sports and make good grades in school and to have good friends."
F.T. N.R.
J.V. "Glad I live."

Post-Survey

"I am I?"
"I am I"
"I can"
"I like helping people. I get to do a whole lot of fun thinkgs."
"I don't want to be an animal or something else."
"I am glad I am a human being because being a human being makes me feel proud."
"I am a good person and I am alive."
"I like what I am."
"I like my life and the good things that go with it."
"I can enjoy being here and having friends."
"I like my life. I like helping people. If I wasn't human, I wouldn't be here now."
"I could get the things I could. If I wasn't a human I couldn't get the things I do now."
"I am able to be alive and help my fellow man."
"I can think about the future."

Reagan High School
Leadership Development Program
April-May, 1982

Group B, Randomly
Selected Group from
Ninth Grade Class

"Should this type of leadership development program be offered at Reagan High School next year? Yes _____ No _____ Say why you answered this way."

- R.A. "Yes. Because I learned something."
S.B. "Yes. Because its good to get together and talk about how we can better Reagan School."
J.C. "Yes. Because it lets you run it your own way or what you think is best for it."
G.J. "Yes. Because it would help a whole lot, especially getting things done around Reagan."
T.J. "Yes. Because it can help us next year with the problems of Reagan."
S.L. "Yes. To influence more people."
G.M. "Yes. Because it was helpful."
A.M. "Yes. You could learn how students feel."
E.M. "No."
M.M. "Yes. Because you learn a lot."
J.M. "Yes. Because we get to express the way we feel. So we can continue to try to make Reagan a better school."
W.N. "Yes. Because it will help the active ninth graders next year in their leadership development."
R.P. "Yes. Because this would make us understand about the feelings of the new freshmen."
A.R. "Yes. Because we're learning something new."
S.R. "Yes. Because you can keep the program going."
F.T. "Yes."
J.V. "Yes."

Reagan High School
Leadership Development Program
April-May, 1982

Group B, Randomly
Selected Group from
Ninth Grade Class

"If someone outside the school asks you, "What was that Leadership Development Program all about," what would you tell them?"

- R.A. "I'll get say get you some." (sic)
- S.B. "Talking about how to better the school."
- J.C. "How to make Reagan a better place to go to school and learn."
- G.J. "I would say that it's about a program that helps students talk about things that go on in school and problems we have and what we can do about them."
- T.J. "It was about how to be a leader and that they're trying to make Reagan a better school."
- S.L. "Being more predictable."
- G.M. "It was about the future of Reagan High School."
- A.M. "Having a new school and keeping it clean."
- E.M. "Get in and find out."
- M.M. "I would tell them it was a program to help you stand out for yourself."
- J.M. "It was about our thoughts of the school and how we could make it better."
- W.N. N.A.
- R.P. "This leadership program was to make decisions about the future of Reagan and how we the Freshmen can help."
- A.R. "It was something about the past, the present and the future."
- S.R. "I would tell them what it is about."
- F.T. "It is a program learned to public voice." (sic)
- J.V. "It was about how to improve the school."

Reagan High School
Leadership Development Program
April-May, 1982

Group B, Randomly
Selected Group
Ninth Grade Class

"Do you feel more qualified to be a student leader at Reagan High School now that you have completed this program? Yes _____ No _____ Say why you answered this way..."

R.A. "Yes. Because I've been in the "Leadership Class".

S.B. "Yes."

J.C. "Yes. Because you know more about leading a group."

T.J. "Yes. Because I have learned to speak out."

G.M. "Yes. Because I know what to do."

A.M. "Yes. But I do not know why."

M.M. "Yes. Because they taught me how to be a leader and to stand up for a lot of things."

J.M. "Yes. Because I feel that I know more about the school and more about the way other people feel."

W.N. "Yes. Because I am the best qualified student there is at Reagan Sr. High."

R.P. "Yes. Because I feel I can speak out and tell my opinion."

S.R. "Yes. Because we talked about the school and are trying to help it."

F.T. "Yes."

Things Learned from the Leadership Development Program

R.A. "Responsible, friendly, honesty."

S.B. "Know to get along. I am I."

J.C. "How to communicate with others. Be able to speak out. How to be organized."

T.J. "That in the future we will have better teachers, food, etc. To speak out."

M.G. "To communicate with students. To speak for what you want."

A.T.M. N.R.

M.M. "Stand up for myself. To take pride in what I'm doing. To do what I think is right."

J.M. "I'm not the only one who feels the way I do about the school. It helps me express my feelings. It taught me to speak out."

W.N. N.R.

R.P. "To be self sufficient. To make my own decisions. To speak out loud."

A.R. "Learned how to listen to different opinions. How to talk with our public voice."

S.R. "How to stand on my chair and say, "I AM I" and to speak out loud in class."

F.T. "I learned to listen with them. HOW to sit still."

J.V. "I learned to speak for my rights and I learned to help others."

G.J. "I learned how to understand and cope with problems. It's helped me express myself."

S.L. "I've learned respect for others (I knew that already). Obediences. Ambition. Sticking up for each other."

E.M. "To be responsible for my self and my grade. Enjoy the people I'm responsible for. Not be afraid to take chances."

PRE-SURVEY

- C. What was the best thing you remember from your first week? (At Reagan H.S.)

Get organized...My best friend...Looking at the young ladies walking the hall... Nice teachers and good people...Meeting people at the school...Looking at all those girls...Practic football and meeting new people...My first friend... I was lonely, no friend, and some student tried to make friends with me and help me...Getting to know the school...All the girls...I didn't know how to get to my classes...All my friends, I got to see them again...Meeting new friends...Doing well in Algebra...Meeting all new friends...All the people I saw...Knowing your schedule for the year...The friend I made the first day... Making new friends...How easy it was to find classes...All the friendly people here.

- E. What is the most interesting thing about being in high school?

The people...Friends...getting an education...Loving work and cading a skulshingsp (sic)...Its all the same to me...You learn more, you get interested in things...Track...You get a good friend and a lot of things to learn...More activities...No more one teacher...You meet many people... It is real close to graduation...None...Achieving knowledge I never knew existed...You have all kinds of friends and high school is big and it makes it fun...It makes you feel mo-e mature and responsible...The students...You make new friends all the time...Learn new things...Being able to speak out...It makes you feel older...

- F. What have been the worst things about coming to high school?

The discipline in some people...Algebra...The people thinking they are tough...Not lurning how to riading (sic)...I do not know...Algebra...I do not know...Hurting each other...Too much work...Getting a lot of homework... Too much homework...Coming at 7:50...Homework...I was scared...I was scared of the atmosphere...Harder work...School work is harder...Getting up in the morning...The tardies are limited...I was nervous, but I'm supposed to be in the 10th. I was here last year. I know more people this year.

- J. What's one thing that you think could be done to improve Reagan High School?

More area...Get rid of the bees...The bees...Get better teachers, some that want to help you learn...Better teachers...The class rooms, remodeling... Clean the grounds...Better learning skills...Get pay telephones...Get a smoking area.

THE INSTITUTE OF CULTURAL AFFAIRS

The Institute of Cultural Affairs is a private, not-for-profit, research, training and demonstration group concerned with the human factor in world development.

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