THE M.I.T.E.S. MESSENGER

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THE TRUE MEANING OF CHRISTMAS

Alan Papendick

Merry Christmas from the Papendick Household to each and every household in Michigan, Illinois, Colorado, Indiana, Ohio, and Florida with a M.I.T.E.S. family in residence. This message is arriving either just before Christmas or just after the blessed day. If you are reading this article during your Christmas Holiday, as it used to be called, or it catches you still in the holiday spirit during Holiday or Winter Break, I hope Santa Claus is or was generous at your house as he is in Midland. I am not expecting to get a piece of coal like a friend of mine did years ago.

Recently a friend of mine, yes I do have friends, who is in his mid-60's were discussing the Christmases we celebrated in years past. Dean told me of one Christmas when he received not only one piece of coal from Santa Claus but a number of them. That was the year he turned 10 or 12 but continued to receive this coal for many years to come. Are M.I.T.E.S. members aware that there are a number of good girls and boys who will receive coal not only in their stockings but as wrapped presents under the tree this year as well as in years past and upcoming Christmases.

Dean could be a pistol but every year when school started in the fall he put on his halo to be a perfect angel for Santa Claus to see. After all, he did not want to be on Santa's naughty list with Christmas coming. Around the age of 10 the guise started to slip and he thought he was regulated to the naughty list.

It was around the age of 10 that Dean's mother had a heart-to-heart discussion about the reality of the North Pole, Santa's Elves, Reindeer and even Santa himself. These many years later Dean told me that he determined that this discussion came about because of his mother's embarrassment of having a 10 year old child still believing in the magic of Santa Claus.

Dean now understands that the gifts he got those many years ago that he thought were lumps of coal, i.e. underwear, boots, pajamas, shirts, and jeans, while his siblings got toys and fun things to play with, were given in love because that was all his parents could afford having 6 children to receive gifts from Santa Claus each year. Dean also realized that his wife's and children's nickname for him, *THE GRINCH*, was given as he still felt for all those years like his parents robbed him of knowing the true meaning of Santa Clause and his identification. . . . . .

Dean requested the I sent this short article out to the M.I.T.E.S. membership, not to excuse him of his years of being a true party-pooping Grinch, but hopefully to insure that states serviced by M.I.T.E.S. would not have children receiving lumps of coal during the forthcoming Christmas seasons or create imminent Grinches. Dean is aware that there are children who

will only receive coal (clothes) for Christmas as their parents will not have extra money for toys.

Therefore Dean has requested that a challenge be issued to all M.I.T.E.S. members to have the students in Industrial Arts and C.T.E. programs to make at least one toy per school to be donated to **M.I.T.E.S.' CORPORATE COMMUNITY SERVICE PROJECT**.

The M.I.T.E.S. executive board would like to see these toys being donated to the Michigan's division of the *TOYS FOR TOTS* organization in mass starting with the 2018 M.I.T.E.S. Student Competition and Professional Development Convention around May 9 or 10, 2018. Teachers may desire for the toys built in their classes be donated to an organization in their local community or designated that *TOYS FOR TOTS* distribute the toys in the community being serviced by their school.

Let's get together and support the children of Michigan, Illinois, Colorado, Indiana, Ohio, and possibility Florida with over 300 homemade toys. Whether you make a toy personally or work with your students to make toys, it can be fun either way. Keep detailed records, with photos and possible newspaper articles, to submit for an Open Division competition at the 2019 Convention. This same information could be used as support in the program's CTE TRAC Book. Coming soon will be a file located on the mites.cc members only website; housing plans for possible Christmas Gifts M.I.T.E.S. members or their students could either make or use in assisting students to come up with ideas for toys to make.

MARKETING AND INDUSTRIAL SUPPORT OF PROGRAMS

One of the speakers to be present at the M.I.T.E.S. 90th Annual Student Competition and Professional Development Conference in May 2018 is Mr. Mark Smith. Mr. Smith currently teaches Industrial Technology at Reed-Custer High School in Braidwood, IL and adjunct professor at Wabaunsee Community College-Sugar Grove, IL and Joliet Junior College, Joliet, IL. Mr. Smith really markets his program well to the community and his industrial partners. I highly recommend you visit the Reed-Custer High School-Industrial Technology Program's Facebook Page at https://www.facebook.com/RCHSIT/ or https://rchsit.weebly.com/ to see how he does it.

In addition to Facebook, Mr. Smith also uses Email to his industrial partners, friends, and backers of his program to make his announcements. Recently he made announcements via Facebook and Email regarding the industrial support of his Reed-Custer High School program from Architectural Woodwork Institute Chicago Chapter, WINBAG http://winbagusa.com, Autodesk-ArtCAM, Thermwood Corporation, and Paint Pockets Company.

WOODWORKING & INDUSTRIAL ARTS FOR KIDS

By Doug Stowe, Fine Woodworking Issue #193– Sept/Oct 2007

A seasoned woodworker and teacher explains the importance of setting up woodworking and industrial arts programs in schools

When Mr. Stowe was in college, an older friend who helped him restore an antique Ford observed, "I don't know why you're studying to be a lawyer. Your brains are in your hands." That simple observation led Mr. Stowe to re-evaluate his plans and eventually become a woodworker and teacher.

Mr. Stowe's daughter Lucy began regular visits to his wood shop when she was three. If you have children of your own, you understand the very important feelings that arise when

introducing your child to something that you love so much. Mr. Stowe has enough love of woodworking to feel a need and a responsibility. He felt it was important to share what we love and what we know with new generations to provide a foundation for the growth and development of those new generations.

It was during the time Mr. Stowe spent with his daughter in the woodshop that helped him to envision his blog ***WISDOM OF THE HANDS*** (http://wisdomofhands.blogspot.com/), and the woodworking pro-gram he helped develop for the Clear Spring School District, a small independent school in Northwest Arkansas. ***WISDOM OF THE HANDS*** recognizes the importance of integrating the head and hands in the development of intelligence for all students.

Even the youngest students can take pride in the work they create in a well-run school woodshop program.

Hands-On Benefits

Hands-on education is nothing new. It has been advocated by theorists for centuries, from Comenius and Jean Jacques Rousseau, to Pestalozzi and Froebel, then to John Dewey and Howard Gardner. It was Rousseau who said, "Put a young man in a workshop, his hands will work to the benefit of his brain, and he will become a philosopher while thinking himself only a craftsman."

Through his blog ***WISDOM OF THE HANDS***, Mr. Stowe has discovered huge benefits for the children. Woodworking and industrial arts have become a favorite activity throughout schools. The counting, measuring, and problem-solving that goes on in these programs, especially woodshop, helps the kids in all their other classes. Mr. Stowe describes this experience regularly in his blog. M.I.T.E.S. and teachers of other disciplines are welcome to visit the blog and follow Mr. Stowe's discourse on the significance of hands on learning, but you may not need it. Industrial arts/CTE teachers seem to grasp the relationship between the hands and learning. We don't need experts to tell us what we know so clearly from our own experience.

However, it seems unlikely that there will be a renewal of industrial arts programs in schools any time soon. The decline of woodshop as well as industrial arts courses began long ago, when the so-called *Russian System* was widely promoted to supply the demand for a largely unskilled workforce. But as the U.S. economy moved away from an unskilled manufacturing base, school woodshops and industrial arts programs became the dumping ground for unsuccessful students. Stripped of their original mission, industrial arts shops have foundered.

But by reexamining the origins of industrial arts programs, a renewed sense of possibility can be gained. At the school where Mr. Stowe teaches, Clear Spring Middle School, it is hoped that the ***WISDOM OF THE HANDS*** program provides an example for other schools to follow, but if you want your child or grandchild to have the creative opportunities and growth that industrial arts offers, , .I.T.E.S. members may need to take matters in their own hands.

Setting Up a School Program

There are many ways to start. A teacher could purchase woodworking project kits for kids to assemble. If the teacher does not have time to dream up more interesting and engaging projects, kits can be a fun activity to start with. But they pale in comparison to the educational benefit that comes through more experimental woodworking: when there are good old-fashioned mistakes to be made, opportunities for the students to help design things through engaging in problem solving. For this to happen, the teacher will need to go a little deeper in their preparations.

In late 2001, Mr. Stowe learned about an early system of

woodworking training called **Educational Sloyd**. It originated in Finland and Sweden and was introduced throughout the world in the latter part of the 19th century. Sloyd, now nearly forgotten, was a very important part of our own manual training history, replaced by the Russian system. (In a nutshell, Sloyd advocated hands-on education for everyone, while the Russian system pushed some students into industry to create an unskilled work force.) Mr. Stowe's study of Educational Sloyd led him to expand the woodworking program he taught at Clear Spring School into the primary grades.

Five Rules for Establishing a School Industrial Arts Program

These rules from the theory of Educational Sloyd can help any adult in guiding the development of young hands and minds in the industrial arts and wood shop.

1. Move gradually from the known to the unknown, from the easy to the more difficult, from the concrete to the abstract.
2. Create lessons to involve the senses, particularly touch, sight, and smell.
3. Design activities to reinforce the connections between the child, the family, the school and the community.
4. Plan your projects so that tools can be introduced one or two at a time. It is important that kids aren't overloaded with information all at once and that they can spend enough time with each tool to develop an understanding of its uses and limitations. Plan simple projects at first. Complications can come later. You may be surprised that children have very little understanding of or experience with handwork. Even folding paper and cutting with scissors are largely forgotten in our computer age.
5. Have fun. You will be providing memories for a lifetime that may have impact for generations.

Keep the Kids Safe

Children, even those in high school, have little sense of cause and effect relationships. It is worse these days because of the amount of time kids spend watching TV or playing computer games. Working with sharp tools presents a danger. Trying to do industrial arts type of work with dull tools presents an even greater danger. To make certain that children's experience in the industrial arts program is a positive one for them and for the instructor, a have a few rules that arise from basic common sense.

1. **No working in the industrial arts classroom without adult supervision.** This rule applies to all ages, preschool through high school. It is the teacher's job as an adult is to create a safe learning opportunity, so this rule is very important.
2. **Use clamps or a bench vise** to hold work for cutting, sanding, or drilling. Most injuries happen to the non-dominant hand. Injuries from tools that slip can be totally avoided by the use of vises or clamps to hold the stock. At Clear Spring Middle School Mr. Rowe made his own somewhat portable workbenches that adjust to different heights for use by the youngest students. A good clamping method is a must for work to be accomplished safely in industrial arts classes. An arrangement of clamps can fill in as a temporary solution, but young hands won't have the strength required to clamp tightly. Teachers will need to help.

Easy-to-build, kid-sized benches. On the bench at right is a "sock," or leg extender, that elevates the bench.

When kids use a handsaw, either both hands grasp the tool or one goes behind the back. Sometimes a child may have to use

his or her non-dominant hand to activate a clamp while cutting. In that case, the child must follow a prescribed placement for the non-dominant hand.

Keeping hands at a safe distance and letting the vise hold the wood.

3. **Introduce tools gradually and logically.** Teachers in the Clear Spring School District follow a simple strategy. Children start learning to use industrial art tools as early as preschool. They pound roofing nails into the end of a log, glue scrap wood into freeform sculpture, and assemble and decorate projects proposed by the teacher and jointly planned with the woodshop staff. First and second graders begin weekly lessons in the woodshop, using hand saws, planes, hammers, nails, glue and sandpaper. Also do some paper Sloyd, an activity started in California in the early 1900's. Paper Sloyd is intended to help prepare elementary school students for wood-working.

Straight cutting Japanese-style pull saws are used in all grade levels. In third and fourth grades, students are introduced to coping saws to give the individuals the opportunity to cut curves in thin material. In fifth and sixth grades, students begin using scroll saws. Students are introduced to use of the lathe and to basic chip carving tools in seventh and eighth grades. Other power tools are introduced at the high school level. Where students can even use a table saw under very careful, experienced adult supervision.

Industrial Arts teachers might consider a similar plan within their school district. There is a great range in the maturity and level of attention that a child can offer to the use of any particular tool. With common sense in the choice of tools and very close, one-on-one supervision, any child can be safe in the woodshop.

Editorialized by Alan Papendick, Ed.D.

Wisdom of the Hands

This is an example of Mr. Stowe's blog that is dedicated to sharing the concept that our hands are essential to learning – that people engage the world and its wonders, sensing and creating primarily through the agency of our hands. Americans have abandoned our children to an education in boredom and intellectual escapism by failing to engage their hands in learning and making.

Monday, December 11, 2017

Scarf Joints

Yesterday I ripped catalpa wood for the balance of the parts for the Bevins Skiffs. I cut scarf joints on the table saw to extend sections of 8 foot stock to over 12 feet. I used epoxy glue thickened with wood flour to secure the joints. This stock, after being planed and cut to width and length will form the seat risers, and top rails. Today we can begin installing the frame pieces to which the seat risers and rails will be attached. The Incra (brand) miter gauge shown is perhaps the only table

saw miter gauge that can be adjusted to such an acute angle (7.5°) to form a scarf joint in this manner.

My objective is to have most of the woodworking completed on both boats before the end of this week when students (and teachers) get out for the holiday break. There may be a few small details that I'll need to attend to when the students are not present. Painting will come later. I will need to turn some of my attention during break to getting the Eureka Springs School of the Arts Middle School's wood shop ready for classes in the spring.

The simple point is that students need to be engaged in doing real things. There must be real things offered in school for which they find pride in having done and through which skills of mind and hand are attained. Even if we were no longer a manufacturing nation — even if we were overrun with meaningless stuff (as we are) — being a human being requires that we create useful beauty in service to each other. To fail to do so may leave us short-handed, short-sighted, illtempered, anxious and depressed.

Make, fix, create, and assist others in learning likewise.

http://clearspringschool.org/academics/middle-school

M.I.T.E.S. VANCANCIES

It was recently brought to the attention of the M.I.E.T.S. Messenger staff of the need for Division Representatives. There is a desparate need to have these positions filled A.S.A.P. So if you have the expertise in EL or AT and are willing to work at the 90th Annual Student competition, please contact Kevin Bidwell at Heritage High School, 989-799-5790 Ext 8304, klbidwel@stcs.org. Kevin Bidwell has stated that he is willing to double the normal compensation for all new division reps that come on board for the 90th Convention.

EL - electrical
AT - applied technologies

Here is a listing of current division reps should members need clarification of any existing or new rules in specific divisions.

AT - Applied Technology
Mark Skiles (989) 245-3359 (c)

AN – Animation
Dr. Matt Assenmacher
(810) 626-2286
mathewassenmacher@hartlandschools.us

AD - Architectural Drafting
Marvin Gage (269) 467-7777 (c)
Rosa Everitt (248) 425-1762
reveritt@birmingham.k12.mi.us

Auto Contest
Scott Westenberg
swestenb@inghamisd.org

CT - Construction Technology
Gary Shaffner (989) 631-2340 (w)
gary.shaffner@bcreek.k12.mi.us

EL - Electrical
Dan Gardner (586) 752-0245 (w)

FT - Future Teacher
Beth Arledge (269) 329-0152 (h)

GA - Graphic Arts
Allen Talcott (231) 526-4801 (w)
Kellie Vagts (248) 570-8966
kvagts@birmingham.k12.mi.us

MS - Machine Shop
Paul Driggers (989) 775-2210 (w)
pdriggers@mtpleasant.edzone.net
Beau Everitt (248) 425-1625
bleverit@oaklandcc.edu

MD - Mechanical Drawing
John Mayes (517) 543-0383
Lois Davis
ldavis1@rochester.k12.mi.us

Metric 500
Mark Skiles (989) 245-3359

OP - Open Division
Harry Istok (586) 383-0275
Bob Crocker (231) 271-3207 (h)
Kurt Chysler (Autobody) (989) 529-3475 (c)
kchysler@tuscolaisd.org

PM - Pattern Making
Frank Koehle (231) 845-7259 (h)
Greg Meyer (313) 274-3832 (w)

PL - Plastics
Pete Twork (616) 997-3433 (h)
ptworks@copsk12.org

WO - Woods
Dave Barresi (231) 492-4139
barresid@perry.k12.mi.us
Wally Wheeler (269) 503-1148 (c)
wwheeler@sturgisps.org
Rick Tank (231) 924-7371 (h)
rtank@fremont.net

WM - Wrought Metal
Glen Zorn (734) 265-3694 (w)
zorn@monroe.k12.mi.us
Dave Morrelli (734) 735-9890
Chuck Luchies (269) 569-0463