

Waggener High School



Waggener High School History & Photos, 1970 & on, 4th. Edition

This is one of many sections that contain information, photos, newspaper articles, internet items, etc. of the St. Matthews area and especially of Waggener High School. Many of the items came from Al Ring's personal collections but many people have helped and I have tried to give credit where I can.

The purpose of this "collection" was to create the history of Waggener and the students and teachers who were there during my time. Being retired I now have time to do many of the things I have always wanted, this project is just one of them. The collection is continuing today, so if you should have old or new information on the St. Matthews area from 1950 to 1962 or Waggener High, please contact Al Ring.

All graphics have been improved to make the resolution as good as possible, but the reader should remember that many came from copies of old newspaper articles and photos. Credit to the source of the photos, etc. is provided whenever it was available. We realize that many items are not identified and regret that we weren't able to provide this information. As far as the newspaper articles that are not identified, 99% of them would have to be from one of three possible sources. *The Courier-Journal*, *The Louisville Times* or one of the *Voice* publications. Books that we have used for some information include, *Randy*, *Cactus*, *Uncle, Ed and the Golden age of Louisville Television*, *Waggener High School Alumni Directory 1996*, *Waggener Traditional High School Alumni Directory 2007*, *Memories of Fontaine Ferry Park*, *St. Matthews The Crossroads of Beargrass* by Samuel W. Thomas, *St. Matthews, 25 Years a City Two Centuries a Community*, *St. Matthews 1960-1995*, *Waggener Lair's 1958 to 1962*, *The Holy Warrior*, *Muhammad Ali*.

Explanation of the following pages, (Please Read)

This section is on the history of Waggener High School. Several alumni have helped by providing information for this section along with many articles from *The Voice Of St. Matthews*. We appreciate everyone's contributions. Also, much of the information is from editions of the Waggener Year books, the *Lair*.

HELP NEEDED

If you have additional information, photos, etc. please get them to Al Ring so they may be shared with the Alumni of Waggener and friends. Your help is appreciated and needed.

You can contact me (Al Ring) at — ringal@comcast.net

Courtesy *Jefferson Reporter*, by Chuck Springer:

Educational Television: VanHoose Recalls Birth Of Channel 15, Eyes Future

Shortly after Richard VanHoose, superintendent of the county school system, learned that WKPC-TV (Channel 15) had been named recipient of the Corporation of Public Broadcasting's annual development award, he recalled an encouraging experience.

"I was visiting one of the grade schools in the area," he said, "And a little boy — he must have been about a third-grader — ran up to me and asked if I wanted to hear him count in Spanish.

"I thought he might be able to count up to 10, but I was amazed when he was able to count all the way up to 100."

A Pioneer: The youngster excitedly explained to VanHoose that he had learned to count in Spanish while watching the educational station. Van Hoose says he has had countless similar experiences since Channel 15 first went on the air in 1958 and he "wouldn't trade them for anything."

VanHoose qualifies as one of the pioneers in educational television.

He became interested in the field during the first year of office in 1951 while attending an educational seminar in New York. Television was still in its infancy then, a black and white set cost about \$500 and many people had never even seen one.

'That's Terrific!': "I looked over the itinerary of the program and saw a subject 'The future of education in television,'" Van Hoose recalled, "I thought, 'Boy! That's terrific. I believe I'll check on that.'

VanHoose said he returned to Louisville all fired up about the idea and shortly afterward met with Philip Davidson, president at the University of Louisville; Skip Graham, library director; and, Omer Carmichael, who was then superintendent of the city schools.

Everybody agreed that it was a good idea and county officials drew up a proposal asking the Federal Communications Commission to include Louisville in its allocation of stations when educational television went into effect.

Ford Offers Funds: Luckily for Jefferson County, the Ford Foundation launched an experiment to "teach by television" and put up \$25 million to get the project started.

"They (the Ford Foundation) were convinced that education could be taught by television," VanHoose said, "They were very much interested in what television could do to re-deploy teachers and cut down on the hum-drum in the classroom and still deal with students on a person-to-person basis."

VanHoose didn't need any further inspiration.

"The Jefferson County School Board was the only system in a position to take up the challenge," he said, "so we soon made application for an educational television station."

Following the FCC's approval of the channel, VanHoose invited all the school districts in the Kentuckiana area to join in a council for implementing open broadcast instructional television. The council was formed in January 1958 and open broadcast went on the air Sept. 8.

From an early participation of 6,622 students in the first year, the system now serves all pupils in the city and county systems.

Teachers Or Actors? VanHoose recalls that in the beginning the problem was whether to hire actors and write a good lesson script or to use teachers and - give them some acting lessons.

"It's a rather exacting task to get up there and look that camera in the eye," VanHoose said. "We used to bring in students during the early days to give teachers the feeling that they were actually talking to children.

"Today, they're both actors and professional teachers. There were some actors in the early days who didn't know what they were doing; they were only as good as their script."

He says educational television has made younger children a lot more intelligent by the time they reach school age.

School Anti-Climax: "Children watch television many hours a day, seven days a week," he said. "By the time they get to school now, it is kind of an anti-climax."

VanHoose says there is no way to put a price on the value of educational television



Photo by Chuck Springer
JEFFERSON COUNTY SCHOOL superintendent Richard VanHoose is a frequent visitor to the studios of Channel 15.

Courtesy *Jefferson Reporter*, by Chuck Springer:

Educational Television: VanHoose Recalls Birth Of Channel 15, Eyes Future

“Who can tell how valuable it is for a student to see Jesse Stuart,” he said. “Just seeing the gleam in his eye when he talks about America is priceless. We say today “Here he is . . . look at him.””

Whole New World: VanHoose believes another asset of educational television is that it eliminates distractions.

“When I was in school, every Monday morning we had to review the basketball or football game,” he said. “But with educational television, this doesn’t happen. There is no opportunity to fiddle away the whole period discussing a basketball game. “You can’t distract television. Thus, a child is exposed to much more material.”

VanHoose does not believe the introduction of cable television to Louisville will harm Channel 15.

“We’ll put the hookup right into our schools,” he said, “Cable television will make us a lot more flexible. Cable will also enable us to distribute the programs at night.

“It will open up a whole new world of community affairs.

Need Proper Financing: “If we get the proper financing and broad base support from individuals in the area, we could do almost anything.”

VanHoose mentioned Fiscal Court, the Board of Aldermen, school board meetings, and Board of Health conferences as items he would like to include in Channel 15’s programming.

Educational television has come a long way since VanHoose became aware of its potential in 1951. And, apparently, he is planning bigger things in the future.

Only Two Protests: Studies were made and plans were drawn up and presented at a June 13 public hearing. Huff said about 200 persons were at the meeting at the Okolona Woman’s Club but only two protested the district’s actions. Also on hand were representatives of the board of health and the bond agent plus officials of the sewer district.

At that meeting the bid submitted by the Jefferson Piping Co. was accepted as the lowest. Huff said the district always accepts a bid before the public hearing so the residents will know exactly what the sewers will cost. The price for each home is \$1,840 plus the cost of individual hook-ups.

A second public hearing was conducted June 20 and only two people showed up and they were there mainly for information because they had missed the first meeting, he added.

At this meeting the board passed a resolution to help Preston Heights get sewers.

A 30-day appeal period ended July 20 and the board is proceeding toward beginning work on the sewers.

Huff said he had received Rex’s petition and it was added to the file, but because the majority of the residents want sewers, they will be installed,

Courtesy *The Courier-Journal*, by Michael Burns:

Waggener High ties for U.S. lead in Merit Scholar semifinalists

The number of Kentucky high school seniors among the semifinalists in the annual National Merit Scholarship competition rose to 229 this year, and one Kentucky school was tied for the distinction by having the largest number of semifinalists in the nation.

This year's Kentucky total is 33 students above last year's figure of 196. Waggener High School in Jefferson County tied with Phillips Exeter Academy, Exeter, N. H., for the largest number of semifinalists from a single school. Both had 35 seniors listed.

"How proud can you be when you are running with the No. 1 high school in the nation, one that gets \$3,000 to \$4,000 tuition per pupil?" Waggener's principal, A. K. Draut, said yesterday. "I think it speaks pretty well for the public schools, since it's a pretty select group to be among," he added.

Draut attributed this year's success to "good parents, good kids, and a good teaching staff" but refused to speculate about next year. "We're like coaches," he said, "we play one year at a time."

The students were among the highest scorers in the state on an exam given in October 1971 to more than 1 million students in 17,000 high schools across the nation. They are now eligible to compete for about 3,000 Merit Scholarships to be awarded next spring.

To become finalists, students must receive the endorsement of their schools, substantiate their high test scores on a second test, and provide information about their achievements and interests. About 96 per cent of the semifinalists are expected to become finalists, and each will be considered for one of the 1,000 scholarships worth \$1,000 each.

Many will also be considered for renewable four-year Merit Scholarships worth up to \$6,000, provided by 500 corporations, foundations, colleges, unions and other organizations.

Students in the Louisville-Jefferson County area and surrounding counties who qualified as semifinalists are:

List shown here only includes Waggener High.

Waggener High School—Walter Baker III, James A. Bauman, Christina G. Benson, Joanne Bridwell, Barry H. Bryant, Susan L. Campbell, Peggy A. Clabaugh, Marsha Lynn Davenport, Paul S. Detlefs, Lois A. Dodge, Diane B. Grover, Timothy N. Harris, Lloyd F. Hyatt, Jennifer A. Leight, Valerie J. Leventhal, Margie Lynn Loeser, Michael W. McConnell, Arthur T. Meeder, Perry Stuart Metz, James B. Morris, Eric M. Nelson, James H. Nold Jr., John A. Raccuglia, Diane M. Roston, William W. Sawyer, Kenneth E. Shapero, Cheryl A. Stewart, David B. Tachau, Terral L. Toma, George T. Underhill, David L. Wagner, Deborah K. Wells, Nancy C. Wettersten, Edwin G. Wilkins and Marc David Zakem.

Courtesy *The Courier-Journal*, by Jean Nance:

Waggener PTA leaves state, national organizations

One of the larger Jefferson County units of the Parent-Teacher Association has severed ties with the district, state and national PTA, and-at least one more county unit is considering the same move.

The Waggener High School PTA in St. Matthews became the second Louisville-area PTA dropout last week (Atherton, a city high school, left two years ago) when it voted overwhelmingly to form an independent action group and keep the same officers.

The board of Hawthorne PTA has discussed deserting, but has not yet decided whether to put the question before the membership.

Other PTA members are concerned with the higher-level organizations themselves.

Needs new people: "We felt the national and the state PTA could be brought up to date, and some new people brought in," said Mrs. Douglas Jarett, Hawthorne PTA president who said her board has disassociated from the PTA structure, but—will decide next week whether to pursue the idea.

The Waggener vote to discontinue PTA ties last Thursday was 55 to 5, with an undetermined number of members abstaining, said Mrs. William H. Hoback, Waggener PTA president.

Letters announcing the pending vote had been mailed to all Waggener parents, she said.

The results have not been publicized, however, she said, "because we did not wish to influence any other schools; we feel this is a decision each unit has to make for itself."

A committee has been meeting this week to draw up by-laws for an independent organization, tentatively called the Waggener Association, that would continue the same services to the school but use all money collected in the school district.

With 1,682 individual memberships last year, the Waggener PTA sent out \$471 to higher levels of the PTA, she said.

Membership dropping: Membership had been declining for the past several years, Mrs. Hoback said, and a number of families had been making subscriptions to the PTA (voluntary donations used by a growing number of PTAs in lieu of fund-raising events) without joining.

Economics was the only issue discussed, she said, indicating that officers preferred not to bring out other concerns involved with the PTA structure.

Discontent has rumbled sporadically through PTA units around the state since the mid-1960s, when the state PTA board of managers began planning a new head-quarters building in Frankfort.

Land was bought but building plans did not materialize, and the once-highly controversial headquarters appears to be a dormant issue at the present time— both Hawthorne and Waggener representatives contacted said that the subject was not mentioned when they discussed dropping out.

The Waggener pullout was not a hasty decision, according to Mrs. Taylor Clark, president last year of the Waggener PTA and still a member of the executive board.

Mrs. Clark is currently first vice president of PTA District 14 (Jefferson County, excluding Louisville), and was one of the five members voting against disassociation.

The newly-elected board surveyed parents on the question last June, sending a questionnaire home in each child's report card. Out of about 1,600 families, 129 questionnaires were returned.

These were about 4 to 1 in favor of forming an independent group, Mrs. Clark reported.

The PTA District 14 board met last Wednesday with the Waggener PTA board to discuss the pending dropout vote, at the district board's request, she said, and Jefferson County Supt. Richard VanHoose was present.

"He just said it was a serious thing and asked the board to think about it, but he didn't put any pressure on anyone," Mrs. Clark said.

Reached at her home in the Covington area yesterday, the state PTA president, Mrs. George E. White, said that the Waggener withdrawal last Thursday "hasn't been reported to me." She added that she had been out-of-town until Saturday, however, at a national PTA meeting in Naperville, Ill.

Courtesy *The Courier-Journal*, by Jean Nance:

Waggener PTA leaves state, national organizations

Reserves judgment: She later said she was aware that the Waggener vote was pending, "but until I get it in writing, I try to make no judgment whatsoever.

"I know large units look at the money they pay in dues (to states and national PTA) and it looks like a lot of money to them," she commented.

She said that for their money, the units receive from the state "a president's packet, with two plan's of work, that is worth well over \$5," and "field service, publications, mailings pertinent to legislation, and anything that concerns a child that comes through from national."

The Kentucky Congress of Parents and Teachers, which has used State Department of Education space in the State Office Building since its founding in 1918, currently has only two paid staffers, an office director and a clerk-typist, Mrs. White said.

Until late 1966 when the State Department of Education moved into a new section of the State Office Building, the PTA had rent-free quarters. Asked the amount of rent the organization pays, Mrs. White said that she only gives information in writing.

An official in the education department fiscal management division said that the PTA pays \$1,823.52 a year.

The headquarters building controversy was fueled when the state PTA board of managers bought a 3/4-acre lot on the Thornhill Bypass outside Frankfort in June 1967, at a cost of \$10,000.

The following year, for the third time the state convention voted down a proposed 10-cent dues increase for a building fund, effectively quashing building plans for the near future.

Mrs. White said that donations and memorials have added to the fund, but she did not know the exact amount offhand. As for building plans, she said, "It's just a dream more or less, I'd say. We own a lot and that's all; we don't have enough money to make it any more (than that)."

It was the land purchase, as well as the dues diversion and "restrictive policies" that prompted the Atherton unit's pull-out, Atherton spokesmen said at the time.

Is trend starting? Whether the Waggener departure will start a trend, "it's a little too early to tell," Mrs. Clark of the District 14 board said. She added that the Atherton move did not have that effect.

There is a regularly-scheduled District 14 meeting next Wednesday, for presidents and a trio of delegates from each county unit, at which the issue is likely to come up. It will be at 10 a.m. in the County Board auditorium on Newburg Road.

Talks with present PTA leaders indicated that the newer members are not that familiar with the state headquarters controversy, but are dissatisfied with the way the state arm of the organization is run.

"If our money went to other schools that can't afford some things, we would be glad, but we've heard that they (state and national PTA officers) mostly travel," said Mrs. Jarett of the Hawthorne PTA.

"Also, we had some extremely hard-working women who had gone to quite a few of the state meetings and said they just 'couldn't get in,' get to do anything."

The Hawthorne board was also concerned that the national PTA backed busing, something that "Hawthorne fought tooth and toenail," Mrs. Jarett said.

Hawthorne is a relatively-small unit, with 168 parents signed up so far this year.

Mrs. Jarett pointed out that the Hawthorne board felt no ill will toward the district PTA. "I've met some of the district officers and they seem to be really on the bail," but she said all the unit gets from the national PTA is a magazine.

Restraining any urge to cut loose from the parent Parent-Teacher organization is the fear of losing parents "who just like the idea of belonging to the national PTA," she said. "But if the parents knew our interests were in our children, in spending our money on them, I think they would agree (with the desire to go independent)," Mrs. Jarett added.

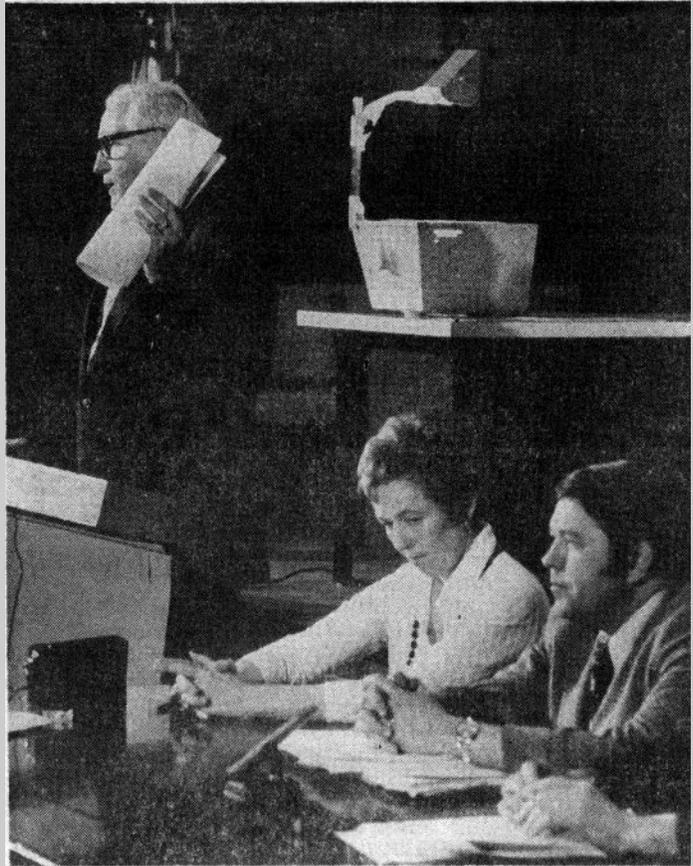
Courtesy *The Courier-Journal*:

Highlights from several sections on desegregation (Edited)

Highlights of plan for desegregation

Here are some major highlights of the joint desegregation plan presented yesterday in U.S. District Court by the Louisville and Jefferson County school boards:

- 25,000 to 30,000 of the two systems' combined 143,800 students would be bused each year to achieve racial balance in 172 schools.
- More than 24,000 students would be exempted in the first year from the possibility of being bused ever for desegregation purposes.
- Although almost all other students could expect to be bused at some point in their school careers, an estimated 80,000 to 90,000 wouldn't be touched by the plan in any given year.
- Nearly all elementary schools, middle schools and junior and senior high schools would have an approximate racial ratio of 80 per cent white to 20 per cent black.
- The same racial ratio would apply to the two systems' combined 6,200 teachers.
- Five Louisville schools would be permanently closed, and their students assigned elsewhere.
- An additional 150 new school buses would be required above the existing county fleet of 510, with the possibility of staggered school starting times.
- Merger of the two systems is a presumed part of whatever desegregation plan is approved by the courts.



Staff Photo by Frank Kimmel

Supt. Richard VanHoose of the Jefferson County schools briefs newsmen following yesterday's filing of a joint school desegregation plan in U.S. District Court here. Seated are Mrs. Carolyn Hutto, city school board member, and city Supt. Newman Walker.

A chronology of actions taken in school integration case

Here's a look at how the school-in-tegration case has unfolded:

June 21, 1971 — The U.S. Department of Health, Education and Welfare (HEW) ordered the Jefferson County Board of Education to remove the "racial identity" of Newburg Elementary School.

June 28, 1971 — The Jefferson County Board of Education approved seven plans for desegregating Newburg School by "pairing" it with other schools.

July 13, 1971 — HEW rejected all seven plans.

July 27, 1971 — Jefferson Circuit Judge Marvin J. Sternberg ruled that the Louisville school system's "minority transfer plan" for increasing integration was unconstitutional and that the system was integrated.

Aug. 7, 1971 — The Jefferson County school board voted to miss the HEW deadline for desegregating Newburg School. It also voted to continue negotiations with federal officials.

Aug. 27, 1971 — Kentucky Civil Liberties Union (KCLU) and Legal Aid Society attorneys filed suit in U.S. District Court asking for desegregation of the Jefferson County school system.

June 22, 1972 — KCLU and National Association for the Advancement of Col-ored People (NAACP) attorneys filed a suit asking for desegregation of the Louisville schools through annexation of all the area inside the city limits but outside the present city school bound-aries.

Immediately afterward, the Kentucky Commission on Human Rights filed an intervention suit asking that desegregation be achieved through merger of the Louisville, Jefferson County and Anchorage school systems.

Courtesy *The Courier-Journal*:

Highlights from several sections on desegregation (Edited)

A chronology of actions taken in school integration case

July 10, 1972 — Louisville and Jefferson County Federation of Teachers filed an intervention suit asking that the Louisville schools be desegregated by annexing a substantial part of the Jefferson County school district, including the 4th-class cities of St. Matthews and Shively.

Sept. 6, 1972 — U.S. District Judge James F. Gordon ruled that he would not order merger or annexation as a method of desegregation. He also dismissed Anchorage from the suit.

Dec. 1, 1972 — Trial began before Judge Gordon on the suits filed by KCLU, the Legal Aid Society and the NAACP.

March 8, 1973 — Gordon dismissed the suits against the Louisville and Jefferson County school systems, ruling that both systems were integrated. An attorney for the civil-rights groups said they would appeal Gordon's decision.

Oct. 3, 1973 — The U.S. 6th Circuit Court of Appeals in Cincinnati heard oral arguments from both sides of the desegregation suit.

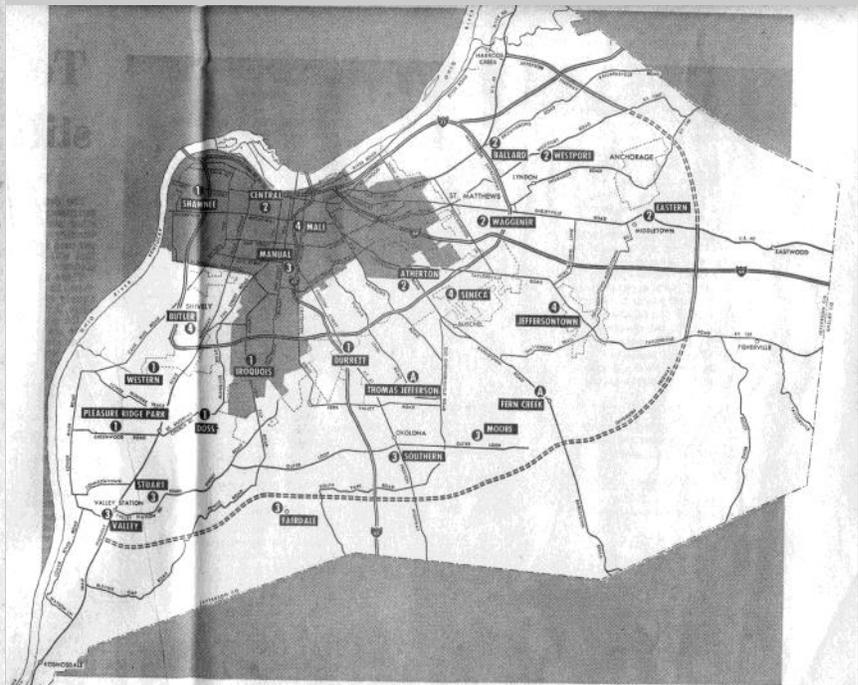
Dec. 28, 1973 — The Circuit Court of Appeals ordered a desegregation plan prepared for all three school districts — Louisville, Jefferson County and Anchor-age, reversing Gordon's decision.

March 24.28, 1974 — Louisville, An-chorage and Jefferson County systems ap-pear case to U.S. Supreme Court.

April 10.11, 1974 — Anchorage school board files own desegregation plan and Louisville-Jefferson County boards file joint plan in compliance with U.S. District Court order.

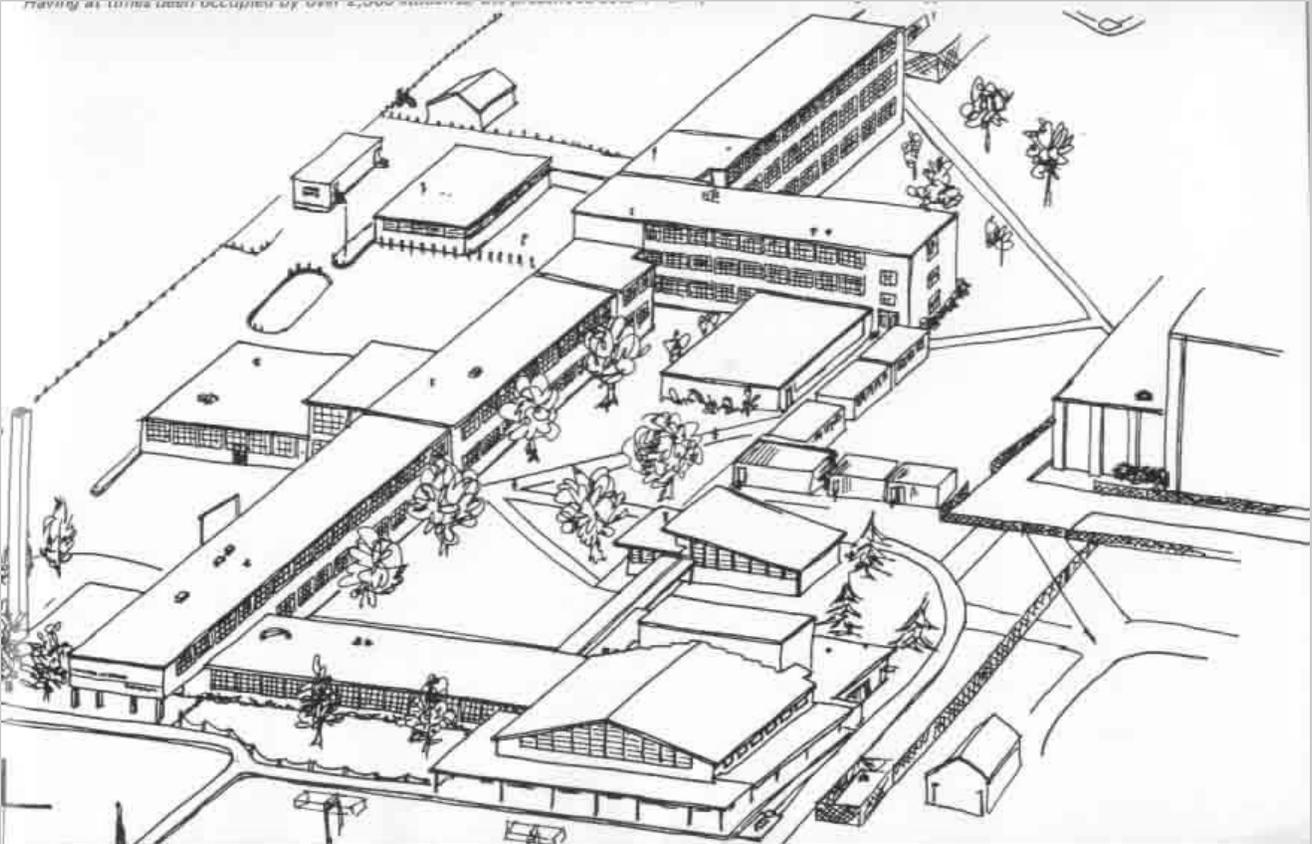
Plus and minus figures indicate the number of black students moved from or into individual schools.

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|---|---------------------|
| SENIOR HIGH CLUSTER 1 | 17.84% BLACK |
| SHAWNEE, 4018 W. Market St. | -751 |
| IROQUOIS, 4615 Taylor Blvd. | +127 |
| DOSS, 7601 St. Andrews Church Rd. | +148 |
| PLEASURE RIDGE PARK, 5901 Greenwood Rd. | +152 |
| DURRETT, 4409 Preston Hgwy. | +147 |
| WESTERN, 2501 Rockford Ln. | +175 |
| SENIOR HIGH CLUSTER 2 | 17.95% BLACK |
| CENTRAL, 1130 W. Chestnut St. | -662 |
| ATHERTON, 3000 Dundee Rd. | +163 |
| BALLARD, 6000 Brownsboro Rd. | +153 |
| WESTPORT, 8100 Westport Rd. | +114 |
| WAGGENER, 330 S. Hubbards Ln. | +145 |
| EASTERN, 12400 Old Shelbyville Rd. | +85 |
| SENIOR HIGH CLUSTER 3 | 15.21% BLACK |
| MANUAL, 120 W. Lee St. | -638 |
| MOORE, 6415 Outer Loop | +129 |
| SOUTHERN, 8620 Preston Hgwy. | +155 |
| FAIRDALE, 1001 Fairdale Rd. | +130 |
| STUART, 4601 Valley Station Rd. | +111 |
| VALLEY, 10200 Dixie Hgwy. | +110 |
| SENIOR HIGH CLUSTER 4 | 15.86% BLACK |
| MALE, 911 S. Brook St. | -279 |
| JEFFERSONTOWN, 9600 Old Six Mile Ln. | +124 |
| SENECA, 3510 Goldsmith Ln. | +67 |
| BUTLER, 2222 Crums Ln. | +88 |
| JEFFERSON COUNTY CLUSTER A | 17.84% BLACK |
| THOMAS JEFFERSON, 4401 Rangeland Rd. | -251 |
| FERN CREEK, 9115 Fern Creek Rd. | +251 |



STAFF MAPS BY STEVE DURBIN,
WES KENDALL, WALTER ARNETT

Scanned this out of the 1977 yearbook...great rendition of Waggener at the time.



Mary Gliessner
243 Churchill Park
Louisville, Kentucky 40220

And a reminder to everyone:

WHS.
Class
Reunion

Date: Saturday, August 27, 1977
Time: 8:00-1:00
Place: Professional Towers Building
4010 Dupont Circle, Louisville, Kentucky
Band: The Epics
Price: \$7.50 per person includes open bar, snacks,
band, room, etc.

Courtesy of *Louisville Times*:

**“Waggener is Needed”
Chant kept alive although school not listed for closure**

By Linda Sanders, Staff Writer:

On a blustery Saturday earlier this month, signs began going up all over the St. Matthews area.

The marquee in front of a fast-food restaurant read, “Waggener is Needed.”

The sign for a branch bank said, “Waggener is Needed.”

In store windows along Shelbyville Road, placards read, ‘Waggener Is Needed.’

It was all part of a game plan to keep Waggener High School open — a plan devised by parents, teachers and students who helped defeat the proposed closing of Waggener last winter.

The parents didn’t slow down when the list of schools recommended for closing this spring came out, even though Waggener, at 330 S. Hubbards Lane, was not on the list.

They geared up, urging nearby cities to pass resolutions supporting the high school, passing out bumper stickers with the “Waggener Is Need-ed” slogan, collecting signatures from business owners who oppose closing the school, speaking before the Jefferson County school board.

Caries Elliott, father of Waggener students Donald, 11, and Dana, 15,. led the campaign.

“We made no assumption that the recommendation would be approved,” he said, Monday, hours before the school board voted to close Waggener’s middle school but keep the high school open. Westport Road high School, at 8100 Westport Road, will be closed, though, and many of its students will go to Waggoner.

Elliott, who works for a bank and lives at 2409 Vinedale Ave. near Browns Lane, said those who formed the Waggener support group, known as W.I.N., wanted to keep a positive image up to the moment the school board voted.

“We felt like we had to maintain good exposure in very good taste,” Elliott said. “We’ve been very careful not to refer to other schools. We wanted to point out the strong points of Waggener and then be judged by that.”

But even with the school board’s vote behind them, Waggener supporters aren’t disbanding.

“We’ve got a bigger challenge ahead...,” Elliott said. “We’ve got to prove to them that their decision is right.”

Elliott said he thinks Waggener’s emphasis on traditional basic education influenced board members not to close the school.

He said parents, teachers and students will have to work together to keep the emphasis on education strong and to integrate the Westport students who will be coming.

“We need even more commitment and involvement by parents,” he said.

The Waggener group, which was formed in late October at the prodding of the school’s advisory committee, conducted a studied, low-key campaign — much as the same people did a year ago when the school board announced plans to convert their school into a middle school.

Last year, parents and students used letters and phone calls to publicize their protest and kept public assemblies orderly and businesslike.

This year, Elliott established a structure of supporters, some from last year’s battle and some new ones. They used the bumper stickers, city resolutions and petitions to get their point across.

Waggoner Day, the day area businesses displayed “Waggener is Needed” signs, came Jan. 10.

Courtesy of *The Courier-Journal, Neighborhoods East*, by Howard Miller, photos Arza Barnett:

Arthur Draut closes the book on 29 years at Waggener

Arthur Draut's office at Waggener High School has a door to the hallway. He keeps it open.

"When I attended high school, my principal was more of an image than a real human being to me," said Draut, 58, who has been at Waggener since the school opened as a junior high in 1954 and has served as its principal for 15 years. "I keep the door open so the children can see me."

But the students at the St. Matthews High School won't be seeing him much longer.

Draut is retiring next month.

"It just seemed like a good time to retire," he said.

"My house is paid for and all my children will have graduated from college. I don't want to be one of those guys who hangs on to his job for years and years and then dies 30 days after he retires."

Draut and his wife, Patricia, have been married 33 years and have three sons.

Draut began his teaching career at Eastern High School in 1949. He served on a supply ship during the Korean War, then returned to Eastern in 1953. The next year he went to Waggener to teach math and social studies, dispatch buses and work in the storeroom. He later worked as a guidance counselor at the school and served as assistant principal for 10 years.

Draut's activities in St. Matthews aren't limited to Waggener.

In 1976 he was appointed to fill the unexpired term of a St. Matthews City Council member who died in office. He's been reelected three times, and in the last council election he received more votes than any other candidate.

"He has a feeling for all the community," said council member Millard French. "He's been at Waggener for so long. He knows all the students who went there and most of their parents."

Draut has seen Waggener, which has 1,250 students, with as many as 2,600 in the mid-1960s and as few as 985 in 1980. He has seen its black enrollment go from zero when it first opened to 20 percent now.

"A lot of things have changed in the years I've been here," he said. He lives at 4306 Churchill Road, only two blocks from the school building, and is used to being called on school business at all hours of the day and night.

"My wife says I'm married to this school," he said with a laugh. "You can't plan too far ahead. You have to handle problems as they arrive."

Draut's day is divided among routine office chores such as approving orders for supplies, faculty meetings, observing classroom activities for teacher evaluations and consulting with students.

As he walked the hallways recently, he saw a student with his shirt hanging out.

"I used to tense up when I saw something like that," he said. "But I guess you mellow as you get older."

However, he hasn't mellowed too much — he doesn't allow students to wear tank tops or hats in school. And he would like to see a strict dress code enforced at all county schools, and a requirement that students lose credit for unexcused absences as well.

"I think you need ground rules," he said. "Kids are pretty reasonable if they know the ground rules. You need to lay them down and treat everyone fairly."

At lunch time Draut is often in the cafeteria, watching over the school's a la carte lunch program, one of six in the county system.

Courtesy of *The Courier-Journal, Neighborhoods East*, by Howard Miller, photos Arza Barnett:

Arthur Draut closes the book on 29 years at Waggener

"I was a Supply officer in the Navy," said Draut, who is a commander in the Navy Reserve. "This is one of my more enjoyable tasks of the day."

Jack Jacobs, a wrestling coach who's been at Waggener for 10 years, said he has appreciated working with Draut's guidance.

"He's one of the finest people I've ever been around," said Jacobs. "He supports us in everything we do." The students at Waggener have dedicated their 1983 yearbook to Draut, and there will be an open house at the school in his honor June 5.

"I'm sorry to see him go," said Lee Bissell, 15, a sophomore who lives at 3117 W. Muhammad All Blvd. "He's a good principal who respects his students. It will be a loss to Waggener."

Bob Pilkington, a member of the school advisory committee who has had three children attend Waggen-er, is in charge of the open house. "Whoever follows him will have a lot to live up to," said Pilkington, of 4307 St. Regis Lane. "He runs a tight ship."

Draut said that after his retirement he will devote more time to his duties as a St. Matthews council-man and to his favorite hobbies: swimming and fishing.

"I'd like to find some part-time work," he said, as he continued watching the cafeteria line. "But running a high school doesn't prepare you for many jobs."



At the end of the school day, Draut usually has time to catch up on phone calls and paper work in his office.



Between classes, Draut joined Pat Ernst, left, a special education coordinator for the North Region, and Terri Sheeran, a learning/behavioral disabilities teacher, for a quick meeting.

Courtesy of *The Courier-Journal, Neighborhoods East*, by Howard Miller, photos Arza Barnett:

Arthur Draut closes the book on 29 years at Waggener



Staff photo by Arza Barnett

Keeping doors and minds open

Waggener High School secretary Vicki Shearer went through paper work with principal Arthur Draut last week. Draut, who will retire this spring, has been principal for 15 years. Mrs. Shearer has been his

secretary for eight years. His office door on Hubbards Lane is adorned with needlepoint and printed sayings, some of which he got as gifts. A story on Draut and more photos are on Page 3.

Courtesy Bill Wetheron (61) saw this at a local antique shop, dated 1983:



Courtesy Salley Wood Cox (67):

Aug. 15

Dear Classmate,

Do you remember:

Senior Vaudeville?
"Teahouse of the August Moon"?
Phrases like "gross out!!"?
Beating Seneca 41-39?
Lively marbles at graduation?
The Prom at the elegant Jeffersontown gym?
Breakfast on the Belle of Louisville?
Springtime bomb threats?
and all the other great "Senior Stuff"?

As the arteries harden, and the grim number 40 looms large on the horizon, we find our memories becoming increasingly vague or selective. It must be time for that self-indulgent wave of nostalgia known as the

20 YEAR WAGGENER CLASS OF '67 REUNION

Now's your chance to enjoy music, food, and conversations with people you may not have seen for two decades. Come join us in rekindling old friendships and catching up on recent news.

DATE: SATURDAY, AUGUST 15, 1987
TIME: 8:30--1:00 P.M.
PLACE: THE BROWN HOTEL, CRYSTAL BALLROOM
COST: \$16.00 PER PERSON
SPOUSES AND FRIENDS WELCOME
(we'll have hors d'oeuvres, music, and a cash bar)

Need a place to stay? Special discounted rooms are available at the Brown for \$45 a night. Call (502) 583-1234 for reservations. Please mention that you are with the WHS Class of '67 Reunion.

From *The Courier-Journal*, January 3, 1990, by Joe Koniak. (NOTE: This article did not include William Gayle Cox or John Harlan Sweet.)

Vietnam memorial will bring war home for Waggener High



William M. Duncan
Class of '61
Died July 21, 1967



Thomas S. Hamilton
Class of '65
Died Feb. 15, 1969



Wayne A. Hokenson
Class of '66
Died March 31, 1968



Robert Pfeister
Class of '66
Died Jan. 10, 1968



Kirk A. Woolley
Class of '61
Died Feb. 11, 1969

For Al Clements, establishing a memorial for Waggener High School's Vietnam War veterans makes him recall a skittish evening spent with high school buddy Bill Duncan in spring 1967, just before each entered the war.

That night at Dutch's Tavern in St. Matthews, Duncan and Clements shared beers and memories from their days in Waggener's Class of '61. They talked "mostly about old girlfriends and football games," Clements said.

The stocky pair of 24-year-olds also nervously discussed their impending entry into the Vietnam War, Clements in the Navy and Duncan with the army.

"Neither one of us was really ready," said Clements, now co-owner of a landscaping business.

About three months later, on July 21, 1967, Duncan died in battle.

"He didn't last long," said Clements of Blue Ridge Manor. "Of course, a lot of people didn't."

Of all those who didn't, Duncan was one of five Waggener alumni. The others were Thomas Hamilton, Wayne Hokenson, Robert Pfeister and Kirk Woolley.

In an effort to honor those five, Clements is collaborating with Ken Draut and Mark Fenzel, both 1973 Waggener graduates, to establish a library memorial at their alma mater.

The goal is to amass books, memorabilia and, if enough money is raised, videotapes to be housed in a section of the library designated as the Waggener High School Vietnam War Memorial.

A plaque and a biographical folder commemorating the five who died—and all Waggener alumni who served in the war—will embellish the section, which is to open this fall.

"Hopefully this will generate continuous interest among kids at Waggener to learn about the Vietnam War," said Draut, who served in the Navy on active duty in Guam from 1973 to 1975. "When they walk by and see this plaque, maybe it will draw interest, not just now but in five, 10, 15 years, as our memories of the war begin to dim."

Draut, of St. Matthews, came up with the idea last September, when he discovered he was eligible for a \$300 Vietnam War era bonus to be issued in April by the state. Because he never actually fought in Vietnam, Draut felt he didn't deserve the money, and he brainstormed for an appropriate use for it.

After deciding to establish the memorial at Waggener, Draut enlisted the support of other Waggener alumni, including Clements and Fenzel, who served on active duty, but not in Vietnam. All three are now in military reserve units.

After getting approval from Waggener principal Donna Ludwig, Draut scoured 1955-75 issues of the school paper, the *Chit chat*, for names of possible contributors. After writing them about the library plan, the trio have netted \$500 in pledges, including Draut's \$300. Draut, whose father, art Draut, was principal at Waggener from 1969-83, expects the drive to net about \$1,000 in all.

From *The Courier-Journal*, January 3, 1990, by Joe Koniak. (NOTE: This article did not include William Gayle Cox or John Harlan Sweet.)

Vietnam memorial will bring war home for Waggener High

For now Draut, Fenzel and Clements are sending out more pledge letters and considering which books should stock the shelves.

Relatives of the dead soldiers say they're please with the endeavor.

"It's nice for them to have that in the school for the kids to read and understand a little more about what went on," said Edith Hokenson, Wayne Hokenson's mother. She and her husband, Carl, of Hemingway Road in Fairmeade, said they will contribute to the biography for the memorial.

Librarian Brenda Sheeley expects the section to be frequented by students, many of whom have relatives who fought in Vietnam.

The memorial should prove an educational boon for Waggener, Fenzel said.

"We hope the students will feel as we do, that his is a very important part of our country's history, and they will read up about it," said Fenzel, of Village Drive south of Cherokee Park. "We're not trying to press an opinion on them about whether the war was good or bad—we'll let them draw their own conclusion. We just want them to learn about it."

From *The Courier-Journal*, March 6, 1991, by Martha Elson:

A page in history

Waggener accepts book collection as part of its Vietnam memorial

Vietnam veteran Ron Ray thinks U. S. leaders learned critical lessons from the country's "long and painful involvement" in Southeast Asia — lessons that brought about 'decisive, deliberate, clear objectives' in the Persian Gulf war and widespread national support.

Ray and others hope that a new collection of books on the Vietnam War will help Waggener High School students learn, too, as they seek to understand Vietnam and make decisions about the future. Three Louisville-area veterans who had attended Waggener raised money to buy the books, which are part of a new Waggener High School Vietnam Memorial. The memorial honors those who served and died in Vietnam, including six Waggener alumni who were killed in the war.

The aim, said memorial organizer Ken Draut, is to create a "good educational resource" where students can "find out about the good and the bad — read stories of inspiration and stories of despair."

"We wanted to make an effort to bring in all sides," said librarian Brenda Sheeley.

Draut and Ray, a Louisville attorney who was the founder and chief fund-raiser for the Vietnam War memorial in Frankfurt, spoke at the dedication of the collection last Wednesday — as news spread of the apparent end to the Persian Gulf war.

Draut, a 1973 Waggener graduate, said the latest war has forced students to talk about patriotism, duty, politics, life and death and that the new collection will enable them to "read about how others faced similar issues in the past."

"It's the least we can do to honor Vietnam veterans," said Dorothy Bottom, a World War II Army nurse and a member of VFW Post 6376 in St. Matthews, who was in the audience. "They're deserving of more than we've given them."

Draut and the two other Waggener alumni — attorney Mark Fenzel and landscape business owner Al Clements — raised money for the memorial by soliciting donations from Waggener alumni, families of the slain soldiers, veterans groups and others. Draut, Fenzel and Clements all served in the military, though not in Vietnam.

From *The Courier-Journal*, January 3, 1990, by Joe Koniak. (NOTE: This article did not include William Gayle Cox or John Harlan Sweet.)

A page in history

Waggener accepts book collection as part of its Vietnam memorial

Draut had the idea for the collection about a year and a half ago, when he discovered he was eligible for a \$300 Vietnam War era state bonus. Draut had served in the Navy in Guam from 1973 to 1975, but didn't think he deserved the money. (Draut, who works for the Kentucky Department of Education in Frankfort, is the son of Art Draut, mayor of St. Matthews and principal at Waggener from 1969-83.)

Rather than keep the money, Draut decided to use it to create the library memorial. He and the others have raised \$3,384, and have spent about half that amount to buy or order about 150 books.

Money left over will be used to buy other books and perhaps to sponsor annual essay contests, Draut said.

Besides the books, the collection includes a plaque honoring those who served and died in Vietnam, including the six Waggener alumni who were killed: William M. Duncan (Class of '61), Kirk Allen Woolley ('61), Thomas Scott Hamilton ('65), Wayne Allen Hokenson ('66), Robert Pfeister (66) and William Gayle Cox (67).

At last week's dedication, Draut and Fenzel spoke about the soldiers lives and deaths: how Hamilton died trying to save several of his fellow soldiers; how Duncan, an only child, was nervous but excited about going to Vietnam and how his death was devastating to his parents;" how Woolley was killed while being lowered from a helicopter to rescue a U. S. paratrooper trapped in a tree.

Yearbook photos of the soldiers are mounted on a plaque in a double bookcase stocked with books and videos relating to Vietnam. The plaque was donated by Kirk Woolley's brother, Craig Woolley.

Among the titles in the collection are 'Home Before Morning: The True Story of An Army Nurse in Vietnam,' 'The Elephant and the Tiger: The Full Story of the Vietnam War,' 'A Bright Shining Lie: John Paul Vann & America in Vietnam,' 'What Should We Tell Our Children About Vietnam?'

Also, 'Inside the Green Berets: The Story of the U. S Army Special Forces' and the fiction work *Steel Message From Nam* by Danielle Steel.

Videos include 'Vietnam: The Ten Thousand Day War,' written by Peter Arnett, and 'Vietnam: A Chronicle of War.' narrated by Walter Cronkite.

Also at the ceremony was Vietnam veteran Randy Simms, 42. of St. Matthews, a Trinity High School graduate. With him was his 11-month-old son, Charles Randall, whose T-shirt read: "My Dad is a Vietnam vet and I'm proud of it."

Simms said he thinks the collection is "fantastic" and that he's pleased to see "a lot of books on both sides of the fence."

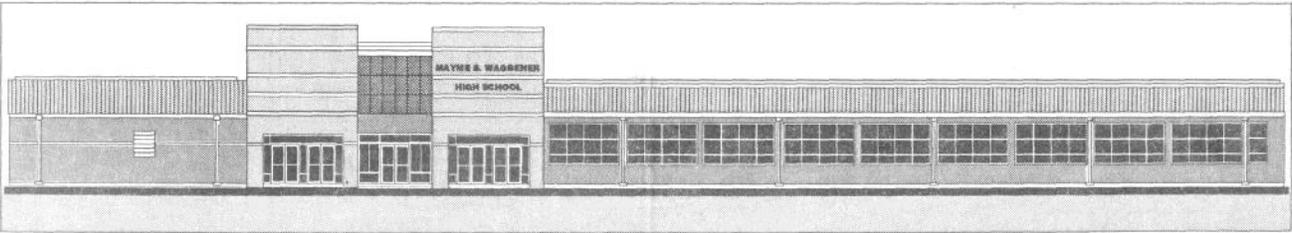
The Vietnam war, he said, "was the most ridiculous thing. There was no reason to lose 58,000 men. That's been proved in Desert Storm."

Photo courtesy of *The Courier-Journal, Neighborhoods*, Wednesday March 28, 1990, by Gayle Cutler Pressman.



The photo at left, taken in 1959, shows a 5-year-old Waggener High School. The drawing below illustrates the new look Waggener will have once a renovation project is completed. The renovation will be Waggener's first since it opened in 1954. The \$4.6 million project will include eight science classrooms with labs and a refurbished gymnasium, cafeteria and library. Central air conditioning also will be installed. And there will be a new audio-visual room and a media classroom featuring a broadcasting course.

FILE PHOTO. DRAWING BY STAFF ARTIST WES KENDALL. SOURCE: LOUIS & HENRY GROUP



'Awesome' renovation under way at Waggener

High school's 4.6 million project includes air conditioning, new sciences classrooms.

By the time Waggener High School's \$4.6 million renovation is finished next year, virtually no part of the three-story, 75-plus classroom building will be the same, aside from its name and 330 S. Hubbards Lane address.

The roof won't leak, and the paint and plaster won't peel. Electrical wires won't hang exposed, and students won't bake from summer heat.

It will have eight new science classrooms with labs, a new audio-visual room, and a media classroom with a new broadcasting course and teacher to go with it. There'll be a refurbished gymnasium, cafeteria and library, plus additional space for new trophy cases for academics and sports.

"We're taking every system out — electrical, plumbing, mechanical, you name it — and putting new ones in," said Donna Ludwig. Waggener's principal for seven years. "And we're installing central air conditioning throughout and doing total cosmetic surgery. "It's awesome."

The work includes new paint, tile, floor treatments, ceilings, roof, floors and more than 700 windows. Trenches surround the school for new heating pipes that are being installed the length of the building.

The project is the first renovation since Waggener opened in 1954. Ludwig said it is being paid for with state and local funds to bring the school up to state standards.

It has been three years in the planning.

"They didn't just come in here and decide to do this overnight, Ludwig said. "The state and local facilities people walked through the entire building several times. They looked into every closet and examined everything."

Photo courtesy of *The Courier-Journal, Neighborhoods*, Wednesday March 28, 1990, by Gayle Cutler Pressman.

Construction started last August and is scheduled to be finished before the start of the 1991 school year.

To meet that timetable, construction crews for C. G. Campbell & Son of Goldsmith Lane are working from 7:30 a.m. to 11 p.m. every weekday. And that's meant extra work for the school's custodial crew, which has to sweep and mop classroom and hallway floors more often than usual because of dust generated by the construction.

Just completed is renovation of the smaller of the school's two gymnasiums. That gym, which has a stage, doubles as a theater.

New equipment includes electronically controlled bleachers, two lighting systems, a sound system, and acoustical ceiling, paint and stage curtains. The gym locker room has new floors, lockers and showers, plus electrical outlets for hair dryers.

The gym floor—which was stripped, sanded and restained—remains covered with plastic because the entire contents of the library and science rooms will be stored there during work in those rooms.

To passers-by, the most obvious part of the renovation involves changing the school's drab gray concrete exterior to red brick.

Freshman Marci Kiefer, 15, agrees. "We had air conditioning at Noe Middle School, and I really miss it," said Marci, who lives on Frankfort Avenue. "It's hot on the second floor, and it makes me so tired I just want to go home and go to sleep."

Ryan Brooks, an 18-year-old junior who lives on Greenmeadow Circle, likes the improvements so far and wishes the project could be done before he graduates next spring.

"Besides a little noise, the construction hasn't been a problem at all," he said, "and everything's starting to look better."

"We went into the small gym for passing drills, but we didn't want to use it, it looked so nice," said Brooks, a quarterback for the varsity football team. "I just wish I could be here for the fall of '91."

Courtesy Helen C. Cox Nelson:

Books on Shelf

A Rumor of War
 Dispatches
 Everything We Had
 A Bright and Shining Lie
 My Father, My Son
 Sherman's March and Vietnam
 F-4 Phantom
 The Vietnam War
 Waiting for an Army to Die
 The Bad War
 Air War Over Vietnam
 The Killing Zone
 Writing Under Fire
 Phantom Over Vietnam
 Fields of Fire
 Vietnam: The Other War
 NAM
 The Elephant and the Tiger
 And One for All
 Fire in the Lake
 Travelers
 The American Experience
 Fallen Angels
 December Stillness
 Vietnam, A History
 Eyewitness History of Vietnam
 Combat Photographer
 A Contagion of War
 America Takes Over
 Setting the Stage
 Nam: The Vietnam Experience
 Life: War Goes On
 Life: MIA
 Life: Faces of Dead
 Ringed in Steel
 The Grunts
 Battles of the Vietnam War
 Pictorial History of Vietnam
 Born on the Fourth July
 Green Knight, Red Mourning
 Going after Cacciato
 A Soldier's Report
 Infantry in Vietnam
 A Piece of My Heart
 Marine Sniper
 Thud Ridge
 Air War Over Vietnam
 Home from the War
 On Yankee Station
 Pak Six
 Over the Beach
 Bat 21
 Fox 2
 Professional LRRP
 Inside the Green Berets
 Death Valley
 Casualties of War

Air War Vietnam
 Cambodia File
 Tunnels of Chu-Chi
 Long Time Passing
 My Secret War
 Huey
 Killing Zone
 War
 War Years
 Guide to the Air War: Vietnam
 Mission MIA
 DAU
 Home Before Morning
 Survivors
 Bloods
 National Geographic: Vietnam
 Hard Road to Peace
 Aircraft of the Vietnam War
 USAF Phantom
 USN Phantom
 Veteran Magazine
 Army Blue
 Flight of the Intruder
 Vietnam
 What should we tell our children
 A Lonely Kind of War
 The Aftermath
 Thunder from Above
 Raising the Stakes
 Passing the Torch
 Setting the Stage
 War in the Shadows
 Fighting for Time
 The Fall of the South
 Portrait of a Tragedy
 The Things They Carried
 Song of Napalm
 MIA: Missing in Action
 In the Combat Zone
 The Killing Fields
 Images of War
 Always to Remember
 Combat Zone
 Vietnam Ten Years After
 Vietnam Diary
 Dear America: Letters Home
 Cambodian Odyssey
 Vietnam: Between Two Truces
 The War in Vietnam
 Dateline: Vietnam
 The Battle of Dienbienphu
 Dien Bien Phu, 1954

Books on Order

America in Vietnam
 The Memorial: A novel
 Service for the Dead
 Army at War
 Vietnam War: Opposing Views
 Vietnam: Valor and Sorrow
 A Code to Keep
 Brothers in Arms
 Homefront: Women and Vietnam
 Carrying the Darkness
 Portrait of the Enemy
 A Contagion of War
 A Collision of Cultures
 Word of Honor
 False Peace
 Flags into Battle
 Pocket Change
 Dien Cai Dau
 In Country
 Chickenhawk
 Vietnam Experience
 1968
 The North
 Shapnel in the Heart
 Rain of Fire
 Best of Friends
 Healer's War
 Buffalo Afternoon
 South Vietnam on Trial
 Facing the Wall
 Tools of War
 A Vietcong Memoir
 A War of Remembered
 A Soldier's Report
 Words of War
 Vietnam War Facts: A Quiz
 The Passing of the Night
 Vietnam Literature
 Vietnam Almanac
 How We Won the War
 Run to Cadence
 Cadences: The Jody Call Book
 Page After Page

Tape Sets:

Vietnam: Chronicle of War
 Vietnam: A Television History

WAGGENER HIGH SCHOOL

VIETNAM MEMORIAL

DEDICATION CEREMONY

February 27, 1991

7:00 p.m.

Courtesy Helen C. Cox Nelson:

**Waggener High School Vietnam Memorial
Dedication Ceremony Program**

February 27, 1991

| | |
|---|--|
| Welcome and Introductions | Kathy Hopper Principal, Waggener High |
| Presentation of Colors | Vietnam Veterans of America, Chapter 454 |
| Project Review | Ken Draut |
| Memorial Roll Call | Mark Fenzel |
| William M. Duncan | Class of 1961 |
| Kirk Allen Woolley | Class of 1961 |
| Thomas Scott Hamilton | Class of 1965 |
| Wayne Allen Hokenson | Class of 1966 |
| Robert Pfeister | Class of 1966 |
| William Gayle Cox | Class of 1967 |
| Guest Speaker | Ron Ray, Class of 1960 |
| Poem | Dante Murry Waggener Student |
| Musical Selection "Adagio for Strings" | Waggener Quintet Jody Cummins, Chad Frith Keith Hornung, Nathan Roby, Angela Slates |
| Closing Remarks | Ken Draut |
| Reception | |

A special thanks to the Donors
who made the
Memorial possible:

| | |
|---------------------------------------|---|
| Andrea Ashchbacher | Allen Mercke |
| Evelyn B. Barner | Julie Schmitt Metzger |
| Robert Barnes | Dennis Meyer |
| Brenda Black | William Montgomery and Associates |
| In memory of Ron Black | Duke Morris |
| Rebecca Blunk | Mindy Rice Needleman |
| Ron Brachler | Hap Nelson |
| In memory of Michael Caller | Sharon Ostendorf |
| Sallie Potter Carwell | James Peloff |
| Catherine Coggeshall | The Pfeister Family |
| Sarah Wood Cox | Foster Puckett |
| Arthur K. Draut | Kenneth Roederer |
| Doug Draut | Terry Rogers |
| Ken Draut | Sheryl Scott |
| Robert Droste | William Sherman |
| Gail Fenzel | David Shepherd |
| Mark Fenzel | John Silvey |
| Steve Frazier | Maren Heuser Smith |
| Seldon Fritschner | Thomas Stigger |
| Bob Garrett | St. Matthews Fraternal Order of Police |
| Kit Georgehead | St. Matthews Veterans of Foreign War |
| Richard and Angela Gimmel | Bruce Tasch |
| Mary Gliessner | Charleen Thornton |
| Betty Baker Haisten | Jacqueline Turner |
| Barbara Haller | Elizabeth Tyrell |
| T.A. Hamilton and Family | Robert Unterreiner |
| Donna Hart | Vietnam Veterans of America, Chapter 454, Louisville |
| Hawley Cooke Booksellers | Tina Rudy Volz |
| Greg Haynes and Family of Bill Duncan | The Woolley Family |
| Edith Hokenson and Family | Fred and Margaret Yaeck |
| Home Video, Bob Pittman, President | |
| Diane Huffman | |
| Martha Katz | |
| Bob King | A special thanks to Scholl Trophies and Craig Woolley for donating the memorial plaque. Also, thanks to Brenda Sheeley, Waggener's librarian, for her special assistance. |
| Katherine Kirwan | |
| Beverly Carr Kiser | |
| Rick Krauth | |
| Mrs. John Lapsley | |
| Linda Mason | |
| Dennis McGraw | |

From *The Courier-Journal*, by Holly Holland:

Waggener seeks to become 3rd traditional high school

With a Jefferson County school administration open to expanding the number of magnet schools, Waggener High School has applied to become the latest to offer a traditional program.

It's a move the Waggener community seems to support, and it could reduce the waiting list at traditional high schools.

"I have a feeling it would cause the school to be improved," said Ida Bratton, a math teacher who serves as co-chairwoman of Waggener's site-based decision-making council.

But some are concerned that the decision was made hastily and with little consultation.

"This came out of absolutely no-where as far as I can tell," said Tony Prince, an English teacher, who said he received a memo about the decision from principal Kathy Hopper last Thursday.

The Waggener council's vote to become a traditional school came last Wednesday. Under the plan, the program would be open to current students beginning next fall and to students from throughout the county in 1995-96.

Traditional schools stress a back-to-basics approach, including strict discipline, regular homework and patriotism. They also have been able to dismiss students who do not meet behavior or academic standards — a practice resented by non-magnet schools that don't have the same ability. School district officials said the practice is under review.

Male and Butler have the only other traditional high school magnet programs. Eastern High applied to become the third traditional high school a few years ago but was turned down by the Board of Education.

The board also would have to vote on Waggener as a district wide magnet. A committee will consider the application later this month and make a recommendation to Superintendent Stephen Daeschner, said Jean Green, who supervises optional and magnet programs.

Hopper said Waggener's school council — which includes school staff, parents and students — voted quickly so its application could go before the district committee this month. But efforts to convert Waggener to a traditional school have gone on for years, she said, chiefly as a way to boost enrollment. According to school-district statistics, Waggener loses more students from its attendance district to other public and private schools than any other high school.

School board member Sam Corbett, whose district includes Waggener, said a push has been on for several years to add a traditional high school in eastern Jefferson County because of the huge waiting lists at Male and Butler.

"Waggener has always been my choice because it's had such low enrollment," he said.

Walker Cunningham, president of Waggener's Parent-Teacher-Student Association, said he didn't oppose the school council's vote because he believes a traditional program might boost enrollment. But he doesn't like traditional schools, and he's not sure he would continue sending his two sons to Waggener under that format.

Hopper said she plans to hold several meetings with faculty, students and parents in the next few weeks to discuss the proposal.

"I think that you would find that a majority of the faculty as well as a majority of the parents will go along with this move," she said.

But some suggest the discussions should have been held before the council's vote. Brent McKim, a physics teacher, said he asked a council member before last week's meeting about the agenda and got no indication a vote on becoming a traditional school was planned. The council violated its own bylaws, he said, by voting on a proposal that wasn't on the agenda.

"To make a sweeping change of this magnitude without bringing everyone into the discussion" is wrong, McKim said.

Students have mixed reactions. Ebony Woodson, a junior who lives in the Shawnee neighborhood, said he worries that his pierced ear and choice of clothes would not be permitted in a traditional school.

"I wouldn't really want to go back if they changed," he said.

Maria Stiltner, a sophomore from Portland, said teachers would probably have fewer discipline problems in a traditional school. But she wonders if the change will mean the school's Advance Program — an accelerated option for very bright students — would have to be dropped.

"I can see reasons for it and reasons against it," she said.

Jackie Owens, a sophomore from St. Matthews, just wants more information so she can decide whether to stay at Waggener.

"I just want to know what's going on," she said.

From *The Courier-Journal*, by Beverly Bartlett:**Dress blues... Waggener's new clothing rules unpopular with some students, teachers**

Every belt loop will have a belt.

Every ankle will be covered by a sock or stockings or hose.

Every shoelace will be tied. Every sandal will have a back strap.

No one will wear shorts—unless the principal so declares.

No one will wear a coat in class without the teacher's permission.

Such is the new dress code of Waggener High School. And on the morning of August 29, when Waggener students get dressed for the first day of school, the rules that guide their discussions will be the most visible and tangible sign of the changes that await them.

Earlier this year, Waggener's school council decided that the Jefferson county school would adopt a more traditional program, and the dress code is part of that. It is a code that many students and some teachers don't like. It has prompted two teachers to try to leave.

But Walker Cunningham, a parent member of the school council who was initially skeptical, said he ultimately found little to object to.

"We wanted to make it so that we can show the public and the students that were going to attempt a different approach to school," he said.

He still has qualms, however, about some unpopular parts of the plan — such as requiring that shirts be tucked in.

"I know they (students) don't want it, which concerns me, because I want kids to be able to adjust to this year," Cunningham said.

One married couple who teach at the school have asked to transfer from Waggener because they think the code goes too far. "I don't want to be playing a part in violating a student's First Amendment rights," said Brent McKim, a physics teacher who has been transferred. Diane McKim, a math teacher, has not yet transferred.

Dress codes vary in Jefferson County. Male and Butler high schools, the district's two official "traditional" schools, have extensive dress codes that are similar to Waggener's but even stricter.

But Male's and Butler's students don't come from designated areas of the county; their students have specifically asked for a "traditional" education, and their parents sign forms indicating they accept the dress code. Students who break the rules can be sent back to their "home schools."

But Waggener is a "home school," meaning it generally must take all students in its attendance area. The Jefferson County Board of Education hasn't made it an official "traditional" school that can choose its students.

That's why the Waggener school council, consisting of parents, teachers, the principal, staff and students, made its dress code less strict, said principal Kathy Hopper.

But it goes much further than the dress code being worked out at Fern Creek High School, which also is experimenting with a more traditional program.

Starting this year, Fern Creek students can choose a traditional program that includes a dress code similar to Waggener's.

But the other students will continue with the same guidelines they've always had — general rules that principal John Sizemore said are like the policies at most Jefferson County schools. Shorts can't be too short, T-shirts can't be vulgar, and so on.

The district's general guidance to schools is that rules restricting a student's right "to choose her or his manner of dress" must have a "specific educational purpose" such as promoting safety or preventing "disruption."

But Waggener's policy "goes way beyond that," said Brent McKim, "to telling students what kinds of shoes they can wear."

Tony Prince, a Waggener English teacher, said he dreads enforcing the rules. "I have a hard time with policies that I can't explain to kids," he said.

And he doesn't know how to explain that a girl can wear an un-tucked shirt if it is "designed to wear out," but a boy can't.

From *The Courier-Journal*, by Beverly Bartlett:

Dress blues... Waggener's new clothing rules unpopular with some students, teachers

He can't explain why rings can be worn in the ears — as is customary in Euro-pean cultures — but not in the nose or other parts of the body — a cus-tom in some Asian cultures.

Everett Hoffman, executive director of the American Civil Liberties Union of Kentucky, said the U.S. Supreme Court has never directly ruled on the constitutionality of dress codes — although it has said that public schools can't ban political but-tons or political T-shirts.

Members of the council who approved the guidelines say they are intended to increase safety or to reduce distractions. Stu-dents can't wear coats in class because in some parts of the country students have hidden weapons in their coats, they said.

The belt rule is designed to guard against the new style of pants that sag around the hips and occasionally expose underwear — although a separate rule requires pants to be worn at the waist. Very short shorts or short dresses can make it hard for other students to concentrate, some council members said.

Repeated violations can bring suspension for up to three days.

Bill Treadway, a behavior disorder teacher at Waggener and a member of the council, said the rules will teach students how to dress when they leave school. "We thought that the purpose of schools is to prepare students for the busi-ness world," he said.

Parent Eva Bulleit also likes the new rules. "My daughter is going to school to get an education," she said. "If that will help to prevent distraction .

Her daughter Kristie, who will be a junior, agreed that "sometimes, I think it won't be so bad." But she doesn't like the coat ban.

"Sometimes it's freezing," she said. "And you want to wear a coat, but I guess we're not going to be able to, and we'll just have to freeze."

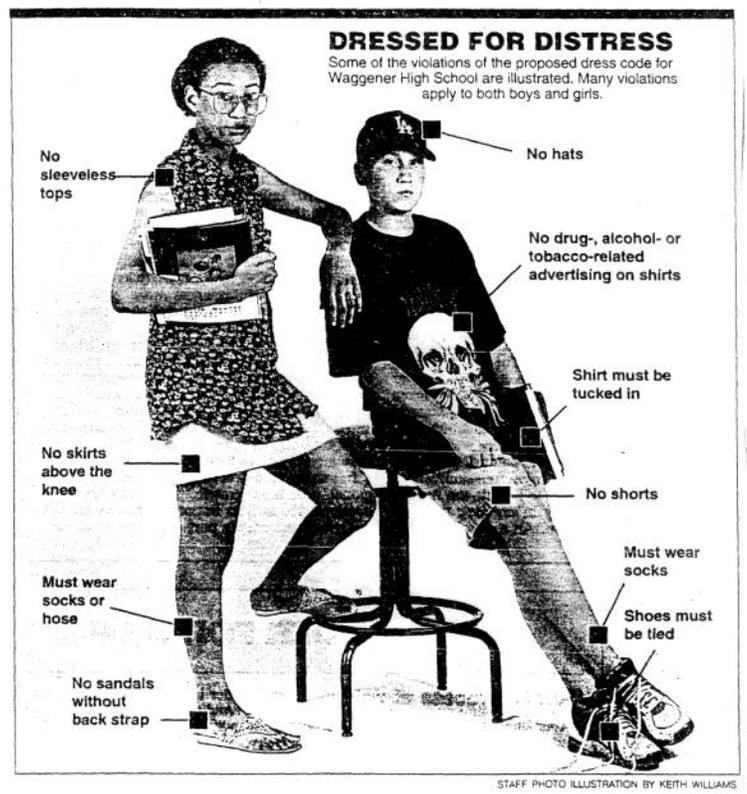


"I don't like it 'cause I have to go out and buy new clothes. . . . I don't like wearing pants and a shirt tucked in and a belt in warm weather."

Kevin Rice, who will be a freshman at Waggener

"I don't wear belts at all. I don't have any. I'll probably have to change my whole wardrobe."

Michelle Hardin, who will be a senior at Waggener



Courtesy of *The Courier-Journal*, by Martha Elson:

Waggener alumni get boost from database

Waggener High School's first attempt to form an alumni association four years ago amounted to only a few "Raahs!" at what was intended to be a big pep rally for an effort that eventually stalled.

But since spring, about 300 people have joined the revived association, thanks to a yearlong search that re-sulted in a database with about 10,000 alumni names and publication of an alumni directory.

An association organizing committee sent letters to all 10,000, asking them to join the association. Kit Georgehead of Hurstbourne, a 1960 Waggener graduate who runs a printing company in the Watterson Park area, handled the mailing and donated the stationary, labels and envelopes.

All the alumni also are invited to a dinner/dance Oct. 5 at the Seelbach Hotel, where a Waggener Hall of Fame also will be inaugurated.

"This is part of my vision for Waggener," said Lohelen Hambrick, who became principal last year. "We're making a real big deal Out of this. It is extremely important to get the alumni back involved with their alma mater and to let them know how much we want them involved.

"We're hoping they are going to be resources for mentoring and consult-ing, as well as being financially sup-portive."

Efforts to find alumni began last summer at Waggener, but plans for the association and the October bash got rolling after Hambrick enlisted the help of members of the Class of 1964, who held a party Hambrick attended in January to celebrate their 50th birthdays.

While Waggener classes have held a number of successful reunions over the years, "we wanted to expand the efforts of individual classes ... and tap into that energy," said association president Larry Ethridge of the Cherokee Triangle, a 1964 graduate who was at the January party.

A reception at a Waggener-Male High School basketball game four years ago to kick off an alumni association drew only about 15 people, and no more events were held.

"We never completely stopped thinking about it, but until we had a way to get that database there was no way to reach everyone," said Marty Coker of Brownsboro Meadows, a 1972 Waggener graduate who has been a main association organizer both times.

This time, Waggener's school-based decision-making council decided an alumni association should be a priority for the school, 330 S. Hub-bards Lane in St. Matthews.

And Susan Bauer, Waggener's community liaison, spent almost a year compiling alumni names by researching reunion lists (some of which had been compiled four years ago), annuals and early student address books at Waggener and in the school system's archives.

Waggener started as a junior high school in 1954 and was expanded to a high school. Its first high school graduating class was in 1960.

Bauer was able to find names and full or partial addresses and telephone numbers for about 10,000 alumni, which she sent to Bernard Harris Publishing Co., an alumni directory publisher with headquarters in White Plains, N. Y.

Harris did more research and found current addresses and phone numbers, plus other information, for about 60 percent of those, Bauer said. They are listed in the directory, which was published in April. About 1,500 copies have been ordered or sold for \$56.99 or \$59.99 each, a Harris spokesman said.

Bauer is continuing to update the database on Waggener alumni as she receives inquiries about the directory and association, she said.

Coker thinks interest in an alumni association would be especially high in the Louisville area.

"This is one of the few cities, where, when people ask, 'Where did you graduate?' they mean high school rather than college," Coker said. "People feel strongly about their roots."

Coker's husband, Lamont, graduated from Waggener in 1971, and their son, Jeremy, is a 1995 graduate. Another son, Ryan, will be a sophomore next month.

Coker hopes the association will help establish an "identify with the past." But "it's more of a pride thing," she said, "reconnecting with the school ... and regenerating pride for current students."

Courtesy of Marie VanHoose Sayre:

Waggener 'Hall' will be filled with Cat stars

An impressive list of inductees will be honored by Waggener High School's first Hall of Fame ceremony Saturday, October 5, at the Jefferson Club.

Principal Lohelen Hambrick, whose idea it was to start the Hall of Fame, said, "We have so much tradition and we want to take advantage of it. We want to rekindle that Wildcat spirit!"

The inductees are: retired principal Art Draut, St. Matthews mayor; retired teacher Katherine Kirwan; Chuck Armstrong, president of the Seattle Mariners; Robert Saxton, a Prichard Committee member; Rocky Sullivan Thomas, a tennis star; Kit Georgehead, a football standout; Keith Thomas and Paul Long, basketball stars; Chuck Simpson, a federal judge; and Richard Gott, a professor at Princeton University.

Also included are six graduates who gave their lives in Vietnam:

William C. Cox, William M. Duncan, Thomas S. Hamilton, Wayne A. Hokenson, Robert S. Pfeister and Kirk A. Woolley.

The dinner is sponsored by the Waggener Alumni Association.

Tickets are \$25 and are available by calling Marty Coker at 561-2302 or the school at 485-8340. The reception starts at 6 p.m. and the dinner at 8 p.m.

Courtesy of Waggener Library:



WAGGENER HIGH SCHOOL ALUMNI ASSOCIATION

*Building for the future with
the strength of the past*

FIRST ANNUAL
HALL OF FAME INDUCTION

OCTOBER 5, 1996

The Jefferson Club
Louisville, Kentucky

Courtesy of Waggener Library:

**WAGGENER HIGH SCHOOL
ALUMNI ASSOCIATION**

1st Annual Hall of Fame Dinner

INVOCATION *Walker Cummingham*

DINNER

WELCOME *Lohelen Hambrick, Waggener High School Principal*

INTRODUCTION OF JOHN ABBOTT, FIRST WAGGENER GRADUATE
Lohelen Hambrick

ALUMNI ASSOCIATION PRESIDENT *Larry Ethridge*
Recognition of Alumni by Class

SPECIAL RECOGNITION AND THANKS *Marty Coker*
Presentation of Plaque for WHS Alumni Association Charter Members

DEDICATION OF THE MARGARET F. BEATTY DINING ROOM
INTRODUCTION OF NAN F. GWINNER, Niece of Margaret Beatty
Lohelen Hambrick

RECOGNITION OF VIETNAM VETERANS *Ken Draut*
Honoring WHS Graduates who lost their lives in the service of their country.
"We have been too long in saying thank you. Our heartfelt gratitude goes to you and to your families."

| | |
|------------------------------|---------------|
| WILLIAM M. DUNCAN | CLASS OF 1961 |
| KIRK ALLEN WOOLLEY | CLASS OF 1961 |
| THOMAS SCOTT HAMILTON | CLASS OF 1965 |
| WAYNE ALLEN HOKENSON | CLASS OF 1966 |
| ROBERT PFEISTER | CLASS OF 1966 |
| WILLIAM GAYLE COX | CLASS OF 1967 |

HALL OF FAME INDUCTION *Larry Ethridge*

ADDRESS BY WTHS SENIOR CLASS PRESIDENT *Katy English*

PROGRAM CLOSE *Lohelen Hambrick*

DANCE *Paul Jeffries, Jr., Disc Jockey*

Courtesy of Waggener Library:

WHS 1996 HALL OF FAME INDUCTEES

ARTHUR K. DRAUT

Third Waggener High School Principal

Mr. Draut is currently the Mayor of St. Matthews. He stated, in a 1955 thesis on the history of St. Matthews, that he would like to be able to say, *He served St. Matthews kids at Waggener High School for 30 years!*

KATHERINE KIRWIN

Waggener High School Teacher

Mrs. Kirwin was the advisor for the award winning Chit Chat and for many years wrote a regular column for the Louisville Courier Journal.

ADALINE "ROCKY" SULLIVAN

Graduate of the Class of 1960

Rocky was the only female on the first Waggener High School tennis. She later served as a University of Florida women's tennis coach. Rocky currently uses her annual vacation to travel to third world countries with a medical team to perform heart surgery on needy children.

CHARLES "CHUCK" ARMSTRONG

Graduate of the Class of 1960

Chuck is currently President and CEO of the Seattle Mariners. In 1991 he was the Interim Athletic Director for the University of Michigan.

CHRIS "KIT" GEORGEHEAD

Graduate of the Class of 1960

Chris was a member of the "Thin Thirty" football team at University of Kentucky. He served as a Marine Corps Officer in Vietnam. He is the President of Gateway Press.

DR. ROBERT F. "BOBBY" SEXTON

Graduate of the Class of 1960

Bobby was formerly the Deputy Director of the Kentucky Council on Higher Education and is now the Executive Director of the Prichard Committee for Academic Excellence.

PAUL LONG

Graduate of the Class of 1962

Paul was a member of the Kentucky All-Stars and elected to the All-State Team. He played professional basketball for the Detroit Pistons and the Buffalo Braves and played and coached in Switzerland.

KEITH THOMAS

Graduate of the Class of 1962

Keith was an All-SEC basketball guard at Vanderbilt University where he obtained his law degree. He is currently associate counsel to the U.S. Attorney General on Professional Responsibility.

CHARLES R. "CHUCK" SIMPSON

Graduate of the Class of 1963

Chuck was a National Merit Finalist while at WHS. He currently serves as Chief Judge of the US District Court for the Western District of Kentucky.

J. RICHARD GOTT, III

Graduate of the Class of 1965

Richard was a Phi Beta Kappa and Summa Cum Laude graduate in Physics from Harvard University. He received a Ph.D. in Astrophysics from Princeton. Currently he is a professor of Astrophysics at Princeton, where he is renowned for his contributions to cosmology and relativity.

Courtesy of Waggener Library:

**CHARTER MEMBERS
WAGGENER HIGH SCHOOL
ALUMNI ASSOCIATION**

Cheryl M. Aaron '64
John Aboud '61
Glen C. Anderson '63
Victor C. Apel '74
Carolyn Sue Arnold '64
Perry Lee Arnold, Jr. '87
Ginger Saunders Backer '64
Barbara Sternberg Barattieri '60
Ann Davis Barber '69
Carol E. Barth '84
Timothy R. Bartholomew '75
Laura Bentley '69
Ruth Kays Bewley '71
William K. Black '60
Louis W. Bornwasser '66
Candace Korfhage Boudreau '61
William A. Bowden '75
Beth Brimmer '75
Michael Brodarick '88
Melissa Brooks '60
Venita M. Brown '69
Jane Finzer Brown '69
John Michael Brown '64
David E. Bybee '66
Nancy Robinson Camet '78
Dave Campbell '79
Sally Campbell '74
Nancy Fortney Chapin '70
Stephen A. Chappell '61
Herbert L. Chreste '80
Richard S. Clark '62
Shannon Clarkson '68
SusanLee P. Clements '66
Robert K. Clifford, Jr. '71
Lamont Coker '72
Marty Sauer Coker '67
Cathy B. Cook '72
Robert Cousins '72
Paul J. Cox '62
George D. Craig '65
Emily E. Crawford '67
William S. Cretson '66
Connie Price Crisafalli '85
Juan Christopher Culp '72
John F. Cunningham '61
Walker Cunningham '60
Charlene M. Dano '77
Myrle L. Davis

H. Scott Davis, Jr. '61
Susan J. Goldsmith Dennen '60
Helen Bisha DePrime '62
Cynthia D. Dosedel '67
Diane Drake '72
A. Andrew Draut '70
Ken Draut '73
James L. Durham, Jr. '66
Mike Easley '74
Gary Eisenmenger '72
Jenny Elder '73
Bryce Emison '64
Larry C. Ethridge '67
James O. Evans '60
Sandra O. Fowler '85
Laura C. Freeland '64
Robert G. Fritsch '60
Dennis Garber '60
Linda Garber '60
Francis T. Gardner '70
Nancy Tassis Garnett '67
William Peter Gatti '60
Chris "Kit" Georgehead '66
Carol J. Getch '75
Corky Gillo '61
Martha M. Gladden '60
Michael W. Gladden '69
Jerry W. Goerz '71
Howard Goldberg '81
Robert Goodknight '64
LaDonna Goodman '65
J. Richard Gott, III '63
Erin L. Grady '72
Ron Granemeyer '63
Robin Dreisbach Gray '63
Lee Edwin Griffith '64
Linda Edwards Griffith '75
Lohelen B. Hambrick '60
Gwendolyn J. Hamel '90
Melinda Hudson Hargadon '63
Michelle Hargis '72
Thomas F. Hart '78
Frank A. Heller, III '61
Tim Henry '63
Marshall V. Heuser '64
Curtis Gene Holt '83
Margaret P. Hood
Scott Dennis Howard

Brian Hultz '78
Glenn M. Hultz '83
Marilyn Hurst '71
William M. Irion, III '60
Ima Lewis Johns '60
Kristy Johnson '79
Whitney F. Jones '79
Ava Kaelin-Whitmore '74
Martha E. Kayse '63
Pamela Key '62
W. Ben Kibler '64
James M. Kinsman, III '80
Denise C. Kirzinger '64
Steve Klein '72
Bruce R. LaForce '77
Robert Ling '60
Catherine M. Lockard '86
Belinda Riley Loftus '82
Susan Tassie Lynch '69
Bruce P. Madison '68
Willard L. Mahon '60
Travis R. Marquette '89
Barbara C. Mayfield '73
Julia Harlow McCall '60
Martha May McCarthy-Kuh '63
Michael W. McConnell '73
Cheryl Medley '92
Arthur W. Mengel, Jr. '63
Rudy D. Miller '62
Cassandra Willis Minor '64
Richard A. Mitchell '68
Beverly M. Monohan '64
Victoria Jane Moore '71
Jim Morris '73
Barbara Lee Morse '61
Carolyn Brown Murphy '64
Gary Wayne Murphy '64
Barbara Bethel Nalley '72
John C. Nichols, III '72
Judith L. Johnson Nigh '64
Deirdre Marie O'Neill '75
R. Wallace Oyler '65
Donna J. Passmore '84
William Plenge Pate, Jr. '78
Jean Swann Patton '60
E. Page Penna-Schiering '74
Stephen T. Porter '61
Julie Denise Powell '92
Chris Renner '85
R. Michael Ricketts '67
Sally Floyd Ridley '66
Keller A. Riede, Jr. '80
Elizabeth Campbell Rightmyer '70
Michael E. Rodgers '64
Holly Parish Rogers '82

George A. Ryan '69
Marie VanHoose Sayre '60
John C. Scheer '79
Charlene L. Jackson Schneidet '64
Betty Carolyn Schuler '61
Bobbie M. Scofield '71
James M. Sears '77
Dale Seebold '64
Margy Seebold '66
Robert F. Sexton '60
M. Stacy Shahroudi '84
Charles B. Shane '65
Richard D. Shapero '61
William W. Sherman '67
George W. Small, III '76
Woodrow M. Smither '73
Laura S. Snyder '64
David Spalding '72
Lathan C. Speiden '64
Charlotte Nuss Steyn '60
William C. Stiglitz, III '64
Benson Stone '86
Cil Sturtzel '73
David Gerald Summerfield '78
Philip H. Terry '63
R. Scott Terry '76
Claude A. Thomas '60
Frank C. Thomas '63
Adaline "Rocky" Sullivan Thomas '60
John D. Trimarke '87
Stan Tucker '62
Stanley E. Tucker '62
Dianna L. Tugwell '80
Linda McMurtrie Turner '64
Shelley L. Uhl '87
Warren E. VanHoose '61
George James Vogel '63
Janet C. Wells '84
Robert V. Westerman '66
Carol Miller Westfall '60
Tracy L. Wheeler '87
David A. White '70
David G. Wilde '64
Marc B. Willage '69
Lindy Whitehouse Williams '69
Cam Willis '71
Janis Wilmes '64
Linda Cornett Winkler '64
Ted P. Witte '63
Thomas M. Wuest '84
Michelle Yeager '64
William Crittenden Young '77
Cathi M. Young '87
Carol Cook Zimmerman '61
Becky L. Zirnheld '76

A Special Thank You:

Marty Coker
Who persisted against all odds to get this off the ground.
We Thank You!

Lohelen Hambrick
Our new principal who will lead
Waggener Traditional High School into the new century.

Susan Bauer & Vicki Stearman
For all their patient assistance and hard work.

Kit Georgehead and his "Team" at Gateway Press
For generosity and effort!

Linda McMurtrie Turner
Decorations and Slide Presentation

Linda Edwards Griffith & Martha Sheely Cayse
Memorabilia

Paul Jeffries, Jr.
Disc Jockey

Waggener Traditional High School
Photographs

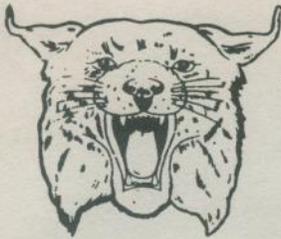
Judith Johnson Nigh
Program

And all the members of
THE ALUMNI ASSOCIATION HALL OF FAME COMMITTEE

GO WILDCATS!



Courtesy of Marie VanHoose Sayre:



JEFFERSON • COUNTY • PUBLIC • SCHOOLS
WAGGENER TRADITIONAL HIGH SCHOOL

Waggener Traditional High School • 330 S. Hubbards Lane • Louisville, Kentucky 40207

February 1997

Commitment to *Character* from the Desk of the Principal

Our commitment to educating the whole child includes the need to stress character building. In this day and time, we must emphasize this important personal trait to the maximum.

When we think of CHARACTER, we form a mental picture of a person who demonstrates particular attributes. Some of these attributes—pointed out by Michael Josephson, author of *Ethics: Easier said than done*—include being honest by telling the truth; demonstrating integrity by resisting social pressures to do wrong; being kind and caring through generosity and compassion; respecting all people by being courteous, polite, and accepting of individual differences; demonstrating fairness and open-mindedness toward all people; being responsible by thinking before you act and considering the consequences; being a good citizen by following the rules and respecting authority; and pursuing excellence by doing your best with what you have. We all need to develop and strengthen these traits in each of our own lives. Many times we become masters of excuses. There are always reasons and justifications for NOT doing what we know we should do. We can always place the blame on someone or something else. None of us are perfect, but we must be able to admit when we are wrong and strive not to repeat the same mistakes.

Character is more than just another



Principal
Lohelen B. Hambrick

word in our vocabulary. It is a total reflection of our individual being. One's character speaks so loudly people often can't hear that person's words. The two important things about these character attributes are: first, they don't cost you anything; and second, they are the most valuable things you could ever own.

Waggener is making a serious effort to build and enhance strong character traits in all of our role groups. One does not graduate from education because it is a lifelong development process.

In making new year's resolutions, we hope each of us will resolve to include some of the discussed personal attributes. This is a sure way to make 1997 a better year for you and the many persons you contact.



School-Based Decision Making Council Meets to Discuss Uniforms

Waggener's SBDM Council met in January to further define the uniform requirements for next school year. Watch for updates in the March issue of *Kats' Kudos*.

Martin Luther King, Jr., Dinner Program Features Waggener Art



Congratulations to Marty Ridge, a senior, for having his design selected for inclusion in the Dr. Martin Luther King, Jr., Dinner Program. Marty won a ticket to the banquet as Mrs. Hambrick's guest for his creative, computer-assisted design advertisement.



Register with the Selective Service in Counseling Office



All young men who are 18 years old must be registered with the Selective Service System. **It is federal law!** If your son is 18, or will be this spring, he can register in the Counseling office.



KATS' KUDOS wants to hear from you!

Tell us what you think of the newsletter. Drop a line to Susan Bauer, or call 485-8875 with your comments and suggestions.

Courtesy of Marie VanHoose Sayre:

BURGER KING ACADEMY

Coordinates a Schoolwide Drive to Help the Community



The Burger King Academy spearheaded a massive effort to improve conditions for the less fortunate members of our community. More than 4,000 cans of food and \$800 worth of toys were brought into school to help spread cheer to families in our community.

Teacher Rob Driggers was delivering toys to the Wayside Christian Mission, when he happened upon a little angel right here on earth. He was stumbling into Wayside's Center for Families, heavily laden with toys purchased by the Waggener student body, when one baby doll tumbled out of his grasp and fell to the floor.

As he shifted his load to gather up the fallen treasure, his eyes rested upon a precious three-year-old girl. She was not wearing the latest Tommy Hilfiger outfit fresh from a local mall's shopping bag. Her frail limbs were barely covered in soiled, tattered clothing, which had obviously been handed down from many previous owners. Her tiny, dirty fingers reached out for the baby doll that had taken the nasty tumble. She was going to help return the wonderland toy to the towering gentleman who was burdened down with armloads of gifts. As their eyes met, she spoke, "Do you think I could ever be lucky enough to get one of these some

day?" Dutifully, she returned the precious bundle to the arms of the jolly stranger and went on her way. Before leaving the shelter, Mr. Driggers related the incident to the officials at the Mission, and he was assured the little girl would have her wish come true.

Angels come in many different forms, shapes, and sizes. On this cold winter day, a little homeless girl returned a warm smile to a stranger, silently thanking him for keeping a dream alive. Waggener students are constantly being asked to help with service projects that improve our city. The students' tremendous outpouring of love and support serves notice to all, that community service at

Waggener is more than just a component of KERA; it is becoming a way of life.

Mr. Driggers is making arrangements for a return visit around Valentine's Day to this special place that provides services to homeless children. Please contact the school if you would like to help make Valentine's Day special for these "little angels." The Burger King Academy's telephone number is 485-8839. Help us make an even bigger difference!



St. Matthews Elementary Students Visit Waggener and Make Dream Houses

No, your eyes are not deceiving you; those were actual Kindergarten children in the halls of Waggener recently. These "kitty kats" from the class of 2009 were up to their elbows in icing, as they constructed their dream houses made of candy, graham crackers, and other finger-lickin' delectables. Mrs. Elrod's students in the culinary arts class teamed up with the tykes and offered expertise, support, and encouragement. A few of the young ones confided in the

older mentors that a career in architecture or culinary arts could be on the horizon, if coursework could be this good.

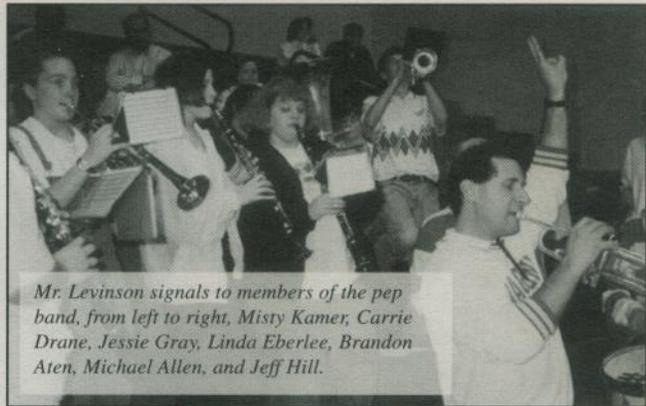
Alicia Kowalski provided a demonstration that would give Arnold Swarzenegger's arms an endurance test. It took two hours to complete the swivel design along the sides of her three-layer Italian Creme cake. Alicia, a business major, could parlay her two talents into a bakery business of her own some day—Kowalski's Bakery—sounds good, doesn't it?

Photo by Melanie Hardegree

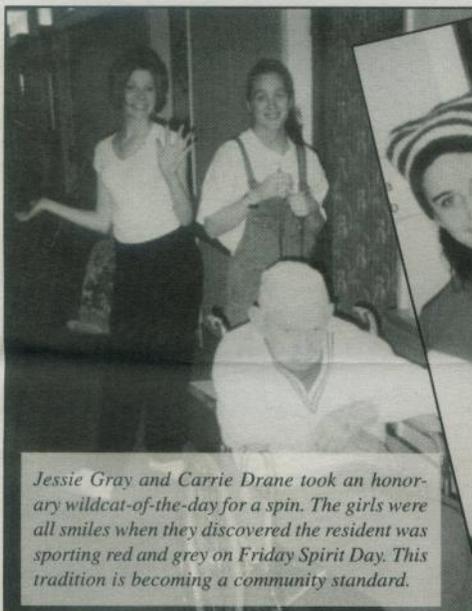


Courtesy of Marie VanHoose Sayre:

Waggener Band Goes into Action in the Stands and in the Community



Mr. Levinson signals to members of the pep band, from left to right, Misty Kamer, Carrie Drane, Jessie Gray, Linda Eberlee, Brandon Aten, Michael Allen, and Jeff Hill.



Jessie Gray and Carrie Drane took an honorary wildcat-of-the-day for a spin. The girls were all smiles when they discovered the resident was sporting red and grey on Friday Spirit Day. This tradition is becoming a community standard.



Desirae Bowman, Andy Cunningham, Josh Taylor, and Crystal Wiley team up to warm the heart of a senior citizen by combining their collective talents to produce a door decoration sure to welcome any visitor.



Mr. Pete Williams demonstrated door decorating design as he learned how to use wheelchair rails as a third hand.

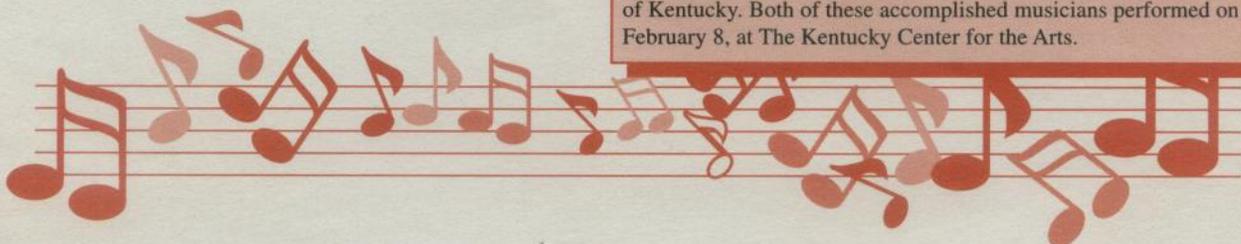
After hours of practice to hone their music skills, members of the Waggener Band took to the community to spread some cheer. They performed at Meadowview Nursing and Convalescent Center and visited with the residents.

Staff members Susan Smith and Susan Bauer took a stroll down memory lane when they serenaded "Cactus" Tom Brooks. Cactus was impressed when he heard these teachers sing the T-Bar-V "Happy, Happy Birthday" song. Jennifer Hall, ordering and receiving clerk, joined in the festivities by sharing stories with Cactus about family members and mutual acquaintances.



Two Waggener Students Make the All-State Concert Band

Congratulations to seniors Jeff Hill and B.J. Lepping for making the All-State Concert Band. The boys were selected as two of the best high school musicians from the State of Kentucky. Both of these accomplished musicians performed on February 8, at The Kentucky Center for the Arts.



Courtesy of Marie VanHoose Sayre:

The WTHS SPORTS SCENE

by Bob Stewart

Boys' Basketball Team Wins First Tournament in Seven Years!

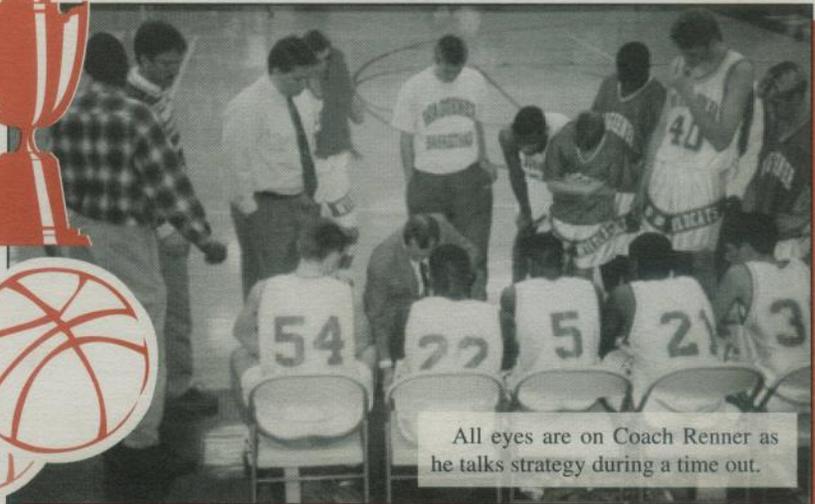
NEWS FLASH! The Boys' Varsity Basketball team won the Spencer County Invitational. They defeated J-town in the first round and Gallatin County in the final game. This win marks a turning point in basketball for the Wildcats. The Spencer County Invitational win is the first tournament win for the Cats in seven years. Congratulations to the team and their coaches for a great effort! For an exciting evening of some great basketball, come out and support the teams.

The Boys' Basketball team participated in the 6th Annual

Waggener Freshman Tournament. Waggener lost games in the tournament to Spencer County and Atherton. The second game was very competitive from beginning to end. The Freshman Tournament winner was Fern Creek and the runner-up team for 1996 was Butler. All games throughout this year's tournament were very competitive and evenly matched.

The girls' basketball team defeated Christian Academy 49-46. The team was led by Tracie Potts' scoring 17 points, followed by an outstanding performance turned in by Evelyn Archie with 15 points. The Freshman, Junior Varsity, and Varsity teams made a clean sweep for the Wildcats each scoring wins over Christian Academy. The Christian

Academy girls are coached by the Waggener Girls' Basketball team's former coach, Mr. John Ferguson. Congratulations to Coach Lyons and his staff!

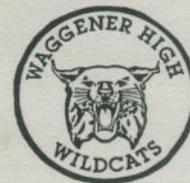


All eyes are on Coach Renner as he talks strategy during a time out.

Spring Sports Are Right Around the Corner



February 15 is the beginning of Spring Sports for baseball, softball, track, and tennis. All prospective players, please come by the Athletic Director's office and pick up a Physical Examination form and Insurance pamphlet. If you have played a fall or winter sport, you don't need a new one for spring sports.



WRESTLING NEWS

The Waggener Wrestling team is competing each weekend in tournaments throughout the state. Our four wrestlers have performed admirably. Upcoming tournaments are the Big East Invitational and the Jefferson County Tournament. Congratulations to Mayo Pentecost and his staff for their hard work and dedication.

Courtesy of Marie VanHoose Sayre:

HONOR ROLL for the *Second Six Weeks*



9th Grade

Jessica Adams
Janea Anderson
Matthew Bassett
Mark Bellou
Paul Bellou
Tasha Blackwell
Robert Bonn
Adam Brinley
Jeremy Carder

Matthew Crawford
Brandon Culver
James Doll
Eric Douglas
James Eckler
Kristin Farrow
Heather Fisher
Daniel Flathers
Ellen Groyz

Laura Hargrove
Tabitha Jeffries
Katherine Kohrs
Esther Lee
Kathleen Maloy
Andrea Murray
Sarah Pierce
Mary Raisor
Kristen Saathoff

Aleta Shaffner
Shea Stipe
Anne Walker
Joshua Walker
Brian Wallace
Michael Webb
Emily Werner
John Worley
Alisha Wyatt

10th Grade

Jacob Adkins
Cynethia Bethel
Melissa Bettler
Brent Birdsell
Dennis Brown
Janelle Ciolek
Roshell Davidson

James English
Jesse Kankowski
Ben Koch
Kelli Krauth
Sasha Kuprion
Amanda McAlpin
Amber McCloud

Brittany Melhorn
Edward Mitchell
Lauren Price
Rachel Purcell
Megan Schroeder
Cindy Sells
John Snearly

Kimberly Thompson
Victoria Williams
Lindsay Willis
Kanedria Wilson
Elisha Wright

11th Grade

Stephanie Barrett
Elisha Bell
Gordon Chance
Sarah Crawford
Chad Farris
Amanda Fowler
Adrienne Frey
Amber Goldsmith

Josephine Harding
Melanie Hargis
Autumn Hart
Sarah Henkenmeier
Nikki Herpich
Lindsay Kennedy
Mary Kristofeck
Tammy Lewis

Amee Liles
Erin McCamish
Catherine Mellen
Maggie Melton
Elizabeth O'Connor
Sarah O'Connor
Maurice Payne
Sarah Peters
Jason Silva

Mary Sims
Amanda Steyn
Pamela Swisher
Laquita Truss
Lucretia Webster
Robert Weinberg
Leslie White
Suzanne Wisman
Nicole Wooldridge

12th Grade

Joseph Bass
Justin Baum
Mychal Beckley
Nina English
Dawn Ferguson
Allissa Fowler
Michelle Freel

Kirsten Grimaud
Nicholas Hamm
Edward Harding
Jeffrey Hill
Reginald Hogue
Natalie Huettig
Daniel Jones

Misty Kamer
Tahsia Kennerly
Shannon Kruer
Meghann Kyle
Robert Lepping
Tracie Potts
Kyle Ramsey

Curtis Rearden
Robert Sayler III
Jennifer Sanders
Michael Snearly
Alicia Suddeth
Vinh Thai
Melissa Werner

Editor's Note:

James Eckler, 9th grader, Sara and Jason Bottgerand, 10th graders, were omitted from the first six-week Honor Roll listing. Apologies to any student who thought his/her name was omitted from the last listing. Information regarding honor roll is generated by the Board when progress reports are run. Because of early press dates, it is not possible to get this information out in a more timely fashion. The current listing is for the second six weeks of school. Many parents and students did not realize the names printed in the earlier issue reflected the first six weeks of school, not the six weeks prior to the publication.

Courtesy of Marie VanHoose Sayre:

February/March CALENDAR

February

| | | | | | |
|-----------|----------|---------------------------|----------------------|------------|----------------------|
| Saturday | 02/01 | Boys' JV BB | Warren East | Away | 6:00 p.m. |
| | | Boys' V BB | Warren East | Away | 7:30 p.m. |
| Monday | 02/03 | Girls' JV BB | Holy Rosary | Away | 6:00 p.m. |
| | | Girls' BB | Holy Rosary | Away | 7:30 p.m. |
| Tuesday | 02/04 | Girls' BB | Seneca | Away | 6:00 p.m. |
| | | Boys' V BB | Seneca | Away | 7:30 p.m. |
| Wednesday | 02/05 | Girls' JV BB | Seneca | Home | 5:00 p.m. |
| | | Boys' JV BB | Seneca | Home | 6:15 p.m. |
| | | Boys' Fr BB | Seneca | Home | 7:30 p.m. |
| | | Girls' JV BB | Male | Away | 5:00 p.m. |
| | | Boys' JV BB | Male | Away | 7:30 p.m. |
| | | Boys' Fr BB | Male | Away | 7:30 p.m. |
| Friday | 02/07 | Girls' BB | Male | Home | 6:00 p.m. |
| | | Boys' V BB | Male | Home | 7:30 p.m. |
| Monday | 02/10 | Girls' BB | Bardstown | Home | 6:00 p.m. |
| | | Boys' V BB | Bardstown | Home | 7:30 p.m. |
| Tuesday | 02/11 | Boys' Fr BB | St. X | Home | 4:30 p.m. |
| | | Boys' JV BB | St. X | Home | 6:00 p.m. |
| | | Boys' V BB | St. X | Home | 7:30 p.m. |
| Wednesday | 02/12 | Girls' JV BB | Sacred Heart Academy | Away | 6:00 p.m. |
| | | Girls' BB | Sacred Heart Academy | Away | 7:30 p.m. |
| | | Girls' JV BB | J-town | Away | 5:00 p.m. |
| | | Boys' JV BB | J-town | Away | 5:00 p.m. |
| | | Boys' Fr BB | J-town | Away | 6:15 p.m. |
| Friday | 02/14 | Girls' BB | J-town | Homecoming | 6:00 p.m. |
| | | Boys' V BB | J-town | Homecoming | 7:30 p.m. |
| Monday | 02/17 | Inservice Day | No School | | |
| Tuesday | 02/18 | Boys' Fr BB | Trinity | Away | 4:40 p.m. |
| | | Boys' JV BB | Trinity | Away | 6:00 p.m. |
| | | Girls' JV BB | Assumption | Home | 6:00 p.m. |
| | | Girls' BB | Assumption | Home | 7:30 p.m. |
| | | Boys' V BB | Trinity | Away | 7:30 p.m. |
| | | *Boys' V BB | Kentucky Country Day | Home | 7:30 p.m. |
| Friday | 02/21 | Girls' BB | North Bullitt | Home | 6:00 p.m. |
| | | Boys' V BB | North Bullitt | Home | 7:30 p.m. |
| Mon.-Fri. | 02/24-28 | Basketball Districts | TBA | | |
| Tuesday | 02/25 | Department Meetings | | | |
| Thursday | 02/27 | Career-Assessment Testing | | | 7:30 a.m.-12:00 p.m. |
| Friday | 02/28 | Career-Assessment Testing | | | 7:30 a.m.-2:10 p.m. |

March

| | | | | | |
|-----------|-------|-------------------------------------|-------------|--|----------------------|
| Wednesday | 03/05 | Career-Assessment Testing | TBA | | 7:30 a.m.-2:10 p.m. |
| Friday | 03/07 | Basketball Regionals | TBA | | |
| Saturday | 03/08 | Senior Class Car Wash | Parking lot | | 10:00 a.m.-4:00 p.m. |
| Monday | 03/10 | Progress Reports | | | |
| | | SBDM MEETING | Banquet Rm. | | 4:30 p.m. |
| Tuesday | 03/11 | Faculty Meeting | | | |
| | | Parent Conferences | | | |
| Friday | 03/14 | Portfolio Piece Due in Health Class | | | |
| Saturday | 03/15 | SAT Testing | | | |
| Thursday | 03/20 | Department Chair Meeting | | | |

* Indicates a change from the original schedule

Courtesy of Marie VanHoose Sayre:

A Sad Farewell and a Joyful Return Usher in the New Year

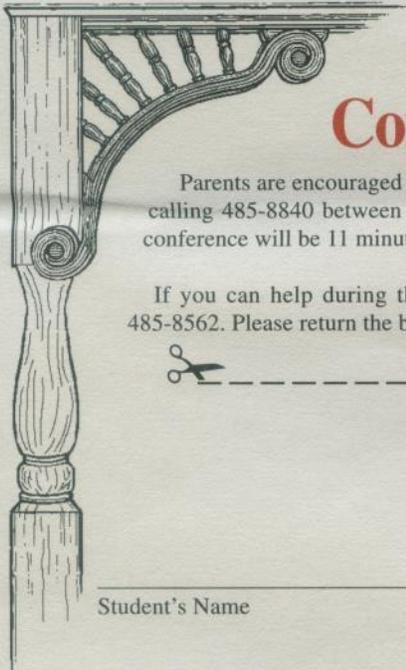
After a career of 27 years with the Jefferson County Public Schools, biology teacher Connie Farmer retired at the end of 1996. Mrs. Farmer's commitment to science and ecology will not allow her to take even a moment to catch her breath. On January 2, 1997, when everyone was preparing to come back to school, Mrs. Farmer was settling into her

second career. She is working for the Interpretive Center at The Falls of the Ohio. She will continue to work with the WTHS Ecology Club, which she began at Waggener. Her dedication to the students at Waggener and the city at large will continue to be the driving force in her life. Good luck, Mrs. Farmer, we will miss you. You have won a lasting place in our hearts.

Mrs. Dottie Willis returns to the A-Wing, from her semester-long sabbatical. While working on her

doctorate at the University of Louisville, Mrs. Willis taught freshman composition classes. On her first day back, Mrs. Willis was visiting with students in the hall before school, catching up with the events in their lives since she last saw them. "It's great to be back home; I missed the support and network of my caring friends in the form of faculty members, parents, and students," she reports. Latin lives on at Waggener through the capable talents of this gifted

professional. With English portfolios in full swing, Mrs. Willis hit the ground running and won't stop the pace until the last student leaves in May. Welcome back! We certainly are glad you're home!



Plan Now for Parent-Teacher Conferences on March 11

Parents are encouraged to schedule a conference with their child's teachers by completing the form below or by calling 485-8840 between the hours of 9:00 a.m. and 1:00 p.m. on February 17 through 21. Time allotted for a conference will be 11 minutes, with each scheduled teacher.

If you can help during the above time frame by answering the telephone and scheduling conferences, call 485-8562. Please return the bottom portion of this form to your child's homeroom teacher.



Waggener Traditional High School Parent-Teacher Conference Form

Please list the teacher(s) with whom you would like to have a conference.

Student's Name _____

Parent's Name _____

Telephone Number _____

Requested Conference Time Frame _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Courtesy of Marie VanHoose Sayre:

Waggener Telecommunications Students Take to the Air Waves

Devon Vaccaro auditioned for the coveted spot as an anchor on "NewsWhys," the WAVE 3 broadcast featuring local teens. Devon beat out scores of students to win the anchor position. She appeared on a "Weekend Edition" of the show. Dana Smith is currently participating in a training seminar to prepare her for work as a news reporter. Dana will also be part of a panel to discuss a topic of local or national interest. The actual taping of her component will be done at the Channel 15 studios. Tune in to WAVE 3 TV and watch the future TV personalities of tomorrow in action today.

McKinley Archie and David Walker have been working with the crew at MIX 102 Radio Station producing a radio show designed by and for teens. Tune in and turn on to the tremendous talent of these students from the telecommunications class at WTHS.



Waggener Students Compete in DECA Competition

Thirty-seven Waggener students participated in the Distributive Education Clubs of America Competition at the Executive West Hotel on January 30. Students took part in both state-level and national events. Individual and team competitions were part of this daylong program. Watch for their winning results in the March *Kats' Kudos*.

Waggener Students Selected as *Business First* Ambassadors

Josie Harding, Catherine Mellen, Marquis Miles, Laquita Truss, and Bobby Weinberg have been selected to represent Waggener as "First Honors Ambassadors." The *Business First* Newspaper sponsors this worthwhile program to recognize students who have demonstrated the ability to strike a balance in their lives, from academics to social and civic responsibilities. Anthem Blue Cross and Blue Shield join *Business First* as corporate sponsors of the program. Congratulations to all!

Waggener Traditional High School
330 S. Hubbards Lane
Louisville, Kentucky 40207

Non-Profit Org.
U.S. Postage
PAID
Louisville, KY
Permit No. 1163

Courtesy of Marie VanHoose Sayre:

WAGGENER ALUMNI ASSOCIATION

330 South Hubbards Lane
Louisville, KY 40207
(502) 485-8340

July 27, 1997

Greetings,

With your support and participation, the Waggener Alumni Association is afloat and active and there are many exciting things to report!

Started in the Spring of 1996, the association comprises two hundred sixty-four graduates, one hundred and ninety-nine of whom are Charter Members. We hosted the First Annual Hall of Fame Induction Dinner in October 1996. One hundred and fifty persons attended to see a combination of notable students and staff honored. We also recognized and said a belated 'thank you' to our fellow students who died serving our country in Vietnam. All association members received the school newspaper, Kats Kudos, to keep us informed of this year's school happenings as staff and students prepare for the new century.

This is a good place to stop and say that our \$10.00 annual (tax deductible) dues are now due. We hope to receive these without further request as each mailing depletes our resources. We are pleased to report that our treasury has a current balance of \$1,475.00 (a financial statement is included). These dollars will be used for invitations to and preliminary preparations for the 1997 Hall of Fame Dinner, scheduled for November 8, 1997, at the University of Louisville Alumni Club. (Mark that date on your calendar now!) Included with this letter is the nomination form for this year's Hall of Fame Induction. Please give this your careful consideration and return your nominations as soon as possible to the school.

If you signed up to participate on a committee(s), and many did, we thank you. However, you may not have been contacted. Don't think we don't want you! The problem is with the executive committee. The "high-tech wizards" among us were not able to retrieve the information promptly from the school computer! Again, we want you involved and will be in touch soon.

Plans for this year are to:

- Hold the Second Annual Hall of Fame Dinner and Induction Ceremony
- Grow the membership
- Build a VIP Alumni lounge in the Gym
- Host an Alumni basketball game January 20, 1998
- Hold an Alumni picnic
- Host a golf scramble
- Start monthly social gatherings and / or outings
- Continue to send Kats Kudos
- Build support for WTHS present and future programs and sports
- Produce a yearly Alumni calendar of events (including class reunion information)
- Begin a program to mentor current students

We have high goals and we look forward to working together to secure for our alma mater its deserved place of prominence in the twenty-first century. Your assistance and involvement is needed and we thank you in advance for your continued support.

Sincerely,

The Waggener Alumni Association
Executive Committee

PS. If you have an E-Mail address and / or a fax machine number please include that information with your dues.

Waggener High School Alumni Association

Financial Statement

June 30, 1997

Receipts

| | |
|---------------------------|------------------|
| Membership Dues | \$6030.00 |
| Hall of Fame Dinner/10-96 | <u>\$2825.00</u> |
| Total Receipts | \$8855.00 |

Expenses

| | |
|---|------------------|
| Postage & Printing | \$1975.83 |
| Postage (Dinner invitations) | \$ 128.00 |
| DJ (Dinner) | \$ 200.00 |
| Decorations (dinner) | \$ 117.42 |
| Jefferson Club (dinner) | \$3705.66 |
| Newsletter(postage/printing/labels) | \$ 549.00 |
| Plaques | \$ 596.00 |
| Misc (Teacher thanks-initial mailing/frames/Cul arts) | <u>\$ 108.30</u> |
| Total Expenses | \$7380.21 |

Balance - 6/30/97 \$1474.79

Analysis of Hall of Fame Dinner

| | |
|----------------|------------------|
| Receipts | <u>\$2825.00</u> |
| Expenses | |
| DJ | \$ 200.00 |
| Decorations | \$ 117.42 |
| Jefferson Club | \$3705.66 |
| Postage | \$ 128.00 |
| Plaques | \$ 596.00 |
| Frames | <u>\$ 21.20</u> |
| Total | <u>\$4768.28</u> |

Total profit/loss \$1943.28

Courtesy of E. Gar Davis (69):



August 14, 1999 **Waggener High School** Class of 1969
30 Year Reunion



Courtesy of Marie VanHoose Sayre:

Wednesday, June 21, 2000

THE VOICE-TRIBUNE

Page A-3

Waggener High School's Hambrick to retire after 32 years in education

By LEIGH HARRINGTON
Staff Writer

After a 32-year career in education, Waggener Traditional High School principal Lohelen Hambrick will retire July 1.

Hambrick, 52, has decided to retire to devote more time to her husband Clarence and to travel.

She began teaching in Alabama at the age of 20, after graduating from Alabama A&M University. Her first class was a group of preschoolers, and she knew without a doubt that she was hooked on teaching.

"When you love what you're doing, it's not a job but a joy," she said.

Three years after she began her career, she moved to Indiana to teach middle school, then onto Kentucky State University and then to Jefferson County, where she has remained for the last 25 years.

Hambrick has taught at both the middle and high school levels in the Jefferson County public school system and served as the assistant principal at Male High for six years and as principal at Waggener.

In her five years at Waggener, Hambrick believes that she has been blessed with the opportunity to help turn the school around.

"I've started so many things here, and I've done so many first just by saying, 'Let's try this,'" Hambrick said. "I stay positive and that positive attitude is what I hope I'm leaving here, that 'Yes you can' attitude."

Waggener teacher Susan Bauer described Hambrick as someone who would do anything to make the school the best it could be and always gave the



Voice-Tribune staff photo by LEIGH HARRINGTON

In one of her last acts before retiring after five years as Waggener's principal, Lohelen Hambrick appointed Marty Pollio director of athletics. He had been boys' head basketball coach. Hambrick's successor has not been named.

credit to someone else.

"Eighteen-hour days were probably very normal for her," Bauer said. "She was a great person to work for. She was always willing to let us try something new."

High points in her career were several instances where she counseled with students who were ready to give up on school and the joy she felt to see them continue and receive their diploma.

Hambrick feels honored that the Waggener student body often addresses her as Mrs. Waggener.

"No accolade is more important than what my kids think of me," Hambrick said.

Hambrick attributes her success to her husband.

"His total support to the success of the school has allowed me to be here with the kids and this

school," she said. "He has been here for activities and ball games."

Hambrick said she is not sure what she will do after her retirement but plans to give plenty of time back to her husband and continue her relationship with the St. Matthews area through community work.

"We want to do some traveling, and I would like to be a sounding board for ideas about education," she said. "I'm a people person and whatever I do will have to be working with people," she said.

Hambrick and her husband have two children, Marion, 27, and Michael, 21.

• • •

The public will have a chance to give input into the selection of Hambrick's replacement at a meeting at Waggener on Monday, June 26, at 6:30 p.m.

From the *Voice-Tribune*, February 14, 2001:

Program gives Waggener 24-hour access to cop

Waggener High School has employed a full-time police officer since 1997, but now students and parents have 24-hour access to Officer Dennis McDonald, seven days a week.

The effort is part of the Phone Call for Safety program, implemented at Waggener on Feb. 7.

McDonald has built relationships with students while patrolling the halls at Waggener, where he is employed full time as a School Resource Officer (SRO).

The St. Matthews Police Department was the first in the state to initiate the SRO program.

It was started as part of a community Policing initiative, McDonald said. We were looking for ways to be proactive in our schools and community; he said.

Now Waggener is part of another first--the first Jefferson County school to start Phone Call for Safety. The program is part of a new initiative by

Sprint *PCS* that began in northern Kentucky in July, at high schools in Florence and Erlanger.

Sprint gave McDonald a wireless phone and the students have received business cards with his phone number. Students and parents can call him with concerns, crime information, or just for advice. There also are nine phones for teachers.

Neither the Phone Call for Safety program nor the daily presence of a police officer at Waggener is a result of disciplinary problems at the school.

It's intended to be proactive, said Waggener principal Jim Jury. It's not a result of problems or issues in the building.

McDonald said, There is a perception that if you place an SRO in a school. That school must have problems when it's really the complete opposite. We don't want any problems, and we're working proactively to prevent them & quot; (This program) gives them (officers) quick access to say, 'I'm following this guy down the hall and I don't think he should be here,' & quot; said Ann Welton, public relations and Advertising manager for Sprint PCS of Kentucky. It gives (the officer) the ability to be mobile in a bad situation;

Waggener is the only Louisville area school that participates in Phone Call for Safety and also the only school partnered with the St. Matthews police.

As a result of its initiative, Waggener's SRO program was recognized by the Center for School Safety as a model program.

McDonald said the program has been a way to build rapport between the students and police. Over the years, kids have begun to trust me he said. They know they can bring concerns to me.

But there still is concern with being snitch; he said, which is where he thinks the phones will be an effective tool. Since working at Waggener, McDonald has received tips on crimes happening in students' neighborhoods all over town, which he has reported to appropriate officers and helped solve.

Many students call him for advice -- an integral part of a SRO's role which involves law enforcement, teaching and advising. For example, McDonald recently taught a class on what to do when stopped by a police officer, a hot topic in the wake of recent police shootings.

McDonald said the St. Matthews police department always has emphasized community service, which is why it first implemented the SRO program. The Phone Call for Safety program should be a positive addition, he said.

Young people want to tell you things; McDonald said. They want to tell you if there are problems in life or if they have concerns, but many times young people hesitate to tell someone older.

Too many times we as adults have failed them. They come to us and we don't do anything. Fortunately, students here at school know I'm somebody they can trust to bring their problems and concerns to and I'll do everything I can to help.

Courtesy of Marie VanHoose Sayre:

WAGGENER
TRADITIONAL HIGH SCHOOL



FALL
SPORTS
PROGRAM

2001

WAGGENER ATHLETICS
WILDCAT BACKERS

The purpose of the Wildcat Backer program is to have a general booster club that can aid and support major projects within the athletics program and also help individual sports raise funds for their team. This will also be a booster program where parents, students, and fans of Waggener Athletics can work and cheer together for the Wildcats.

Levels:

| | | |
|--------------|--------------|--|
| Gold Level | \$250 and up | Free Family Sports Pass Coaches Shirt Car Spirit Flag Spirit Pack (shirt, Button, etc.) Seating in Fan Section |
| Silver Level | \$100 and up | 25 percent off Sports Pass Car Spirit Flag Spirit Pack Seating in Fan Section |
| Bronze Level | \$25 and up | 10 percent off Sports Pass Spirit Pack Seating in Fan Section |

Name: _____

Address: _____

Phone: _____ Donation Level: _____

Teams you would like to support: _____

T-Shirt Size: _____

*Please make checks payable to Waggener Traditional High School.

Girls Soccer



Roster

| NAME | NO. | POSITION | YEAR |
|------------------|-----|-----------------|-----------|
| SCHROEDER, LAURA | 17 | DEFENDER | SENIOR |
| AMANDA KNOWLES | 25 | STOPPER | SENIOR |
| AMANDA SHIFFNER | 15 | DEFENDER | SENIOR |
| ANNA WOOD | 13 | MID-FIELD | SENIOR |
| WENDY REAGAN | 10 | CENTER | SENIOR |
| LARA TACHIBANA | 18 | MID-FIELD | SENIOR |
| LINDSEY OWENSHY | 22 | FORWARD | SENIOR |
| REBECCA CORREY | 6 | GOALIE | JUNIOR |
| AMY RAMSEY | 9 | MID-FIELD | JUNIOR |
| CASEY DAVIS | 3 | MID-FIELD | SOPHOMORE |
| MORGAN WILKINS | 5 | MID-FIELD | SOPHOMORE |
| SARA HEATWICK | 01 | GOALIE/DEFENDER | FRESHMAN |
| EMILY BREWSTER | 14 | MID-FIELD | FRESHMAN |
| AMANDA KELLER | 24 | DEFENDER | FRESHMAN |
| ANERBA WILLIAMS | 28 | MID-FIELD | FRESHMAN |
| JENNIFER MCNAY | | | |

HEAD COACH: TERRY LUTZ

Schedule

| DATE | OPPONENT | SITE | TIME |
|-------|----------------|------|-------|
| 8/20 | PRP | AWAY | 5:30 |
| 8/27 | ITOWN | AWAY | 5:30 |
| 8/28 | DOSS | HOME | 5:30 |
| 8/28 | BULLITT EAST | HOME | 5:30 |
| 8/29 | ATHERTON | AWAY | 5:30 |
| 9/05 | COLLEGIATE | AWAY | 5:30 |
| 9/10 | MALE | AWAY | 5:30 |
| 9/12 | SENECA | HOME | 5:30 |
| 9/13 | FERN CREEK | HOME | 5:30 |
| 9/18 | PROVIDENCE | AWAY | 4:00 |
| 9/19 | EASTERN | AWAY | 5:30 |
| 9/22 | JEFFERSONVILLE | AWAY | 12:00 |
| 9/24 | SOUTHERN | HOME | 5:30 |
| 9/27 | SHELBY CO | AWAY | 5:30 |
| 10/5 | BALLARD | HOME | 5:30 |
| 10/10 | ASSUMPTION | HOME | 5:30 |

Boys Soccer



Roster

| NAME | NO. | POSITION | YEAR |
|------------------|-----|-----------|-----------|
| DOGG BARNHART | 27 | STOPPER | SENIOR |
| TOMMY GOULLE | 1 | GOALIE | SENIOR |
| CHRIS MOWAK | 16 | DEFENDER | SENIOR |
| JOHN MATAJALA | 15 | MID-FIELD | SENIOR |
| BILLY HUBER | 12 | MID-FIELD | SENIOR |
| WOLFGANG MUEITEN | 20 | FORWARD | SENIOR |
| MAGNUS SKAPPES | 25 | DEFENSE | SENIOR |
| MICHAEL MURRAY | 23 | DEFENSE | SENIOR |
| STEVEN MURRAY | 12 | SWEEPER | JUNIOR |
| BEN BREWSTER | 19 | MID-FIELD | JUNIOR |
| HENRY SCHLICHTER | 10 | MID-FIELD | JUNIOR |
| KARL OTTO | 18 | MID-FIELD | JUNIOR |
| JASMINE LEZZO | 11 | FORWARD | JUNIOR |
| FREDDY BERNADES | 28 | MID-FIELD | JUNIOR |
| GERARDO ZAPARITA | 19 | DEFENSE | JUNIOR |
| DANRLO PRIETO | 29 | DEFENSE | JUNIOR |
| ALDRIGO ZAPARITA | 13 | MID-FIELD | SOPHOMORE |
| ALAN BOYLE | 13 | DEFENSE | SOPHOMORE |
| LUIS HIDALGO | 17 | DEFENSE | FRESHMAN |
| ALEXANDER PASTOR | | FORWARD | FRESHMAN |
| WILLY BRACLES | | FORWARD | FRESHMAN |
| PHIBROSS SHARAN | | GOALIE | FRESHMAN |
| CHRIS DILLMAN | 21 | FORWARD | FRESHMAN |
| GUILLEMO DIAZ | | MID-FIELD | FRESHMAN |
| DAVID GANN | 14 | MID-FIELD | FRESHMAN |
| NICK KELLY | 24 | DEFENSE | FRESHMAN |
| NICK OWENS | 2 | FORWARD | FRESHMAN |
| | | GOALIE | FRESHMAN |

Head Coach: Jeh Whiting

Schedule

| DATE | OPPONENT | SITE | TIME |
|-------|--------------------|------|--------------------|
| 8/20 | PRP | AWAY | 5:30 |
| 8/21 | EASTERN | AWAY | 5:30/6:00 |
| 8/25 | DOSS | AWAY | 5:30 |
| 8/29 | COLLEGIATE | AWAY | 5:00/6:30 |
| 9/4 | MALE | HOME | 5:30/6:00 |
| 9/8 | ITOWN | HOME | 5:30/6:00 |
| 9/8 | SOUTH GOLDHAM TOWN | HOME | TRIA |
| 9/11 | WALKERVILLE | AWAY | 5:30/6:00 |
| 9/12 | SENECA | AWAY | 5:30/6:00 |
| 9/18 | TRINITY | AWAY | 5:30/6:00 |
| 9/20 | FERN CREEK | AWAY | 5:30/6:00 (varies) |
| 9/22 | BALLARD | HOME | 5:30/6:00 |
| 9/27 | BULLITT EAST | HOME | 5:30/6:00 |
| 10/2 | ATHERTON | AWAY | 5:30/6:00 |
| 10/9 | NCTD | HOME | 5:30/6:00 |
| 10/11 | CHRISTIAN ACAD | AWAY | 5:00 |

*VARSITY PLAYS FIRST

Football



Varsity Football Schedule

| DATE | OPPONENT | SITE | TIME |
|-------|---------------------|------|------|
| 8/18 | BOYD CO (COAL BOWL) | AWAY | 7:30 |
| 8/24 | PROVIDENCE | AWAY | 7:30 |
| 8/31 | DOSS | AWAY | 7:30 |
| 9/14 | CENTRAL | HOME | 7:30 |
| 9/21 | FAIRDALE | AWAY | 7:30 |
| 9/28 | BRECKINRIDGE CO. | HOME | 7:30 |
| 10/5 | EASTERN | AWAY | 7:30 |
| 10/12 | NORTH BULLITT | AWAY | 7:30 |
| 10/19 | BULLITT EAST | HOME | 7:30 |
| 10/26 | VALLEY | HOME | 7:30 |

Courtesy of Marie VanHoose Sayre:

Varsity Football Roster

Head Coach Chris Wolfe
Work Phone 502-485-8565
Work Fax 502-485-8140

Superintendent: Stephen Daeschner
Principal: Jim Jury
Athletic Director: Marty Pollio
Enrollment (9-12): 821
Colors: Red and White

Mascot Wildcats

Asst. Coaches Todd Darland, Billy Martin, Tommy Hornback

Support Staff Kenneth Wolfe, John Luxemburger, Lindsay Madison, John Hamilton, Rob Ross, Megan Kishman

| Number | Player | Position | Height | Weight | Grade |
|--------|---------------------|----------|--------|--------|-------|
| 2 | Weaver, Brandon | TE/LB | 5'10" | 170 | 12 |
| 3 | Stewart, Chad | WR/DB | 6'1" | 140 | 10 |
| 4 | Ruoff, Justin | QB/DE | 5'10" | 135 | 10 |
| 5 | Sowell, Terral | TB/DB | 6'1" | 165 | 9 |
| 7 | Smith, Alfonso | WR/DB | 5'11" | 145 | 9 |
| 8 | Paul, Davrinn | WR/DB | 5'8" | 145 | 11 |
| 9 | Stivers, Will | TE/LB | 5'11" | 160 | 12 |
| 10 | Hill, Byron | WR/DB | 5'4" | 105 | 9 |
| 11 | Brewster, Ben | K | 6'1" | 150 | 11 |
| 12 | Lawson, Tye | WR/DB | 5'7" | 140 | 9 |
| 13 | Clark, Marlon | TB/LB | 5'9" | 150 | 11 |
| 20 | Mayfield, Montrall | TB/DB | 5'9" | 140 | 9 |
| 21 | Taylor, Robert | WR/DB | 5'8" | 145 | 10 |
| 22 | Carr, Doug | WR/DB | 5'8" | 155 | 11 |
| 23 | Mendelsberg, Robert | WR/DB | 5'9" | 170 | 11 |
| 24 | Thompson, Corey | TB/LB | 5'8" | 140 | 9 |
| 25 | Filer, John | WR/DB | 5'11" | 160 | 11 |
| 32 | Murray, Michael | TB/LB | 5'5" | 165 | 12 |
| 34 | Stewart, Willie | TB/DB | 5'7" | 170 | 12 |
| 36 | Luxemburger, Drew | TE/LB | 5'9" | 165 | 11 |
| 40 | Thomas, Antwan | TE/LB | 5'10" | 195 | 10 |
| 41 | Otto, Carl | WR/DB | 6'2" | 160 | 11 |
| 42 | Brics, Brandon | TE/LB | 5'8" | 145 | 9 |
| 43 | Jackson, Lloyd | OBLB | 5'10" | 180 | 9 |
| 44 | Mayfield, Lee | TE/LB | 5'6" | 160 | 9 |
| 50 | Doss, Eric | OL/DL | 5'9" | 220 | 10 |
| 51 | Houss, Marlon | OL/DL | 6'1" | 235 | 11 |
| 52 | Miller, Frank | OL/DL | 6'1" | 230 | 11 |
| 53 | Marshall, Jessie | OL/DL | 5'9" | 260 | 9 |
| 54 | Portale, James | TE/LB | 5'11" | 195 | 12 |
| 55 | Miller, Josh | OL/DL | 6'1" | 200 | 9 |
| 63 | Harrington, Arthur | OL/DL | 5'8" | 260 | 9 |
| 68 | Warren, Aaron | OL/DL | 6'0" | 170 | 11 |
| 70 | Haven, John | OL/DL | 6'1" | 260 | 11 |
| 71 | Engstrand, Justin | OL/DL | 5'8" | 220 | 11 |
| 72 | Alford, Richard | OL/DL | 6'2" | 375 | 12 |
| 73 | Kent, Quentin | OL/DL | 5'9" | 210 | 10 |
| 74 | Neumann, Geoff | OL/DL | 5'9" | 255 | 9 |
| 75 | Crawford, Andrew | OL/DL | 5'9" | 205 | 9 |
| 76 | Klasic, Dano | OL/DL | 6'0" | 225 | 11 |
| 77 | Caldwell, Ricky | OL/DL | 6'4" | 250 | 12 |
| 78 | Smith, Norman | OL/DL | 5'8" | 180 | 9 |
| 79 | Pennington, Sean | OL/DL | 5'10" | 245 | 9 |
| 80 | Lovelace, Greg | WR/DB | 6'0" | 150 | 11 |
| 81 | Panic, Sinisa | DB | 5'8" | 155 | 11 |
| 83 | Noonan, Alan | WR/DB | 5'8" | 130 | 9 |
| 84 | Sims, Ronell | TE/LB | 5'8" | 150 | 9 |
| 85 | Kristofek, Billy | WR/DB | 5'8" | 140 | 9 |
| 87 | Simmons, Sean | TE/LB | 5'10" | 150 | 9 |
| 88 | Couller, Alan | TE/DL | 6'4" | 205 | 12 |
| 89 | Harris, John | TE/DL | 6'1" | 195 | 11 |

Volleyball



Roster

| NAME | HEIGHT | POSITION | YEAR |
|-------------------|--------|----------|-----------|
| KELLY DOUGLAS | 6'9" | MB | SENIOR |
| ELIZABETH BOWLING | 5'9" | SOH | JUNIOR |
| ANDREA RIEFF | 5'9" | OH | JUNIOR |
| ANGIE HUBER | 5'3" | OP/PH | FRESHMAN |
| ROSI MOLZONI | 5'3" | OH | SENIOR |
| LYNN NGUYEN | 3'6" | OH | SOPHOMORE |
| ASHLEY ELLIOTT | 3'10" | MB | SOPHOMORE |
| ALLISON DUNSMORE | 5'8" | OPPS | SOPHOMORE |
| JILL BRETT | 5'4" | OH | JUNIOR |
| BRITTANY KNIST | 5'8" | MB | SOPHOMORE |
| MARIE SPAIN | 5'9" | MB | FRESHMAN |
| ABBY STONE | 3'9" | MB | FRESHMAN |
| EMILY SELLERS | 4'1" | MB | SENIOR |
| IMON SPURLING | 3'9" | OH | SENIOR |
| ASHLEY LUTTES | 5'5" | DS | FRESHMAN |
| KATE SELTZER | 3'8" | OH/DS | JUNIOR |
| CHERRA WILKINSON | 5'11" | MB | FRESHMAN |
| CHRIS MAY | 5'9" | OH | FRESHMAN |

MANAGERS

MARY CHAMBERS
AMANDA ALVEY

SOPHOMORE

Schedule

| DATE | OPPONENT | SITE | TIME |
|------|---------------------|------|----------|
| 8/29 | OLDHAM CO | HOME | 5:30P-30 |
| 8/31 | LITTON | HOME | 5:30P-30 |
| 8/31 | BALLARD | AWAY | 5:30P-30 |
| 9/28 | BULLITT EAST | AWAY | 5:30P-60 |
| 9/30 | SENECA | AWAY | 5:30P-30 |
| 9/6 | SOUTH GLENHAM | HOME | 5:30P-30 |
| 9/7 | LIVT | TBA | TBA |
| 9/8 | LIVT | TBA | TBA |
| 9/11 | MALE | HOME | 5:30P-30 |
| 9/13 | EASTERN | AWAY | 5:30P-30 |
| 9/15 | SOUTHERN | HOME | 5:30P-30 |
| 9/20 | ATHERTON | AWAY | 5:30P-10 |
| 9/21 | SENECA INVITATIONAL | TBA | TBA |
| 9/22 | SENECA INVITATIONAL | TBA | TBA |
| 9/24 | BULLITT CENTRAL | HOME | 5:30P-30 |
| 9/25 | VALLEY | AWAY | 5:30P-30 |
| 9/27 | MOORE | AWAY | 5:30P-30 |
| 9/28 | KCVT | TBA | TBA |
| 9/29 | KCVT | TBA | TBA |
| 10/2 | FERN CREEK | HOME | 5:30P-30 |
| 10/3 | KCD | AWAY | 5:30P-30 |
| 10/4 | CHRISTIAN ACADEMY | AWAY | 5:30P-30 |

Cheerleading



Roster

| NAME | YEAR |
|--------------------|-----------|
| WENDY REAGAN | SENIOR |
| SARA LILES | SENIOR |
| DANIELLE DURHAM | FRESHMAN |
| ASHLEY WOOSLEY | FRESHMAN |
| KIMMIE SANDELIN | FRESHMAN |
| NIKKI GREGORY | FRESHMAN |
| DOMINIQUE SUTTON | FRESHMAN |
| CHELSEA BRENNICK | FRESHMAN |
| EBONIE FLOWERS | JUNIOR |
| KENDELL ELLERY | SOPHOMORE |
| LARESHIA DAUGHERTY | JUNIOR |
| INDIA BRIDGEWATER | JUNIOR |
| DONCHA BISHOP | SOPHOMORE |

Coaches: Kim Harbolt and Strauzie Collins

Cross Country



Roster

| NAME | YEAR |
|-----------------|-----------|
| JONATHAN DAVIS | JUNIOR |
| CHRIS OSKINS | FRESHMAN |
| KYLE SCHWEIGER | JUNIOR |
| ALEX TIMMONS | SOPHOMORE |
| DREW KEENEY | SENIOR |
| DANIEL BALDON | FRESHMAN |
| NICK HILL | JUNIOR |
| DAVID BLACKBURN | JUNIOR |

COACHES: TODD HAUGEY AND BILL JETT

Golf



Roster

| NAME | YEAR |
|----------------|-----------|
| PHILIP BURDEN | SENIOR |
| JOSH EVERETT | SENIOR |
| MARTY GREGORY | SENIOR |
| TAYLOR PERKINS | SENIOR |
| JAMIE BARRETT | SOPHOMORE |
| SCOTT CASSIDY | SOPHOMORE |
| ALEX DEBOLD | SOPHOMORE |
| CHAD WAITE | SOPHOMORE |
| RYAN WHITEHEAD | SOPHOMORE |
| STUART BANKS | FRESHMAN |
| CHRIS RENN | FRESHMAN |
| LELAND TAYLOR | FRESHMAN |

HEAD COACH: ALLEN DAVIS

JEFFERSON COUNTY PUBLIC SCHOOLS

Waggener Traditional High School

NEW!

**Medical Careers Major
for Freshman
Starting Fall 2005**

Medical Careers

The Healthcare Careers Program will prepare students for careers in Allied Health.

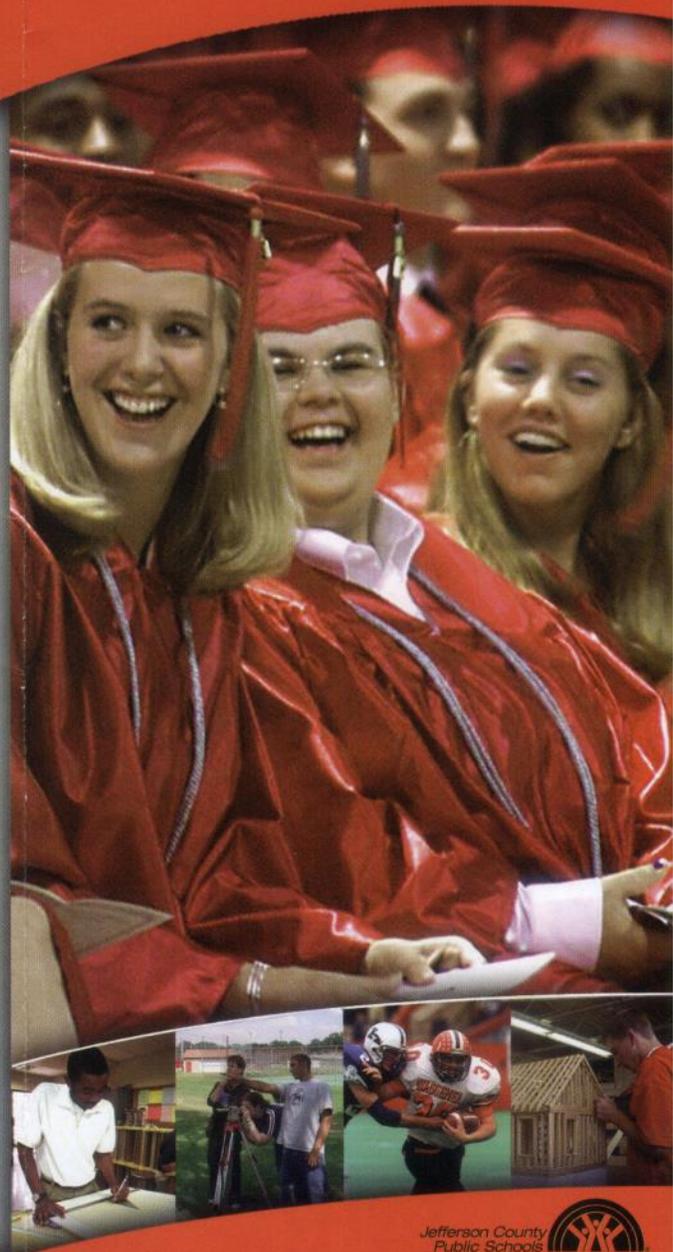
Waggener will offer courses in nursing, premed, and other healthcare specialties. Classes are rigorous and science-based. Medical classes begin during the sophomore year and include Medicaid nurse aide (MNA) classes offered through Baptist East Hospital and practical nurse (PN) classes offered at Jefferson Technical College (JTC). By high school graduation, students will have completed the first year of coursework they will need for certification to become a PN, an MNA, or both. Certification is granted through JCT. In addition to the classes, students interact with medical professionals through job shadowing and internships at Baptist East and other facilities. Other partners in the program include Bellarmine and Sullivan universities and Spencerian, Jefferson Community, and Jefferson Technical colleges.

General Information

If you want more information or if you would like to visit Waggener Traditional High School, please call to schedule an appointment:

**Waggener Traditional High School
330 South Hubbards Lane
Louisville, KY 40207**

**Telephone: (502) 485-8340
Fax: (502) 485-8140**



www.jcpsky.net/schools/high/waggener.html
Equal Opportunity/Alternative Action Employer. Offering Equal Educational Opportunities
Produced internally by the Jefferson County Public School District
50438 Waggener HS Brochure Revision10/04 lg

Jefferson County
Public Schools 
Shaping the Future

The Waggener Way



Photo by Mike Bennett. The Courier-Journal, reprinted with permission.

Beyond High School

The Waggener Way prepares students for life beyond high school classrooms. Waggener offers a variety of programs that meet the educational needs of students entering an ever-changing workforce. Research suggests that today's high school students may change careers as many as seven times during their lifetime.

A Solid Foundation

The Waggener Way gives students a solid foundation in the basics to ensure their success beyond the high school classroom. In addition to this basic foundation, students learn skills that make them better able to enter the workforce or to further their studies upon graduation. Juniors and seniors have an opportunity to receive college credit while enrolled at Waggener. Bellarmine University offers qualified students college credit in English, precalculus, and history. Through an agreement with Jefferson Community College and Sullivan University, graduates who have successfully met the curricular standards of a program of study at Waggener may have classes waived in similar programs at those colleges.

A Community of Learners

The Waggener Way is to serve a small, diverse community of students at the school's campus in the heart of St. Matthews. The enrollment averages 1,000 students, a relatively small enrollment for a Jefferson County public high school. We believe that the school's size provides students with more opportunities to shine. Waggener Traditional High School students bring a wealth of cultural diversity to the learning process. Students from 17 foreign countries call Waggener their home.

Decision Making for Parents and Staff

The Waggener Way offers parents, students, teachers, clerical staff, and administrators the opportunity to contribute. Representatives from each of these role groups may participate on the school's 21-member School-Based Decision Making (SBDM) Council. Waggener's council is a state-approved model variance of the Kentucky Education Reform Act's mandate. The SBDM Council decides policy, establishes the budget, sets the schedule, and generally provides a major voice in school governance.

Waggener Is Traditional

The Waggener Way means being responsive to the needs of the community. After discussion with parents and community members, Waggener's SBDM Council voted to implement the Traditional Program. Attendance, academic standards, and behavioral expectations are consistent with the Jefferson County Public School District's Traditional School standards. Waggener is pleased to offer a traditional approach to education, as well as the Advance Program and programs in the following areas: Prearchitecture, Engineering, Video Technology, Culinary Arts, Business, Childcare, and Healthcare Careers. Students entering Waggener select a major and follow a specified course of study.

Advance Program/Advanced Placement

Waggener is one of a group of schools offering the Advance Program. Enrollment in Advance Program and Advanced Placement courses at Waggener has increased dramatically. In the Advance Program, students are exposed to a challenging curriculum that is designed to help prepare them for postsecondary education. Our Advanced Placement courses are designed to provide students with opportunities to earn college credit by passing the Advanced Placement examination.

Waggener Traditional High School

Prearchitecture/Construction Technology

The Prearchitecture Program is the only one of its kind in Jefferson County. Modeled after the architecture programs at the University of Kentucky and the Pratt Institute in New York, this program emphasizes the elements of design, the evolution of construction materials and techniques, and the design/build process throughout the four-year program of studies. Students begin with the fundamentals of measurement that lead to a senior project that requires each student to design a building complete with construction drawings (AutoCAD), construction documents, a structural model, a presentation model, and a sales/marketing brochure. Since 2000, 21 Waggener students have won awards in architectural drafting competitions.

Business Management

The Business Management course focuses classroom study on economics, advertising, and promotion as they relate to the hotel/motel industry and career exploration. Business trends are studied through principles of accounting, partnerships with corporations, and human-resources management. Concepts of finance, including inventory-checking systems, commercial paper, and routine banking operations, are taught through real-life experiences in the Student Financial Center. Juniors and seniors are eligible to participate in school-to-work initiatives, including shadowing and job placement, which can result in long-term employment and college-tuition scholarships.

Culinary Arts

Students majoring in Culinary Arts participate in hands-on training in menu planning, food preparation, presentation, safety, serving, and proper sanitation—meeting or exceeding the standards set forth by the industry. All food prepared in the class is sold or served at school or community functions. Students must be able to work independently or in cooperative groups. Since teamwork and cooperation are essential to preparing students for the demands of catering banquets, this program is geared toward students who can follow instructions accurately and who can work well under pressure.

Telecommunications

Waggener's Communications Program is unique and covers everything from satellite operations to the legalities of broadcast copyright laws. Using 13 Digital Media 100 nonlinear edit stations (the only high school in the United States to have this much equipment), Waggener offers students advanced job-level skills through hands-on classroom projects and real-life experiences on professional video production crews. Waggener students help research, write, produce, and edit stories for current television programs aired over several media outlets across the state of Kentucky including the school district's "Our Kids" monthly television program. Featured in national magazines for its unique content and curriculum, the program has earned numerous national awards, and more than 20 graduates work as camera operators, editors, graphic design artists, multimedia producers, and TV news reporters! The facility has an equally impressive track record within the media community with more than 49 years of experience and 50 national awards to their credit. This is a proven program for the serious communications student!

Early Child Development

As part of the district's Early Childhood Jump-Start Program, Waggener students can train for entry-level jobs in daycare centers, kindergartens, nurseries, and private homes. An on-site pre-school, located in the Child Development wing of the school, provides students with the opportunity to gain hands-on experience in an actual classroom setting.

Student Technology Leadership Program (STLP)

The mission of the Student Technology Leadership Program (STLP) is to advance the individual's capabilities, to motivate all students, and to create leadership opportunities through the use of technology. The STLP leaders at Waggener are involved in a variety of activities, including troubleshooting technology-related problems, designing and maintaining the school's Web site, and training students and teachers on the use of technology. Through these experiences, students develop their leadership and technology skills.

Advance Program/Advanced Placement

Approximately 40 percent of Waggener students qualify for participation in the accelerated classes including nationally recognized Advanced placement classes and the district's Advance Program classes. Waggener's Honors Program has a planned, college-preparatory curriculum that provides students with enriched experiences. To graduate with an Honors Diploma, students must maintain a 2.5 grade-point average and must complete a minimum of 12 Honors credits, including one credit each in fine arts and computer technology.

A Community of Champions—



EXPECT MORE, ACHIEVE MORE!



Building on a Tradition of Excellence

See next page for more readable section

Waggener Traditional High School

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Early Child Development

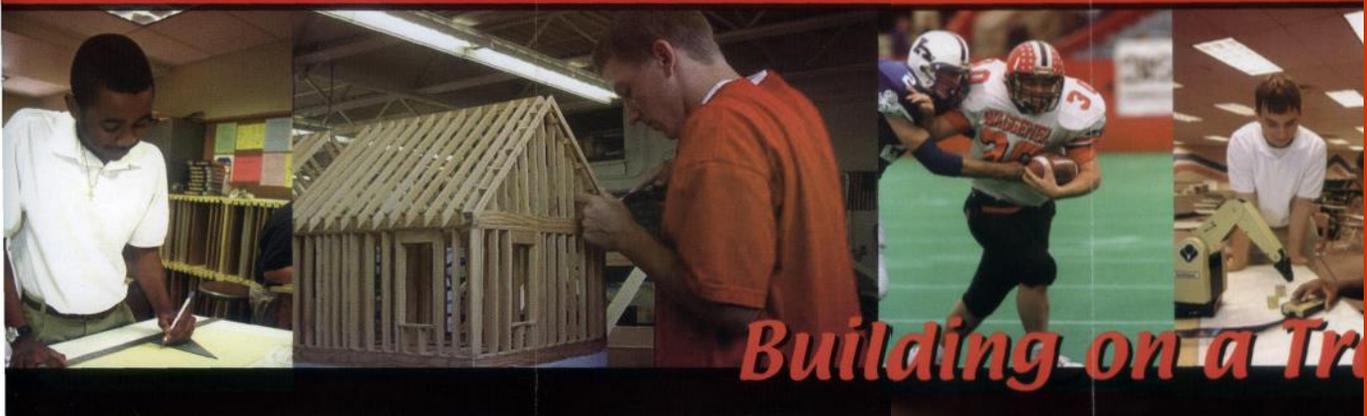
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Building on a Tradition

Courtesy of Al Ring:

I'll start by saying "I was wrong." By spending the last 5 months collecting (as much information as possible) and talking to alumni about Waggener, I formed some perceptions and thoughts that I now find are incorrect.

I was under the impression Waggener was "not a clean school," low on the education ladder, a heaven for unruly students, having its own daycare for the children of the students, etc. etc.

I recently made a quick trip to Louisville for a family wedding and was fortunate enough to have a guided tour of Waggener on Friday morning, May 23, 2008 (last day of school) by faculty member Lynda Draut. She took me where I wanted to go, the library, lunch room, gymnasium, old shop buildings, TV room and showed me other rooms on the way. She did not "try and sell me on Waggener." She just showed me what I wanted to see and answered my questions.

First let's just say up front, Waggener is not perfect. It does have discipline problems, (as do almost every school in the country, it's a sign of the times), things are tied down, there is a police officer in the school while open. It does have locked doors, but I find in asking around this is not unusual. Is it the Waggener I remember? NO! In some ways its worse, in some ways its better. It is what it is and I was pleasantly surprised.

The school is in very good shape, very clean, painted white walls, and I saw no graffiti. Heck I see graffiti in the neighborhood I live in today. (On future pages, look at the photos or take a look at the 2008 Year Book video to see movies of the school.)

Daycare—yes they have one. 20 kids each morning and 20 each afternoon. In 2008, they had children who spoke 8 different languages. This is part of a Early Childhood Jumpstart Program. Waggener students can train for entry-level jobs in daycare centers. Very clean and well organized program.

Prearchitecture/Construction-The students learn a CAD system and then build models of the homes they are designing. I met the faculty member in charge of the program. The students are very lucky to have a man of his stature. By the way, the kids in class were staying late that day and coming back Tuesday the next week to finish some projects. School was over on Friday. When did you or I come back in the summer? (They already had their grades, this was extra.)

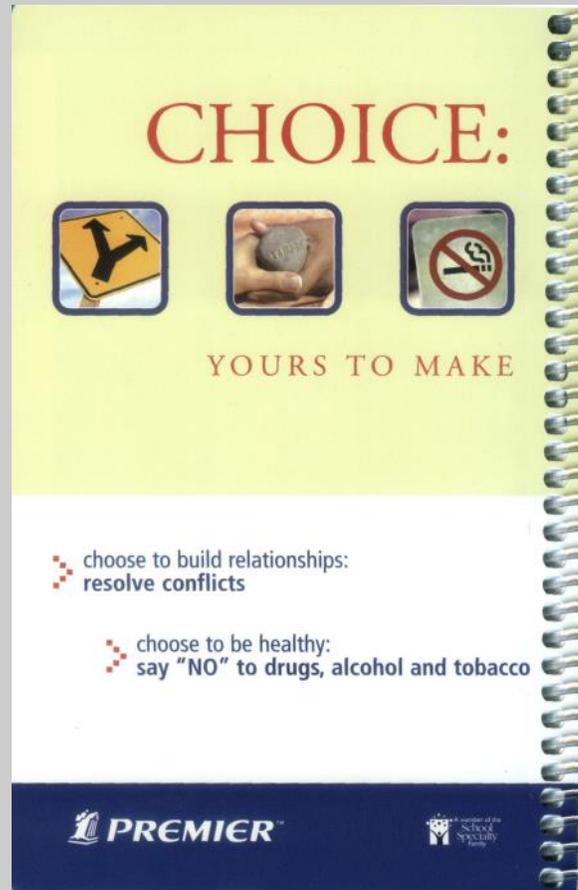
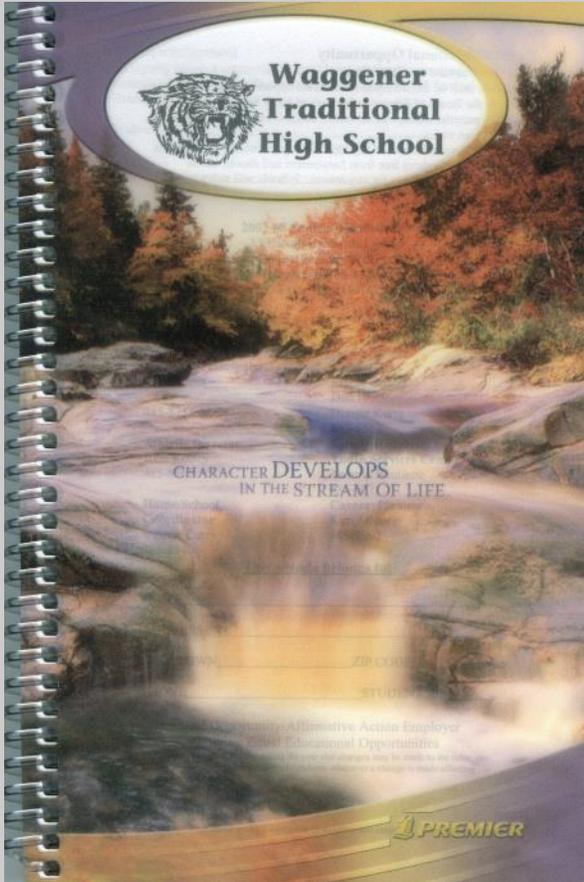
I got to see the "**News Room**" in the **Telecommunications department** (old TV room.) The equipment they have is fantastic! Talk about nerd haven. I would go nuts there. The **Culinary Arts program** (with separate professional kitchen) is magnificent! I just wished they were cooking that day.

What I am trying to say is that Waggener has a lot to be proud of and so does its Alumni. It's a good school, problems yes, but what or who doesn't?

I am proud to be from Waggener and proud of the school today. I hope you are too.

Courtesy of Waggener Traditional High School:

Agenda





Waggener Traditional High School

2007-08 Student Handbook
 330 South Hubbards Lane
 Louisville, KY 40207
 Telephone: **485-8340**
 Fax: 485-8140

| | |
|------------------------------------|---|
| Principal: | |
| Candace Conway | |
| Assistant Principals | Counselors |
| Trent Bates | Emma Bender |
| | Don Hudson |
| 485-8751 | Dianna Kurtz |
| | 485-8562 |
| Athletic Director | Family Resource/ Youth Services Center |
| John Kelsey | Tammy Boutiette |
| 485-8565 | 485-6221 |
| Home/School Coordinator | Career Planner |
| Valerie Curry | Kim Johnson |
| 485-8340 | 485-8962 |

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____ STUDENT NO. _____

Equal Opportunity/Affirmative Action Employer
 Offering Equal Educational Opportunities
Disclaimer—There are times during the year that changes may be made to the rules, etc. Efforts will be made to contact parents/students whenever a change is made affecting material in this agenda.

 PLEASE NOTE: This front cover is sensitive to extreme heat. Do not leave in direct sunlight.

 Printed on recycled paper.

**Equal Educational Opportunity
Students/Parents or Guardians**

No student shall be denied equal educational opportunity for any reason by the Board of Education because of his or her age, color, disability, parental status, marital status, national origin, race, religion, sex, or veteran status.

Harassment/Discrimination of any type is not permitted. A student has the right to attend school free from harassment and should not be subjected to discrimination for any reason. Schools will strive to ensure that these rights are protected and that appropriate consequences are provided to offenders.

In the Event of Questions

Students, parents, and/or guardians, report to the principal, Compliance and Investigations Office, or to the appropriate government agency if you believe you have experienced harassment/discrimination. Noncompliance with the above policy and procedures may result in disciplinary action.

Waggener Traditional High School Certification

The School-Based Decision Making (SBDM) Council of Waggener Traditional High School has decided to pursue a traditional philosophy for Waggener. The information contained within this handbook describes this philosophy, as well as its implementation, and has been approved by the SBDM Council. The administration, the SBDM Council, and the faculty and staff strive to attain the high values and standards described herein. We know that the students and parents also want to attain those standards. This certification is to acknowledge receipt of the handbook by students. We urge students and parents to familiarize themselves with the handbook's contents. **Failure to read and understand the handbook, policies, and codes will be no excuse for violation of school policies.**

We, the parent/guardian and the student certify that we have received the handbook and understand that Waggener has adopted a zero-tolerance stance in cases of chemical abuse, acts of violence (including fighting), and possession of weapons of any sort. We understand that Waggener officials are to act on such offenses to the fullest extent of the Jefferson County Public Schools (JCPS) Code of Acceptable Behavior and Discipline and the law. Participating in the possession, sale, or distribution of chemicals/alcohol could lead to the arrest of participants. Participating in fights, assaults, or other acts of violence or harassment, or possession of weapons also could result in the arrest of participants.

Courtesy of Waggener Traditional High School:

Agenda

Acknowledgement

By signing below, I acknowledge that I have read and understand the contents of the Waggener Traditional High School 2007-08 Student Handbook.

Student's Name: _____ (Please print)

Student's Signature: _____

Date: _____ Homeroom: _____

Parent's/Guardian's Signature _____

Date: _____

(Please tear out, sign, and return this form to your first-period teacher during the first week of school.)

In order for students to have access to JCPS Net, a user agreement form signed by student and parent must be on file.

WAGGENER TRADITIONAL HIGH SCHOOL SCHOOL-BASED DECISION MAKING (SBDM) COUNCIL MISSION

OUR COMMUNITY

Waggener students, faculty, staff and parents are our community.

OUR OBJECTIVE

To provide the essential skills needed for a personalized, quality, traditional education that satisfies the lifelong needs of our students and promotes student success.

OUR BELIEF

Administration and parents are to support the faculty, staff, and students in a traditional educational process and to implement the SBDM Council's decisions.

OUR PHILOSOPHY

To achieve our objective in a professional, ethical, disciplined, and caring manner.

WE SUPPORT

We support the Kentucky Education Reform Act (KERA), Jefferson County Public Schools (JCPS) policy, the Waggener SBDM Charter,

Traditional Program guidelines, and the Total-Quality-Leadership philosophy.

WE WILL BE

We will be receptive to our students, faculty, staff, and parents' comments and suggestions; willing to listen; and innovative in our approach to problem solving.

WE ENCOURAGE

We encourage participation, mutual respect, and communication among the entire school community.

SBDM Bylaws & policies are available in the school office.

WAGGENER TRADITIONAL HIGH SCHOOL VISION STATEMENT

- Teachers, students, and parents work together, respect each other, and communicate with each other toward achieving a shared vision.
• Excellence in academics and meeting Commonwealth Accountability Testing System (CATS) thresholds is achieved in an encouraging and caring environment.
• School environment is a safe learning zone that promotes student growth and success through zero-tolerance policies on drugs and violence.
• Student pride and school spirit increase as overall student involvement and socialization increase.
• Administrators and teachers are consistent in enforcing policies, reinforcing positive performance, and participating in the daily and extracurricular activities of the students.
• Partnerships are established and promoted with businesses, community organizations, colleges, and an active Waggener Traditional High School Alumni Association.

MILITARY RECRUITER OPT-OUT FORM

If you do not want the student's name, address and telephone number released to military recruiters, the student (regardless of age), parent or guardian must sign this form and return it to the school by September 14, 2007.

I hereby exercise my rights under state and federal law and hereby request that the name, address and telephone number of _____ (student name), currently a student at _____ (school name), NOT be released to military recruiters without prior written consent.

Signed by: (check one): ___student ___parent

_____ Signature

_____ Print Name

_____ Address

_____ City/State/Zip

DIRECTORY INFORMATION OPT-OUT FORM

The District has designated a student's name, address, grade level and major field of study as Directory Information. If you do not want this information released to persons requesting Directory Information, the parent/guardian or eligible student (18 years of age or older) must sign this form and return it to the school office by September 14, 2007.

I hereby exercise my rights under state and federal law and hereby request that the name, address, grade level and major field of study of _____ (student name), currently a student at _____ (school name) NOT be released without prior written consent.

Signed by: (check one): ___eligible student ___parent

_____ Signature

_____ Print Name

_____ Address

_____ City/State/Zip

For an explanation of the state and federal laws applicable to this form, see the Code of Acceptable Behavior and Discipline and the Student Bill of Rights.

Courtesy of Waggener Traditional High School:

Agenda

ATTENDANCE**School Day and Bell Schedule**

The length of the school day is from 7:40 a.m. to 2:20 p.m. The first tone is at 7:30 a.m. At that time, students are permitted on the second and third floors. **Note:** Students who arrive at school before 7:30 are expected to remain in the designated areas and in the cafeteria until the 7:30 a.m. tone sounds.

Waggener is following an alternating day block schedule. Students have opportunities to sign up for as many as eight courses and will, in general, be in each class every other day.

Block Schedule

| | |
|--------------------|--------------|
| 7:40 - 9:10 a.m. | First Block |
| 9:15 - 10:45 a.m. | Second Block |
| 10:50 - 12:45 p.m. | Third Block |
| 12:50 - 2:20 p.m. | Fourth Block |

The bell schedule is revised for school wide activities such as club meetings and assemblies.

Students are to leave the building or be in a designated area after school. The front lobby will close at 2:30 p.m.

Attendance/Tardy Reporting

When students are absent or tardy to school, a parent/guardian must call school at **485-8340**. In addition, a follow-up note explaining the absence must be sent to the school when the student returns. Failure to provide a note results in the absence being recorded as unexcused. Students tardy to school must sign in at the Attendance Office. Any student failing to sign in receives ISAP, and parent contact is made. Continued failure to sign in results in progressive discipline being applied. Students who cannot maintain acceptable attendance and tardy records are asked to consider other options.

Unexcused Absences and Tardies

Unexcused tardies and absences are dealt with as violations of the discipline code with appropriate disciplinary measures being applied. All tardies to school are classified as unexcused unless a parent/guardian makes verbal or written contact with the school to verify that the tardy is excused.

Tardy/Attendance Policy

A tardy is defined as arriving to school/1st block after 7:40 a.m.

- 3 tardies—1 detention
- 6 tardies-2 detentions
- 9 tardies-All day ISAP, with each additional 3 tardies resulting in all day ISAP

Students must request their work immediately upon their return to school and outside of regular class time. This time frame begins the day the student receives the make-up work from the teacher.

College Visits

Seniors who desire to make college visits are to contact the senior counselor for the necessary information and directions. All college visits within Jefferson County are counted as unexcused except for official open houses at postsecondary schools.

Early Dismissal

To obtain permission to leave school during the school day, a student must present a note from his or her parent/guardian to the Attendance Office clerk prior to first block. This note must contain the following information:

- Student's name and grade
- Date
- Reason for leaving school
- Time to be excused
- Parent/Guardian signature, with telephone number, where parent/guardian can be reached to verify the early dismissal request.

Note: In order for a student to leave school early, personal contact must be made with a parent/guardian to verify early dismissal. Not following these procedures results in disciplinary action.

The student must sign out in the Attendance Office at the time of the early dismissal. A parent/guardian must come in and sign students out on the day preceding a holiday break. Please try to make doctor appointments after school hours.

In case of illness during school hours, students should go to the counseling office. Parents will be contacted and arrangements can be made to leave school early with parental approval. Students must sign out in Counseling Office.

Transfer and Withdrawal from School

Any student changing schools should report to the Counseling Office. A withdrawal form must be completed on the last full day of attendance so that transcripts and records may be forwarded. All books and school-issued equipment/uniforms are to be returned, and all outstanding charges are to be cleared. Textbooks should be turned into the Counseling Office with the withdrawal form. A release from the bookkeeper is then sent to the Counseling Office.

Academic Expectations and Performance**Components of Academic Grades**

The academic grade reflects what a student knows and is able to do. The academic grade, based on student performance, may include:

- Participation
- Homework
- Special Projects
- Performance Assessment

In addition, any student who has accumulated 10 or more unexcused tardies during the school year and/or 10 or more unexcused absences will:

- Be unable to participate in Homecoming Courts
- Be unable to attend Junior/Senior Prom
- Have their parking privilege revoked.

Excused Absences

Excused absences include the following reasons: student illness, death in the family, court, religious holiday, or administrative approval.

Last Day of a Semester

Missed midterms or finals may be made up only for excused absences.

Day before Spring Break and Thanksgiving

Missed assignments may be made up only for excused absences.

Early dismissals are only excused for the above reasons. Students with early dismissals for other reasons will not be excused and will not be able to make up their class work. Procedures for any early dismissals for the day before these holidays must be as follows:

Notes requesting early dismissal must be submitted to the attendance clerk at least two days prior to the holiday. Students who do not submit requests two days prior must be picked up for early dismissal on these days by a parent/guardian.

Prom and Other Dances

Students must be present at school the day of the dance in order to attend. Students must present their school I.D. upon admission to the dance.

Note: Suspensions count as unexcused absences. Students returning from suspensions can make up only tests, quizzes, major projects, and written daily work. (See the JCPS Code of Acceptable Behavior and Discipline and Student Bill of Rights.) Using the excuse "car trouble" constitutes an unexcused tardy since the student has elected to provide his or her own transportation.

Students have the number of days absent plus one additional day to produce a parent's note for an absence.

Missed Class work and Instruction

Class work missed because of any excused absence is to be made up. It's the student's responsibility to request all work that can be made up. Some work or class activities cannot be made up, for example, films, class discussions, guest lectures, labs, and physical education participation; however, students are responsible for the information covered while absent. Students have the number of days absent plus one additional day to make up any work missed.

- Class Assignments
- Portfolio Entries
- Discussion/Problem Solving
- Exhibitions
- Quizzes/Tests
- Individual/Group Work
- Student Self-Evaluation
- Teacher Observation

Explanation of Academic Grades

| | | | |
|-----------|--|----------|-------|
| A | 93-100 | C | 79-85 |
| B | 86-92 | D | 70-78 |
| U | Below 70 indicates unsatisfactory performance | | |
| WP | Withdrawn/Passing | | |
| WU | Withdrawn/Unsatisfactory | | |
| I | Incomplete (Due to excused absence; work must be completed and the grade recorded within two weeks of the end of the grading period. Otherwise, the grade is recorded as U.) | | |

NEW STANDARDS: Reading, Math, Writing

In order to graduate and receive a high school diploma from the Jefferson County Public Schools, a student must achieve each of the following:

- Complete the state-required 22 credits
- Score **Apprentice or higher** on the state Reading Assessment
- Score **Apprentice or higher** on the state Math Assessment
- Score **Apprentice or higher** on the Writing Portfolio as scored by JCPS staff.

Grading Policies

Students are scheduled for semester courses. One-half credit is earned at the end of each semester for each course a student has passed. Grades are reported cumulatively every 6 weeks throughout the semester.

Deficiency Reports

Deficiency reports are issued only to those students performing below average or failing a class at the middle of every six weeks. This report is designed as a communication tool between teachers and parent. It is the teacher's responsibility to issue a deficiency notice. Any parent seeking a conference after receipt of deficiency reports should contact the Counseling Office at **485-8562**.

End of Semester Examinations

Examinations and/or authentic assessments are given at the midterm and at the end of the year. These examinations are important in determining the course grade and are counted as a percentage of the semester grade. Students are expected to be present for these examinations unless participating in an activity approved by the

Courtesy of Waggener Traditional High School:

Agenda

Jefferson County Board of Education. The current attendance policy applies. Please plan vacations accordingly, possibly allowing for any weather-related make-up days at the end of the school year.

Extended School Services (ESS)

Extended School Services are provided during the school year for students who need assistance with coursework. ESS is provided for credit, at no cost, for students who meet specified criteria. Decisions regarding summer ESS are made year-to-year.

Majors

Telemedia, Culinary Arts, Early Child Development, English, Fine Arts, Foreign Language, Mathematics, Medical Professions, Science, Social Studies, and Architecture.

Placement

The number of Carnegie units earned determines placement of students in grades nine through twelve. The following are Carnegie unit requirements for grade placement.

| | | | |
|------------------|----------|-----------------|----------|
| Freshman | 0-4.99 | Senior | 16-21.99 |
| Sophomore | 5-10.99 | Graduate | 22 |
| Junior | 11-15.99 | | |

Please refer to pages 13 through 17 of the JCPS Student Progression, Promotion, and Grading Procedures.

School Fees

These are determined by program needs and are due and payable at registration.

Levels of Performance

Three major levels of performance are offered at Waggener Traditional High School—Comprehensive (regular), Honors, and Advance Program. Honors level students are required to maintain a 2.5 grade-point average (GPA), take two years of the same foreign language, and have 12 Honors credits. The Advance Program students are required to maintain a 3.0 GPA pass advanced humanities, take three years of the same foreign language, and have 13 Advance Program credits.

Student Expectations

1. Students are responsible for coming to class each day on time with books, paper, pencils, and any other required materials. Students are expected to follow the teacher's directions and to participate in class.
2. Students failing to comply with these reasonable expectations are subject to disciplinary actions being taken for defiance and insubordination.

Homework

The amount and kind of homework in a course of study is planned in accordance with each course. Homework is assigned on a regular

basis. If a student does not study at home, this is an indication that he or she is not satisfactorily fulfilling course requirements.

Parents/Guardians are expected to encourage regular, organized study, to show interest in assignments, to expect satisfactory performance, and to provide the proper conditions for home study.

Meaningful homework is assigned to reinforce skills previously taught, to help the student become an independent worker, and to allow the student time to complete assigned projects.

Students absent from school three or more days may request homework assignments through the Counseling Office. Students are allowed the number of days absent plus one additional day to make up missed assignments.

Portfolios and CATS Testing

Portfolios are a major portion of the English grade. Failure to perform in a timely, proficient manner could result in not earning English credit. Forty percent of the junior and senior English grade each six weeks, for the first five grading periods, will consist of a portfolio entry. All students are expected to perform at least at the Apprentice level.

Note: Students must have a complete portfolio at the end of the junior year or an "I" (Incomplete) will be given for the junior English grade. They will remain in a junior homeroom.

Guidance Program Information

Counselors are available to assist all students in their high school course of study (scheduling), personal problems, and educational/vocational plans. Students are to be assured that all concerns are treated in confidence and with respect.

Conferences with a counselor can be initiated by a student, parent, teacher, principal, or counselor. To see a counselor, a student may drop in at the counselor's office before or after school or come by at a convenient time and complete a request form. The counselor then sends for the student as soon as possible. All students must have a note from the counselor or teacher to leave the classroom.

In case of emergency, the classroom teacher may excuse students to go to the Counseling Office for assistance. Students are encouraged to contact their counselor often and to make use of his or her services.

Parent Involvement

We encourage parents to become involved in the total school program. To volunteer your assistance or for general information, call the main office at **485-8340**.

For student information and/or conferences with counselors, call the Counseling Office at **485-8562**. Conferences with teachers may be arranged by calling either office.

Schedules

Under the direction of the Counseling Department, student schedules are completed in the spring for the following year. Students can request a conference with their counselor at any time to discuss scheduling.

Schedules are only changed in accordance with the district's Student Progression, Promotion, and Grading Procedures.

STUDENT ISSUES AND ACTIVITIES**After-School Activities**

Students may not participate in after-school activities on any day they are absent from school. Students are not to be in the building after 2:30 without supervision from a teacher, coach, or school employee. All Kentucky High School Athletic Association (KHSAA) eligibility standards outside of those noted remain in effect along with SBDM policies.

Assistance and Information

Contact the Counseling Office (485-8562) for assistance regarding:

- Entry and withdrawal
- Occupational information
- Help with social problems
- Scholarships
- Scheduling information
- Going home ill during the day

Contact the Attendance Office (485-8570) for assistance regarding:

- Attendance reports—absences, tardies, and early dismissals.

Contact the Main Office (485-8340) for assistance regarding:

- A conference with the principal
- Insurance
- First Aid
- Locks and lockers

Contact the Assistant Principal's Office (485-8751) for assistance regarding:

- Referrals
- Disciplinary concerns
- Transportation needs

Contact the Family Resource/Youth Services Center (485-6221) for assistance regarding lost and found.

Closed Campus/Off-Limits Areas for Students

These areas are off-limits to students except by specific authorization:

- Faculty lounge and restrooms
- All parking areas during the school day
- Gym/locker room after-class hours
- Custodial service and supply room and office area
- Band suite except when scheduled for band
- Behind the counter in all school offices

Student in these areas without permission are subject to disciplinary procedures.

Doorways/Hallways

Doorways should be kept clear. Do not run in the hallways or stairwells. Students are not permitted to loiter or gather in the hallways between classes.

Dances

The policies for school-sponsored dances are as follows:

- All dances must be approved.
- Inappropriate behavior (i.e., language, dress, smoking, alcohol/chemicals) as determined by chaperones is prohibited.
- The behavior of guests/dates is the responsibility of the Waggener student.
- Students must be on grade level to attend the Junior or Senior prom or be the guest of someone who is on grade level.
- Cannot attend if they have accumulated 10 or more unexcused tardies during the school year and/or 10 or more unexcused absences.
- Dancing determined to be inappropriate or vulgar is not permitted. Students will be asked to stop and could be asked to leave the dance if the behavior continues.
- The sponsoring organization must secure off-duty police security for every dance. Costs of the security are the responsibility of the sponsoring organization.
- All formal dances are to be held in a self-contained facility.
- All dances will end by 12 midnight. Students not picked up 15 minutes after the end of the dance are subject to disciplinary action.

Emergency First Aid

Students needing first aid should have a pass from the teacher, unless it is an emergency situation, and should report to the main office or Counseling Office.

Courtesy of Waggener Traditional High School:

Agenda

Illness

When a student becomes ill at school, the student must report to the Counseling Office. Personnel in the Counseling Office call home to see if the student may leave. If no one can be reached, the student must remain at school. This also is the procedure for students who are 18 years of age or older.

Library

Library hours are 7:00 a.m. to 3:00 p.m. Student ID's are required for students to check out books and materials and to use computers and to work independently in the library. No food or drinks are allowed.

Student ID's

All Waggener students must have a current Waggener ID. Failure of a student to have a current Waggener ID may result in disciplinary action. Students must have an ID to check out library books and to attend school-sponsored dances and activities. ID cards are not to be defaced or altered in any way. ID's should be available upon request.

Hall Passes

The Waggener Traditional High School requires hall passes (with teacher's signature). Any student not in a classroom during class time must have a hall pass from the teacher or a pass from the office and should present his or her student ID when requested. Students not having a pass are subject to disciplinary action. It is the student's responsibility to have a pass. Hall passes are restricted the first and last ten minutes of each block.

Lunch Period

All food, whether purchased in the lunchroom or brought from home must be eaten in the cafeteria or in the courtyard. All students should be in the cafeteria, classroom, library or courtyard and not beyond the covered walkway leading from the main building to the band room. Students shall not loiter in the hallways. The library is open for homework and quiet study only. Students may not leave the campus during lunchtime or have food brought in from a restaurant.

Free and Reduced-Price Lunches

Applications are mailed from and returned to the School and Community Nutrition Services Department at the C. B. Young Service Center, 3001 Crittenden Dr., Louisville, KY. 40209-1104. **You must make a new application each school year.**

Contact the School and Community Nutrition Services Office at 485-3681 if you need assistance or did not receive an application.

Immunization

Students cannot be enrolled without an updated Immunization Certificate. Students with an expired Immunization Certificate will be excluded from school.

School Cancellation

In the event that school is not in session because of an emergency or bad weather, radio and TV stations will broadcast the information. Further information can be obtained by checking the district Web site or by calling the Public Information Office at 485-3357.

Selling of Merchandise, Etc.

Items may not be sold on the school grounds unless they are sold through a school sponsored organization and with the sponsor's permission. Violation of this policy leads to disciplinary action.

Student Rights

As a student of this school you can expect to be treated fairly by those in authority. Your right to courtesy and respect is honored. Of course, you are expected to respect the same rights of others. You can expect your teachers to explain their methods of grading. You can expect your school staff to help you with problems to the best of their abilities. You can expect to be given a chance to present your view of what happened when you have been questioned about doing something for which you may be disciplined. Your parent can expect school staff to be available for appointments when he or she wants to review your progress or the information in your records. You can expect school staff to be serious about teaching; they expect you to be serious about learning. For a complete outline and description of student rights, refer to the JCPS Code of Acceptable Behavior and Discipline and Student Bill of Rights.

Textbooks/Materials

State textbooks are furnished to all students. Fees may be charged for materials used in certain classes. Lost or damaged books must be paid for before a student is issued another book.

Transportation

Contact an assistant principal for assistance. The bus driver is in charge, and students must follow all instructions given by the driver. Please load and unload in an orderly fashion. Any discipline referral for misbehavior may result in temporary or permanent loss of school bus privileges.

Vandalism and Property Damage

Students who destroy or vandalize school property are required to pay for losses or damages. Students who willfully destroy school property are subject to disciplinary action.

Visitors

School policy is to accept visitors who have legitimate business at the school. Visitors and guests must register in the front office immediately upon entering the building and show a picture ID. School-age visitors must have permission from an administrator.

Insurance

All student athletes must have school athletic insurance coverage; these forms are available from the coaches or the Athletic Office.

Lost and Found

Missing articles should be reported immediately to the Family Resource/Youth Services Center. Found articles should be taken to the center as soon as possible. Students looking for lost possessions should inquire in the center. Articles not claimed within a reasonable time are discarded.

Locks and Lockers

Students must rent their lockers from Waggener Traditional High School. This can be taken care of at orientation and in the main office before school and during lunch. Unauthorized locks found on a locker are removed. Students are not allowed to share lockers. The school is not responsible for items missing from lockers. School officials may conduct locker inspections on a regular basis without notice.

Parking Lots

All students driving must have a valid parking permit and use the student parking lot. Permits are available in the Assistant Principal's Office. Students are to use marked parking spaces. Drivers bringing students to school or picking them up also should use the designated areas. Students are only allowed to park in the student lot. Irresponsible or reckless driving results in suspension or loss of parking privileges. There is no loitering in the parking lots or in vehicles. Students are not to go to their cars at any time during the school day without permission from an administrator. Parking privileges will be revoked if the student has accumulated 10 or more unexcused tardies during the school year and/or 10 or more unexcused absences.

Personal Property

Students should not have in their possession personal property that is hazardous, dangerous, or disruptive. Students are not to display or use before school or during school hours (7:00 a.m.-2:20 p.m.) radios, tape players, CD players, cellular telephones, beepers, electronic games or other articles of like nature on school property; these articles may be confiscated. The school is not responsible for lost or stolen articles. After the first violation, the article can be picked up at the end of the day by the student in the Assistant Principal's Office. Following any further violations, the article must be picked up by a parent in the Assistant Principal's Office.

Parents are always welcome to visit. We do ask, however, that all parents register in the front office when they enter. It is best to call ahead for an appointment with the administrator, teacher, or counselor with whom you want to meet.

DRESS CODE

The following regulations apply to all students during school hours.

1. Pants (below the knee) or skirts/dresses must be worn at all times.
2. Any clothing with inappropriate/offensive language or graphics, which are determined unacceptable by the administrative staff, may not be worn. Apparel may not reflect, advertise, or encourage drugs, alcohol, tobacco or gang-related activity in any manner.
3. Tank tops, muscle shirts or shirts that show bare backs, shoulders or midriffs may not be worn. Shirts and blouses that are of $\frac{1}{2}$ or $\frac{3}{4}$ length are not permitted.
4. Clothing that is deemed unsafe, inappropriate or too short may not be worn. Skirts/dresses must be no shorter than two inches above the knees.
5. Hats, caps, hoods, bandanas, sweatbands, combs, or any other head apparel may not be worn in the school building at any time.
6. Pants must be worn at the waist.
7. Students may not wear spiked bracelets or collars or exposed chains, such as wallet chains.
8. The administrative staff has the authority to regulate student dress, wearing apparel, and school accessories to ensure student safety. The administrative staff also can restrict any item that distracts from the learning environment.
9. Safe and appropriate footwear must be worn at all times. (Students cannot wear slippers, or house shoes.)

***This dress code is reviewed by the SBDM Council during the year. If problems arise, the dress code may be modified as needed.** Students who fail to comply with the dress code are subject to disciplinary actions.

Waggener Traditional High School Discipline Code

Students are to abide by the JCPS Code of Acceptable Behavior and Discipline except in cases where additional expectations have been established. Every student receives a copy of the district's Code and is made aware of the additional expectations of the Traditional Program. Students are responsible for reading and complying with these expectations.

Waggener's objective is to help students reach their academic and personal potential by requiring them to live within established

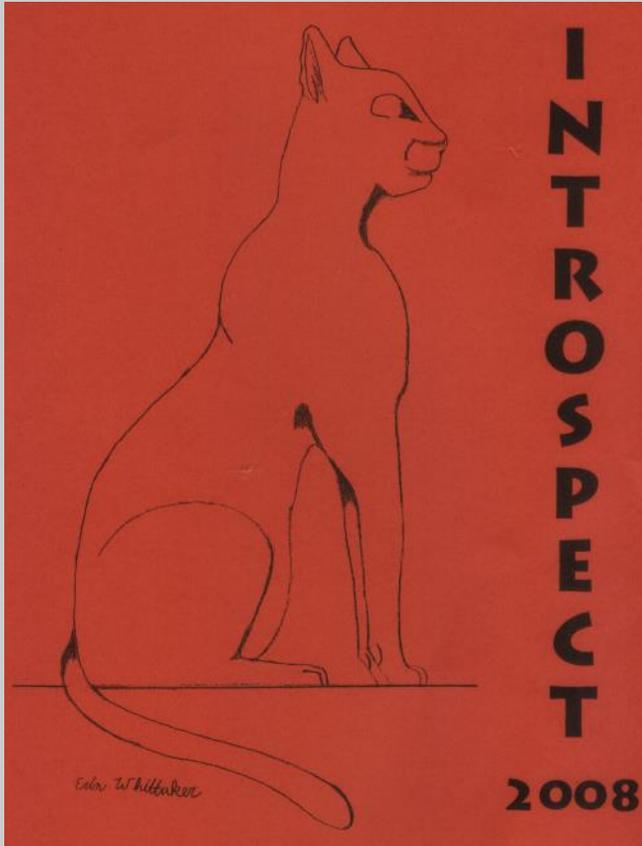
guidelines and policies. Self-discipline is the goal; discipline by the school is critical.

Detention must be served on the day assigned. Failure to serve will result in two (2) blocks of ISAP on the following day plus another detention. If a student is absent on the assigned detention date, they must serve the day they return.

| Offense | First | Second | Third | Fourth | Fifth | Sixth | Seventh |
|--|----------------------------------|--------------------------------------|-----------------------------------|---------------|--------------|--------------|--------------------------------------|
| Deliberate Disruption | Verbal Warning | ISAP 1 block | ISAP 2 blocks | ISAP 3 blocks | All Day ISAP | STOP | STOP* for each subsequent disruption |
| Failure to Follow Directives | All Day ISAP | STOP* | STOP* | STOP* | STOP* | STOP* | STOP* |
| Smoking/ or possession of tobacco products | ISAP 2 blocks | All Day ISAP | ISAP 2 days | ISAP 2 days | ISAP 2 days | ISAP 2 days | ISAP 2 days |
| Cutting Class | ISAP 1 block | 2 blocks of ISAP | All Day ISAP | All Day ISAP | All Day ISAP | All Day ISAP | All Day ISAP |
| Tardy to School | | | Detention | | | 2 detentions | 9th, 12th, etc. All Day ISAP |
| Tardy to Class | | | Detention | | | 2 detentions | 9th, 12th, etc. All Day ISAP |
| Inappropriate Language | Detention | 2 detentions | 1/2 Day ISAP | 3/4 Day ISAP | All Day ISAP | All Day ISAP | All Day ISAP |
| Fighting | Suspension 3 days | Suspension 5 days+Assessment | Susp. 5 days +Rec. Alt. Placement | | | | |
| Alcohol/Substance-Possess/Use | Suspension 6-10 Days | Suspension + Alt. Placement | | | | | |
| Alcohol/Substance-Distribution | Suspension 6-10 days- Alt. Plac. | | | | | | |
| Gambling | ISAP 2 days | STOP* | STOP* | STOP* | STOP* | STOP* | STOP* |
| Theft | Suspension | Suspension | Suspension | Suspension | Suspension | Suspension | Suspension |
| Harassment/Intimidation | Suspension 6-10 days | Suspension 6-10 days- Alt. Placement | | | | | |

Parents will be contacted by mail, phone call, or conference on any discipline. Any disposition not listed above, will be handled according to JCPS Student Code of Conduct.

***Additional ISAP will be assigned if STOP is not served.**



INTROSPECT 2008
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Introspect 2008 Selection Committee
Ms. Brennan Kelsey Dundich
Miss Hofelich Tyler McGill

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Want to see your writing in the Introspect? Ask your English teacher in the Spring of 2009 about submitting to the Introspect 2009.

The Introspect is published by the Waggener Traditional High School English Department
2008

The Future Freaks Me Out

My dark bedroom is lit only by the muted television. Elizabeth is sitting across from me, our knees are touching. She's staring into my eyes. She's too pretty. I can't help it. I blink.

"I win!" She begins to laugh, and falls forward, her head landing on my shoulder. I can smell her hair, and I get butterflies in my stomach. "Oh Justin, it was so hard not to blink, you looked so constipated!" She manages to get these words out in between laughing.

By now, I'm laughing too. I can never stop laughing when I'm with Elizabeth. She makes me feel warm and excited. There is rarely a dull

moment with her around. I lean forward and kiss her on the mouth. I have wanted to do that since we met two months ago. Her lips feel soft, just as I thought they would. She pulls away and begins to laugh even harder. She thinks I'm an idiot. We sit there in silence for a while after she has calmed down. I'm

quiet from being unsure of myself and not wanting to say the wrong thing. I don't know why she hasn't said anything, she normally won't shut up.

She takes my hand, turns it palm side up. She begins to trace shapes onto my wrist with her finger.

"What are you thinking?" I ask, and I immediately regret having said anything. She's just staring at my wrist, her brown hair falling across her face.

"Why are we so alone?" she says seriously, not whining. Sometimes she does this, says something that really scares me. I'm afraid of everything, but her question scared me most of all.

I think for a while. Is she afraid of me? Is she wondering



why I'm not already with someone? I'm sure she's thinking about everything that's wrong with me. She's imagining why my last girlfriend left me. She must know I'm terrified of even trying to relate to the entire human race, and she must hate me for letting her spend her days cooped up here with me. Not to mention I only just got the courage to kiss her.

"Betty," I use my own nickname for her, "I'm not like everyone else. I'm worse than a dreamer, because I don't even have a dream. But I'm not some vicious, scheming guy who only wants to get into your pants because no one else wants me. I would be so alone without you," I'm staring into her green, thoughtful eyes as I say this.

"I meant, why aren't we out there, with everyone else? Why are we so different?" The emphasis on the word "we" makes me understand. Relief sweeps over me. She's in the same boat as me. I look at her looking at me and I know nothing else matters. In this moment, no matter how much I'm freaked out and the future and everything ahead, I realize there's no reason to be afraid of her. And that she isn't afraid of me.

"I don't care. I'd rather waste my time with you," I whisper, and then I kiss her. This time we don't stop.

--Morgan L. Everett

Not What You Think

Like snow I'm not exactly sure where I'll end up
I'm spread out like a cloud
Unable to pull myself together
Calm but raging inside
To a stranger I would appear to be normal,
soothing to the eyes
But inside I couldn't control what seemed like my bones
Burning in fury
So much to say, but my teeth won't
Let me explain myself!
I don't want to be just a Wall in the building full of life
Pale and plain
With so much potential to do whatever I dream...
To have what it takes to beat the odds,
Pretending to be ok, BUT STILL I have so much to say
My heart crumbles in a fist of lone lines
Emotions running wild
Someone call animal control
I feel like a dog no one wants to walk
Like a mime unable to talk
Quiet, calm and timid
No not me!
Like linen in the breeze, I need time to breathe
Unlock my BOX, take off these chains
It's time for me to explain, not to you but myself!
I want to please me and no one else

--Ciara Gore

Michael Nastasi's Photography

One day a young photographer met a girl and her three dogs in Central Park and asked if he could take photographs of them. What followed was a new career! Michael Nastasi is one of the world's best known dog portrait photographers. In his photography, Nastasi uses the visual art elements of line, space, and texture to create a piece of art that not only focus on, but also enhances, his subjects: dogs.

The first visual art element used is line. For example, in his photos of the dogs in Central Park, all the lines are pointing at the dogs. The lines of the tile on the bridge, trees, railings and buildings all point in the direction of the dogs' bodies thereby making the dog(s) the focal point(s).

Without realizing it, the viewer allows the importance of the dogs!

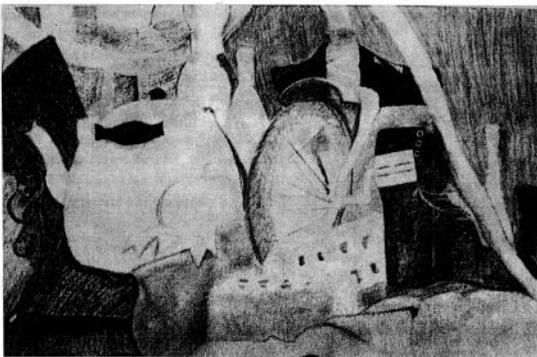
The second visual art element Nastasi uses is space. For example, in his photographs of the dogs in Central Park, the dogs take up either the most space or the least space in all of his photographs. By making the dog's size a stark contrast to its background—such as bridges, trees, and buildings—it once again makes the dog's body the focal point, therefore the most important object.

The third visual art element used is texture. Nastasi always seems to photograph dogs with long, fluffy fur rather than breeds with short, coarse hair. He sets his lenses and lighting so that the dogs appear soft and fluffy, but the background appears rough and cold.

On some of his pictures, the lighting alone created dramatic emphasis, like when he contrasted almost white dogs with dark backgrounds and night lighting. In these photos, also, he had the soft white light shining on the dog's fur, and the cold dark on the background. Not only does the light make the dog the most appealing part of the photograph, but it definitely makes it the focus.

By combining the elements of line, space, and texture in the makeup of his photographs, Michael Nastasi shows how picture taking can truly be an art form. His photos make one want to reach out and pet the object of his desires. Well, the object of his photographs anyway.

--Bryan Katzman



4 INTROSPECT 2008

The Center of Blue

Blue is a calm and relaxing color.
A hammock that rocks me to sleep
The taste of freshly baked blueberry muffins
A parent that everyone needs like a baby needs soothing
The comfort and support of family and friends
My favorite pair of comfortable jeans
My cozy Eeyore stuffed animal

Blue is the sorrow and sadness that I have
The color of my best friend's eyes
The tears that fall down my face
The rain that reflects my sadness

Blue is a soft, fluffy cloud in the sky
A blue jay that chirps and soars among its friends
The peaceful stars that sparkle throughout the night
The moon that shines down on me when the night is dark
The sound of lightning in a thunderstorm
The smell of rain after a summer storm
A big beautiful bright morning sky

Blue is like being in heaven with all my loved ones
An angel that watches over me
A beautiful mountain that touches the sky
The gentle waves of an ocean

Blue is just like me,
Comforting and doesn't need to be the
Center
Of attention.

--Megan Gittings

2008 INTROSPECT 5

Stereotypes have taken toll

Growing up in Jamaica truly shaped my character and outlook on life. I realized how much when I migrated to the United States to further my education. My hope was to excel in school and embark on success. However, I was faced with the confounding challenge of understanding the complex culture. While the diversity amazed me, the discrimination shocked me. I'd always lived a life of "equality" being part of the majority culture in Jamaica. I was naive to the fact that stereotypes and prejudices existed; and I was shocked at how those stereotypes were sometimes "owned" by their victims.

"It ain't cool to act smart." Such is the mindset of thousands of youths in the United States, and one of the strangest attitudes I encountered upon arrival to this country. At what point did that phrase become so embedded in the consciousness of my peers? Why? Is it a stereotype? Or is it the fact that some allow culture and ethnicity to degrade individual identity?

In America, with the variety of unique cultures, we're encouraged to take pride in our heritage. Sometimes the desire to celebrate our culture conflicts with other worthwhile goals, such as succeeding academically. Nowadays, African Americans, in particular, are often held back by stereotypical expectations. The pressure to fit in has caused some of them to lower their standards and ethics. On the other hand, these same influences inspire others to strive to disprove stereotypes and

improve their conditions. Whether this challenge is a stepping stone or a stumbling block may simply be a matter of how one views it.

The long, painful history of slavery and Jim Crow laws play an essential role in understanding this issue. Since the majority culture of my new home excludes African Americans—because of racism—it is more critical for them to fit in their own community. The need to "fit in" may cause them to do things that are not in their best interests. This mindset of people of color often hinders their ability to excel. I asked why? The stereotypes

"My curiosity was piqued as I grappled to understand the challenges faced by African Americans. My hunger for knowledge encouraged me to do research, and to seek insights...."

developed in the past continue to shape the present. The negative impact of the present generation will also impact our future. My curiosity was piqued as I grappled to understand the challenges faced by African Americans. My hunger for knowledge encouraged me to do research, and to seek insights into this phenomenon. I turned to history books and the students in halls of my new high school.

Nelson Mandela once said "Our deepest fear is not that we are inadequate, but our deepest fear is that we are powerful beyond measure." People fear failure, yet many also fear success. That's one

thing that holds us back. As African Americans, we sometimes refuse to shoot for the stars because of the fear of what others might think, more so than the uncertainty of the outcome. There's a constant drive to act like the stereotypical black person—using provocative expressions, offensive language, speaking Ebonics/slang, and acting ignorant. It's all about "fitting in." This shows the insecurity that has been an element of the lives of African Americans for over a hundred years. "I'm not dumb, I just act dumb," is the mantra for so many. "Monkey see, monkey do."

One of my first friends in high school explained it to me that some black people don't think school is important. . . it's for white people. Blacks think they'll fail regardless. Therefore, it's so much easier to live up to stereotypes and not try. I know that the media (especially television and music) influences our thoughts and expectations.

It labels us. But we can either accept it or not. We do have a choice.

I was once told by a white freshman that "People don't like you if you're smart. . . they'll just use you for your brains." For whites, they call being too smart "nerds," yet blacks call it "acting white." It's the consistent peer-pressure to fit in that prevents some smart African Americans from succeeding. Take, for example, Lanny, a black friend I sat by in English class a couple of years ago. He was very smart, yet he refused to be portrayed that way. If he showed his intelligence, it would

reveal his difference. And that's not so "cool." As a boy in the "hood," the influence of his peers was greater than his desire to pursue education. Unfortunately, Lanny didn't break free, no matter how brilliant he was. He was, rather, persuaded to lower his level so he could "fit in." Lanny struggled at home financially, and no longer valued the importance of education. He dropped out of high school three months ago. After all, many of his friends and family members didn't graduate. He lived up to the expectations that surrounded him—a roof that limited his capabilities. I did what I could to encourage him, but in the end, he made the decision. "I'll go back to school some day," he kept on saying. He presently sells drugs for a living (hopes to become a rapper), and negatively influences his eight-year-old brother. And so the trend continues.

So many of the attitudes I encountered among my peers frustrated and infuriated me. The brother of my best friend told me "People don't expect us (blacks) to be smart because we're a low-class race. I'm a thug, and I could be a genius, but thugs are not supposed to act smart." Comments like these and others I heard have led me to believe that black youth culture says it's OK to be smart; it's just not OK to act smart. Of course, when performing to the best of your ability in the classroom is defined as acting smart, then blacks who buy into this judgment call may start out with intelligence, but they don't give themselves room to grow in school and may very well become just as dull as they are pretending to be! It's a vicious circle that feeds the stereotypes and causes an entire culture to self-inflict wounds of ignorance.



however. My friend, Zena, is from Africa. She is a beautiful, intelligent young woman who makes good grades, tries to succeed in all that she does, and wins honors at school for attitude, behavior, and scholarship. But even Zena has told me that she doesn't think being smart is necessarily "cool." Her motivation is that being smart is a privilege and she feels she is obliged to be brave enough to use it. (Brave enough. One might think it was still illegal for blacks to learn how to read.)

Another friend, Fru'Quione, bought into the act of not showing his intelligence in school until his junior and senior years in high school. He is a self-confessed former "hooligan" who never thought school was important. Then, he says, he grew up and now

insists that "I'd rather be smart, because I don't like falling under any stereotype." He is doing well in school and is working on acquiring financial aid for his college of choice. He "grew up" in time, but how many won't?

I strongly believe that it's all about the choices we make, the role models we have, and the dreams that we choose to pursue. Even as teenagers, we control our destiny, and we are powerful beyond measure. African Americans have the chance to live the dreams of their ancestors by using their resources to make a difference. When we take advantage of opportunities, it shows that we deserve them.

No that I'm aware of the problems, how do I make a difference? My friends and I try to be role models. Some people have commented to us "Oh, you're just trying to be white . . ." But when did success become a color? It's a constant struggle; we're trying to build our people up, yet some of our own are trying to pull us down. Some of us have been raised in the slum, but the slum doesn't have to define us. Success is for all people, no matter their race or heritage, but we have to be willing to face the challenges. It might not be cool to "act smart," but that's what gets us places. Intelligence isn't like money, to be tied up and hidden. It should rather be an illuminating light that brightens our future.

I came to the United States to be successful. I strive each day to push aside any fear of my greatness. My friends and I will make a difference. I challenge each of you—my fellow graduates—to do your best to make your own difference, too.

--Carolyn Blisssett

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2008 INTROSPECT 7

One Touch

A man will live a lifetime of celibacy to touch my fingertips.
Thousands of years of spiritual battles on earth to be seated on the right hand of me.

Do not be fooled by serpents to eat the forbidden fruit.
For I will banish you from the garden.
Making the serpent crawl on his belly for eternity.

I created, formed, fashioned and prepared the heavens and earth.
I created light to be suitable, pleasant and separated it from night.
I beckoned light to be day and dark to be night.

I created Adam and Eve in the likeness of me.
I created Moses to avenge the Israelites.
Giving him signs from the burning bush to the parting of the Red Sea.

I gave my only begotten son to teach, bless all and preach my word.
I saved and protected Daniel in the lion's den.
While watching over Jonah in the belly of the whale.

I am KING of KINGS, ALPHA AND OMEGA.
The AUTHOR of FAITH.
I am the Lord and your Maker.
But you can call me... THE CREATOR

--Prince Gresham



One Last Drift

Numbered in this peaceful
drift, I stare; through this milky
illusion, the sun seems just a blur;
resting high, kindly watching. The
slight chill of the water completes
my body into an omnipotent
relaxation; releasing my
consciousness and allowing the
sealed doors to free themselves. The
chill quickly fades and becomes one
with my thoughts, my eyes close
and I think of nothing. The concept
of noise is lost, and time is not
needed to be understood. It is in this
state that I find the capability to be
content, where my feelings can be
spiritually unchained from our
world; I try my best not to succumb
to the vindictive passions of life,
although my will seems to
mercilessly deceive me.

The feeling of solitude
swallows my mind; that unforgiving
emotion that consumes the very
essence of the soul; bitter memories
dance melodically through me, as
the inner pain within my chest
slowly rises to my throat dying to
control my mentality. What happens
now could only be named a
hallucination; the beautiful laughter
in her voice echoes constantly as we
walk along the beach shore. Falling
deeper within my reverie, the
everlasting kiss of marriage taunts
heartlessly with the repeated sound
of our lips locking for those few
precious moments, losing my head
to the trance I suddenly drift to our
summer house where from the pier
staring deep into the lake upside
down made us wonder which was

the sky and which the sea; A
beautiful thought, but nothing
stable, these images are quickly
drowned by screams of arguing and
ignorant threats of divorce where
watching the sadness overwhelm
her face was almost too much to
bear.
Shadows begin to loom
overhead as the sun is blocked by
the lifeless willows. The tint of my
meditation has changed, to a new
level of thought.

The mood has
sunken in and the
darkness has
cooled my body. I
am too lost to
control it; tears
are not felt as they
fall. The motherly
cry of the second
bloody mis-
carriage floods
my heart as she
calls me worthless
and pathetic; I feel
hollow, mean-
ingless. I tried to
stay strong but the
look of depression
in her eyes, could
God truly be so
cruel? I ask to take
it back, to give her
my life, I've
already lost that
inner warmth,
forgotten what it
felt like, faith has
become nothing more than mis-
conception, what has happened
cannot be real and if so, then what
is even left? My body is still; my
face is clenched. My conscience is
incapable of such comprehension,
how can I await the return of what
is irreplaceably lost; I realize I can't.
The doors are gradually releasing,
understanding is becoming
apparent. I have become free; no
longer must I hold on and it finally
feels right. The sun uncovers itself
for one last look upon the world; the



of my mind. I know she and God
heard my final thoughts while the
sun gradually slid back through the
willows and my eyes closed for one
last drift into endless peace.

-Till death brings us back
My love eternal
Amen-

--Nolan Rauh

OMEGA

The gravel beneath my feet.
Blaring sirens in the streets below.
Car horns and screams.
Helicopter blades cutting through air.
I'd say that all together there's a little more than
a dull roar.

Below me rests a hundred stories of metal, glass,
and plastic.
The trust put into such a man made thing.
To hold your 165 pounds of fat, muscle, and
bone.
The wind blows hard this high up.
There's a silhouette 15 yards away from me.
Watching my every twitch.
Every breath.
Every blink.
Every thing.

The shadow cast across his face is from the
helicopter behind him.
The enormous blinding spot light is shining right
on my face.
I can't make out his features.
It leaves a lot to the imagination.
A clown.
A cat.
A dragon.
Anything I want it to be.
The devil.

There's about five pounds of steel in my hand.
And about six pounds in his.
The extra pound is for intimidation.
These pieces of metal are trusted man made
things.
You trust it will solve a problem.
Intimidate.
Hurt.
Kill.

I trust that when I lift it, aim, and pull that it will
Solve a problem.
Hurt.
Intimidate.
Kill.

But it didn't.
A dud.
And then I hear the blaring resonance.
A constant drumming ring.
A slight pain in my chest.
That shadow's heart is beating faster than mine.

My heart is beating out of my chest.
Slowly.
I can almost see it.
A tiny waterfall of crimson starts flowing down
my ribs.
So much overwhelming white pain that it almost isn't
there.
Almost.

(continued on page 11)



The profile of the man realizes what just
happened.
His heavy breathing gets faster.
It turns into a laugh.
A vicious and victorious cackle.
The steps he's taken to get closer to me.
It reminds me of a predator looking down on his
prey.
A fresh kill, waiting to sink his teeth into tender
meat.

Rocks dig into my knees as I kneel.
I grasp at my wound.
I fight back the coughs that I know will be filled
with blood.
I fight my eyelids open.
I fight to make my lungs move.
I fight to stay alive.

This beast.
This demon.
He has replaced god.
God hath given me life.
This imp hath taken it away.

So I accept it.
Just as I had accepted life.

I let the blood fall.
I cough.
I close my eyes.

What people don't tell you about dying is that
there is to tunnel.
There is no great beckoning light at the end.
There is only dead calm.
Dead silence.

What people don't tell you is that you can't reach
nirvana.

--Marc Cooper

THE KING

I am the King of the vast mountainous forest,
A King who sees in all of the animal eyes,
A King who has strong feelings,
A King with two antlers like tree branches,
A King who represents fatherly love and a warm,
Safe place where everyone can
Solve their problems.

I am the King who sees everything
Before it happens.
A King who knows a dark sky and a thunderstorm
That approaches toward us has all the hope and
Wonderful things that God created for us as rain,
Forest and winds that blow everywhere,
Kindness that kept us strong together.

Suddenly,
I heard a whiz of bullets come from everywhere
And wild dogs growling behind us,
The hunters firing guns,
Each one of us took our families
And kids, ran as fast as we could,
The hunters with lights everywhere
But who says we need lights to see,
Until the hunters lost us but it was
Because of the darkness in the sky
And rain that God sent to us.
Thanks God, for everything.

--Mohammed Talib

The Fear of Night

"Save my baby!"
 "Please don't shoot!"
 I arose from my bed seeing a red glow fill my room
 I got up slowly and crawled to the window

I watched the Arab-Africans Mache my friends
 They laughed at the brutality they were causing
 I gagged to the smell of bodies burning

When the scotch hit the ground
 The fire began to roar
 As my neighbors head hit the ground
 My teeth chattered, my stomach flipped, and my eyes watered

"Mommy," I yelled
 She never came
 "Daddy," I screamed,
 He never budged
 "Help me," I protested,
 No one seems to hear my cries

I let the tears roll down my cheeks
 I laid my head down on the floor
 A strong thump echoed in my ear
 Mommy I whispered to myself
 Hoping she would hear my cries

Fear ran over my body
 As if I was a zebra and they were a lion
 When I saw the green and black
 He reached out to me
 So I grabbed his hand
 He pulled me up
 I brushed against him
 He pushed me back
 BAM!

--Janie Stewart

Little Dolly

Early 8:30 in the growing evening, the sun was singing its last goodbyes to the world as it sank into the shimmering water. On the poor, dilapidated side of this coastal town, Dolly walked alone. She wore a white wool coat and fluffy, white boots. A pale hat rested on top of her head, covering her crimson locks burned brightly in her grey surroundings. It was snowing. Each flake containing a beautiful, cool kiss as they collided with her soft cheeks. She was the nine year old daughter of a wealthy businessman. Two years ago, they moved away and forgot her. Her father, her mother, and her older brother had forgotten she was there and left her. And now, they were gone, gone forever. Now Dolly wanders the streets of over and over again trying, searching for an answer. Why had they left her? Dolly often wonders. As she does, she is constantly reminded of how far she has come by the rancid stench of this hell in which she now lives, a combined scent of cigarette smoke, gasoline, bodily waste, and alcohol. It was enough to make you vomit. And if that wasn't enough, the salty air of their polluted bay burned more or you airway with each choking breathe. It was always dirty here. Always filthy and always full of that stink.

It was getting late. Dolly was beginning to feel the pain of a long day so she decided to head towards home, or what she now

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called "home". Everything was either black or grey or white as she passed. Even the people looked grey. Like a poison had been injected into the city and infected everything in it. It made her very sad that her parents had left her in such a terrible place. People did drugs while feeding their children. They got shot and killed on a regular basis and fires were started that ate at the graffiti covered buildings. These types of things went on and nobody even seemed to notice.

A couple of people, who looked homeless, stood around a barrel with a small fire illuminating from its core. Their ratty clothes, dirty and covered with holes. They smelled of alcohol. Long beards and dreadlocked hair obscured their faces in the approaching darkness. Dolly almost went in at an all out sprint at the hopes of some warmth in the near freezing temperatures. Sadly her hope melted as a cold breeze extinguished the flame before she could reach it. So filled with disheartenment, she continued past them and on her way down the snow covered sidewalks. She was almost there.

Her home was nearly in sight, blurred by the darkness that had settled in. her place wasn't much but it was safe. It was an old cemetery, her grandmother was

there. A bit of excitement glowed inside her chest at the hope of possibly escaping this place while she slept and dreamed of beautiful things. Those thoughts were lost as a shot echoed off the buildings. It was so loud that Dolly thought they came from right behind her. She dove under a car parked close by and watched helplessly as three men waged war on each other, two against one. A bullet ricocheted off the cold concrete and slid across her cheek. But she stayed quiet. She knew better to make a sound at such a time. The cut burned from the warm tears that were racing down her face. The single man



was shot and fell not six feet from where she was hiding. He looked at her and she at him. As their eyes met, she watched as the last beads of life faded from his face. But his eyes remained open, never closed, even after he was shot again and again. She couldn't hold it in any longer. She let out a scream and wept uncontrollably. Luckily the two killers were out of ear shot and

had disappeared into the darkness. She ran. She ran as fast as her legs would carry her. Home was right there.

Dolly burst through the large, black iron gates of the cemetery. She then followed the trail she had made in the knee high grass. It led her to a dirty teddy bear and a moth eaten blanket at the feet of a towering stone angel. She grabbed her teddy and held it close. "It happened again," she cried, "They killed him right in front of me". Her tears wet the little bears face. Then she stopped and looked at the bear as if it were talking. "You're right" she said sniffing. "Mom and dad and brother will be back soon, I know it". She kissed the bear goodnight then put it behind her head as a pillow and covered herself with the blanket. She stared into the face of the stone angel smiling down on her. It held a golden plaque that read "Jane 'Dolly' Cameron, Age: 9, Always in our Hearts". She then started dozing off. "Goodnight angel", she whispered. Warm tears ran down her soft pink cheeks. The she was lifted up, up into a deep, deep sleep and beautiful little Dolly had a beautiful little dream.

--Chris Rodgers

Wings To Fly

In the tower of oppression the flag speaks.
 It speaks of blessed possibilities to move into a new frontier.
 The "Fanya Fujas," Swahili for cruel policemen,
 Whom we fear with pain,
 Stand on top of the tower.
 They protect us, our future immigrants,
 From the more brutal Turkana tribe who abused, whipped, and murdered my people.
 Inside the compound my family and I wait for our turn to be interviewed.
 I felt terrified when my daddy went behind the closed door.
 They ask as many questions as there are drops of water in the ocean.
 Will the International Organization for Migration gives us wings to fly?

--Yassin Muday

Culture Shock

"Darkness comes before dawn," my mother always told me. I never understood its true meaning until the past three years when I faced the challenge of overcoming monumental obstacles. If it weren't for the obstacles and my determination, I would have never broken down life's barrier to catch the sun's radiant smile on the other side.

Migrating to the United States from Jamaica has been a life changing experience. Though I faced the challenges of giving up the life that I was accustomed to, I was intensely excited to grasp the American Dream. Living in my homeland, I thought the U.S. was a place of glitter and glamour, fun, easy cash... I just pictured a paradise filled with friendly people. But the reality brought pain.

The summer of 2004 marked my new beginning. At age fourteen, I decided to live with my father in this land of opportunity. It was the chance for a brighter future. I became overwhelmed by the emotional struggle of leaving behind my family, friends and the life I'd always lived. The reality now spoke: there was no such thing as "easy money," and the culture was strange. I couldn't understand why people would do drugs or use unrestrained

profanity. I couldn't understand why some were racist. The unexpected reality grabbed hold of me, leaving me to drown in a lake of tears.

School was a horror movie and I was main character. The culture shocked me like a 400-amp volt, which propelled me a mile above ground, and held me firmly in the air. In crowds, I felt alone and invisible. Students behaved dreadfully, lacked discipline and respect: I was not accustomed to this. I had no friends. I didn't want to build bridges; Instead, I had built walls. I reminisced on the days of my popularity. I never dreamed that I would ever struggle to find my "clique." My tears transformed into poetry as my broken heart wandered like pieces of an iceberg. I had no one to talk to. Who could relate to my experience anyway? I was now a broken branch, dying to be secured once more. All that kept me alive was hope.

I was living in darkness. Where was all the glamour? "Daddy!" I exploded "I hate this life! I wanna go back home!" That instant, he began to scold me, recalling all my dreams of success and reminded me that "darkness comes before dawn." He told me how he overcame the same obstacles,

and how he built new bridges. "If you want this dream bad enough... you'll endure the hardship. You won't give up!"

No one said it would be easy. I kept on praying to God and focused my eyes on the future that I believed He prepared for me. I then became more optimistic, which allowed me to develop new friendships. My friends and I shared common goals and struggles, which created a reassuring bond among us. If they can endure culture shock... why can't I? I'm now living my dreams with fabulous opportunities and with a confidence of what my future holds. I finally found out who I really am through this life changing experience. I'm brilliant and powerful beyond measures. My adversities are my stepping stones; each step I climb, the more open-minded I become. I began to understand that people do things for their own reasons such as cursing or drug abuse. This has inspired me to make a change, to become a motivator, especially for teens to help to prevent them from living up to some of society's expectations. My adversity has strengthened my character and persistence inconceivably. The greatest joy I experience is making my family and, most importantly, making God and myself proud. There is always darkness before dawn, but to see the rainbow, I have to endure the rain!

--Carolyn Blissett

Waking up is one of the most confusing times of my day. It's a mixture of consciousness and mysterious adventures. Not knowing when or where I am.

Kara calls me every morning to get me started on waking up. She likes to wake up two hours before me, so she calls me to get me started into awake-ness. It's been this way everyday before school for the past nine months.

"Hey Max, start getting up! I'll call you back at six-thirty, okay?"
"Alright, bye," replying with my customary grogginess.
"Bye-Bye."

Then about an hour later she called me. I slowly and regretfully leave the warmth of my covers to the dry, dark and brutal coldness that is my room. The sparse insulation of my room walls doesn't keep the heat in during the cold winters or the warmth out during the scorching summers. The carpet feels extremely cold to my bare feet. I quickly sprint to the door and find shelter from my icy room in the regularly insulated hallway. I slowly pace to the laundry room as I stretch my stiff arms.

When the door to the dryer opens a blast of hot air rushes my face, it must have just turned off. I quickly snatch my assortment of clothes to keep from letting any heat out and hold them tightly to my chest. I quickly run to my room and put the clothes on. This way I can be not freezing when I grab my backpack and my cell phone.

I grab a delicious chewy granola bar and sit on my all too soft couch. The room is completely silent except for that extremely high pitch sound that emanates from a turned on television set. The room around me is dark except for light green, neon pink and deep blue projected across the walls. The familiar arcing of the multicolored no signal signal is projecting out of the screen. I guess that the station

just shut down for the night or, hopefully, got smart and stopped broadcasting their daytime television.

When the clock hits six-forty I unhappily depart from the comfort of the couch and head to the tall oak front door. My hand recoils from the shocking bitterness of the metal handle. I quickly button up my jacket and grit my teeth preparing for the frozen winds and unforgiving temperatures.

When my foot crunches the frozen dewed grass I realize it isn't that cold or windy, in fact I'm actually quite comfortable. The overcast skies and yellow lighted street sets a solemn mood. The type of mood that forces my mind to stray onto mental thoughts, such as how I have to remember to bring the trash cans in after school, or how I have to spend my weekend doing community service. When my thoughts bring me to the corner of the street I hear the rumbling of a train stopping, it surprised me because over the past few years I have completely tuned out any train commotion. Living about a hundred feet away from the train tracks I've conditioned my ears to ignore the overwhelming metallic booms. I brush it off and continue to my bus stop as the echoes ricochet off the rows of houses.

As soon as I reach the designated educational delivery service stop, I realize no one is there. Usually there are a few people, but today there aren't any. I guess they just got rides from their friends or took advantage of their house heating systems for a little longer than I did. At about six-fifty my bus is supposed to roll around the corner four blocks down on the street I'm waiting on. It's only six-forty-five and I'm growing extremely tired of waiting.

The next five minutes lasted a life time. I want to run home and pass out on my living room floor. I start bouncing on my toes to get my blood running. I pace back and forth, I start to hum an unknown song,

WAKE UP

I left him behind without thinking twice because he often stays home due to his recurrent illness. If he didn't walk with me and he isn't here then where is he?

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Challenging Foundation to a Future Unbound

When I came to the U.S., I was introduced to a completely different alphabet, instead of writing my name **ياسين** I had to learn to write **Yassin**. In my life I have witnessed three different reading and writing cultures. In Somalia, I did not read or write. In Kenya, I started some reading and writing, and in America, I read and wrote a lot. I am still learning how to do both.

When I lived in Somalia I did not know how to read and write because I did not have the privilege of going to school. My parents did not know how to read and write because they also had the same problem. People rarely had an opportunity to go to school because of civil war. My first time hearing someone read was at the age of three. I heard people reading the Qur'an in the mosque.

At the age of four years old my parents moved to Kenya, and after one year in Kenya I was placed in an Islamic Boarding School. We studied the Qur'an, which is written in the Arabic language. We used to sit on the floor and write on a piece of wood with ink and wash our wood every single morning and afternoon. We read out loud in front of our teacher and wrote in front of our teacher on wooden tablets because the rule of Islam reminds us that devout people who struggled for their religion had to do so in the past. We followed their rules to give them respect.

Learning Arabic was not easy. When we got a new lesson, we wrote down some of the Qur'an verses on our wooden tablets. We started reading it at school. When we were dismissed, we took our

holy book called **Kitab** or our wooden tablets home to study. We studied and memorized them for as long as required. When we came back to school, we would study it for about an hour to memorize our lesson more. Then we started reciting our lesson. If we recited it correctly, we would get a new lesson; if not, we would not get a new lesson, and we took our old

"...if I don't know how to read and write English, I am like a blind person who does not know where to go."

lesson back home to study more. We would keep our lesson until we recited it correctly.

Whenever I could not recite my lessons, I felt mad at myself. Whenever I did recite them, happy, excited, nervous, and confused feelings went into my body at the same time. I was scared when I recited to my teacher because he would beat us with big stick if we pronounced a word wrong or skipped a line. Even if I did know my lesson, he would cause me to forget it due to the threat of the stick. In Islamic School I felt terrified. In America I am not terrified; however, I am terribly afraid to fail my classes. I believe passing classes is important to me because of my past experience in Islamic School.

While in United States, I realized that reading and writing are so important to my life because if I don't know how to read and write English, I am like a blind person who does not know where to go. I felt worthless because I couldn't

read and write English, but now I am so excited because I can read and write. Without reading in either language I can't know where I am going on life's journey, how to know what things are important, and what decisions to make. I couldn't read signs warning of dangerous places; I couldn't read maps, street signs, billboards, business windows, letters or any business letters like checks, reports and applications. I could not read the job ads. Before I could write, there was no way to understand a written contract or commitment, as these days much business is done through written contracts. For example, if I am not able to read a contract, I don't know what I am committing myself to, which could be dangerous.

I have also learned how to express my thoughts and feelings through my personal writing and have mastered the necessary technique for writing different forms and styles such as speeches, editorials, poems, literary analysis, and more. I used to write on wood tablet with ink, but now I use a computer to do my writing and that includes "spell check!"

In the future, reading and writing will help me to get a good job in America, which will make me feel better about myself, graduate from high school and go to college. In my life I have learned how to read and write in three different languages: Somali, Arabic, and English. This knowledge will help me to communicate with different people at different times in different settings.

--Yassin Mudad

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and my most favorite, counting stars through a break in the clouds. My mood hasn't improved; the mustard street lights and the blue gray clouds don't make my day any more joyous. I glance at my watch and realize the time has flown with all the fun I was having, it's now six-fifty-five and still no bus.

There's a small tingle in my eye, so I blink. Several blinks later and its still there. Rubbing my eye, I notice a small ball slips out. It's half the size of a marble and the color resembles hematite. It slowly cascades to the ground and silently disperses into a silvery dust. From that dust forms a small vortex of wind. As the little dust devil moves away from the place it landed, so do I, giving up on the bus and longing for the comfort of my soft sheets.

For some reason I didn't notice my parents' cars in the driveway when I left, they should have been gone to work long before I even woke up. Perplexed, I open the door to my house and see that all the lights are still off and the TV still on. I go into the breakfast room where the computer is and where my family members revolve their life, wondering if they are staring blankly into the screen with the lights off. To my surprise there was no one in sight.

When I open the door next my room, the only thing I see is a loveseat and about three disheveled blankets on it. I hop over a few randomly placed piles of clothes to get there. I look under the blankets, expecting to see my younger brother. I jump back from what I saw because there was nothing. I don't know what shocked me because I knew that he should be at school by now, but he generally walks to my bus stop with me. I left him behind with out thinking twice because he often stays home due to his recurrent illness. If he didn't walk with me and he isn't here then where is he?

Where is anyone?
I run to my parent's room and see that their bed is empty. I run to the bathroom, only to find that it's empty as well. I've been to every room and there is

no one here. I pick up the phone and call my mother's cell number. The prerecorded voice tells me that this number is not in service, and never has been. I call Kara's number and the same voice tells me the same exact thing.

This is when the panic sets in. I can barley stand the loud pulsing of my heartbeat in my ears. My skin is red hot. The color bleeds from my fingers to the floors and walls. There's nothing but fear and pain everywhere around me. The adrenaline is eating away at the lining of my stomach. I feel like I could lose my footing at anytime and I can't stop focusing on anything but finding anyone.

Trying to stabilize myself I take a few deep breaths. My ears are unforgivably ringing, blood rushes my head and my hands feel like fifty pound weights. My chest is relentlessly and slowly caving in. The floor feels like a Jell-O pool that my wobbly legs can't feel straight in. I feel myself slowly drifting backwards, falling deeper and deeper into my world of red fear. I can only imagine that this is what it feels like to skydive. The quick but seemingly slow decent to the ground. That unbearable uplifting of every organ in your chest, the breathtaking clench on your heart.

"Wake up, max!"
As soon as it all happened, it ended. Just before I smash into the ground, I wake up, but it wasn't just waking up, I flew up. Huge beads of sweat are now flowing down my face. As I tried to catch my breath I reached for the phone. The answering machine was yelling at me to get up, up, up, up!

"Hey, I'm here."
"Of course you are, where else would you be?"

--Marc Cooper

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Poem!!! (My Scarf As a Muslim)

They stand there with shorts, so short, excessively short, shorts that so deceptively capture from them all they know of modesty...

...and I proudly pull my scarf over my hair

They stand there, face lost in a sea of make-up, make-up that so ruthlessly captures from them all they know of freedom...

...and I proudly pull my scarf over my hair

They stand there, hair raining with gels, colors - chemicals that so menacingly capture from them all they know of purity...

...and I proudly pull my scarf over my hair

They stand there, so close, so very close to their "lover," devoted to them, the devotion that so mercilessly captures from them all they know of individuality...

...and I proudly pull my scarf over my hair

And they stand there, talking of getting new shorts, new gels and colors, new boyfriends, materialistic things that so wrongfully capture from them all they know of God and love...

...and I proudly pull my scarf over my hair

For my scarf is my protector, my lover, my devotion, my pureness, my beauty, my remembrance of God,

And I proudly pull it over my hair knowing that when I wear it, I so rightfully thrust away all the things that the devil brought about,

And when I put it on, I am

Free...

--Anonymous

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Spring Issue 2008



THE CHIT-CHAT
A WILDCAT TRADITION



We are the Greatest!



Waggener Traditional High School

NEWS

Hall Sweeps



Have you noticed a change in the flow of students from one class to another? How about the traffic jams caused by students who block the hall? On January 8, 2008 a new policy went into our school called hall sweeps. The policy replaced our old system where students were not swept or pushed to get to class on time. The old policy also had more cuts and more students hanging out in the hallway. Hall sweeps are a motivational way for students to get to class on time; the only question is are they working?

The hall sweep policy is simple, during the five-minute period change of classes students are motivated to keep it moving by administration, teachers, and security. Students who fail to make it to class on time are locked out of class and then swept by the administration and security. During this time the administration assigns them a detention in which they will

serve on a day appointed by the faculty. Failure to complete the detention will result in another assigned detention. If you fail to complete both detentions other consequences can arise such as all day ISAP.



Senior, Monica Suarez said, "I think they're stupid, because kids don't care about getting a detention because all you do is sit in a room and do nothing, it's a joke. On the opposite end Kirsten Knighten said, "I think we needed hall sweeps because it

looks as if tardies are going down, and it keeps people in class." Kristina Turner said, "It's not something I'm crazy about but it's cool." Hall sweeps have positive and negative sides but when it comes to Waggener we are all about keeping every kid in an academically enriched environment.

As of February 11, 2008 our school changed the lunch schedule to twenty minutes later to create a hall sweep during third block. The change occurred for consistency of flow throughout the day, and to make sure that all students are in class on time. The hall sweeps aren't to keep students from mingling with their friends its to keep students learning in an academically enriched environment, so that every block receives the same amount of in-class time.

Hall sweeps have made an impact on Waggener. Though to some it may be dumb and to others brilliant, the hall sweeps will maintain its focus on keeping Waggener's kids in an academic environment. Allen J. Schagene

LETTER FROM THE EDITOR

Txt-ers

It's rare to see a teenager w/o a cell phone these days. But you know what's rarer? Finding a teenager that has a cell phone and has never sent a txt message.

This makes me remember last week, when my mom 'n I were watching TV together. We were watching the news when a very interesting report appeared. The report said that more teenagers preferred to txt message their friends than just calling them. I was like 'whoa! That's so true.' My mom was really surprised. When the report finished my mom turned to me and asked: "Andrea, why do u txt message so much? Is there even a reason?" "Mom," I said "txt messaging gives u more freedom and stuff. Plus, it's a more practical way of communication... idk, just listen 2 my reasons..."

Understanding:

Sometimes making or receiving a call in a loud place can be difficult. As it's full of people, and you won't b able to understand a thing of what the other person

is saying. But if you decide to use the "text-2-text" way of communication, you will be able to understand clearly, plus you won't have to yell or something and look ridiculous in front of everybody.

Privacy:

Isn't it really annoying when someone else gets in your business? What if you want to say something really private to someone and you r in a place full of people and can't wait 'till another day? You better start forgetting it b/c I doubt that you will be able to find an empty spot in the entire place.

By textin', you can prevent that uncomfortable situation. In a text you can say whatever you want or need to say, whenever you want. "Sometimes it's really convenient," said Evan Gentry.

Practical:

Have you ever called someone to just ask them a quick question and suddenly you find yourself in the dilemma of hanging the phone up on them or just keep listening to not hurt his feelings because they won't stop talking? Most of us have. It's because

a call can be sometimes a "time-eater." However, txt messaging "gets straight to the point," as Katie DeLancey said. Whenever you have a question or just need to say something important to a certain person, you can send them a txt and wait for the response (which I'm sure won't really take long.) You solved your doubt in less than five minutes, instead of having to hear the same conversation for half an hour. What a "time-saver."

It's true that in some of our plans, for every txt that u send, you r charge with \$.15 extra per txt that you receive 'n send. But who says that there is no solution for this problem. Most cell phone companies have an "unlimited text-messaging" plan that allows you to send as many txts as you want within your cell phone plan. Super cool!! As you can see, txt messaging is more than just a new way for teens 2 communicate; it's a more efficient and private way to share information w/ your friends and family. In more simple words, it's just practical and cooler!! A new way to go... LKM! L8r ^-^

NEWS

Moving Around

The days of swimming through the back parking lot are soon over. So put away your favorite floaties because you will not need them at school anymore.

After Mrs. Conway found out that the back lot is still flooding she is going to get it fixed as soon as possible, which is appealing to the student body. "I don't enjoy an afternoon swim in a parking lot," said senior, Spencer Elbert. Mrs. Conway said the back parking lot flooding had been fixed previously when she first started here in the 2004-2005 school year. After that she thought that it was no longer a problem area. However, since the student parking lot is still flooding, she plans to call district maintenance to come put a new drainage pipe in. So put away your favorite floaties because you will not need them at school anymore.

In addition to fixing the flooding, a move could be in order. By the 2008-2009 school year, Mrs. Conway hopes to have the student parking lot moved to the front of the building by the small gym instead of having it in the back. And instead

of having the buses in the front before and after school they will convene in the back. Visitor parking will be in front of the school. The new parking arrangements would solve the daily afternoon announcement to move cars. It would also make it easier to keep students within the Waggener code of conduct. "I think it would be a good idea, because you could watch students a lot better with smoking and stuff," said junior Brittany Kelsey. Since there is more room in the back parking lot than the front having the bus move would make things less congested. "There's more room to

"...swimming through the back parking lot..."

navigate," said Mrs. Conway.

Moving the buses would have to be an administrative decision; Mrs. Conway is currently waiting to hear back from the department of transportation for the O.K. to switch the lots. This shouldn't be a problem since there is an afternoon compound in the back already.

Katie DeLancey

Smile, You're Now n Camera

If you weren't already aware Waggener recently got a new addition to the building. Over winter break eighteen security cameras were installed throughout the school building in hopes of changing behavior in the halls during class changes and before school. There will eventually be cameras installed on the outside of the building as well. The goal of the cameras is to maintain safety and deter what anyone might do or think of doing that wouldn't be considered appropriate behavior for school.

Mr. Bates said that there has already been a noticeable change in behavior. "Some students make reference to the cameras. Students know the cameras are there and they will be held accountable for anything that they do." Senior Bradley Smith said, "I have a tendency of stopping and starting at the cameras when I notice them in the hall."

The cameras are recording not

just giving a visual. They even record at night. However they do go into sleep mode when there is no motion in the hall. But they are extremely motion sensitive. "In other schools they have picked up cock roaches in the halls," said Mr. Bates.

Even though there is not someone just sitting and watching the monitors all day the ability to pull up any camera feed at any time still exists.

Mr. Bates and other administrators are expecting a "drop in behavior problems. For example a deterrent for fights, and things that students think they can get away with." When it comes to the cameras Mr. Bates said that he "hopes that every one feels safer."

To top it off, the cameras have actually come in use a few times to catch a culprit. So the next time you are thinking of doing anything devious do not forget, you are being watched.

Katie DeLancey



Recently Waggener competed in two Skills USA competitions. First we had a contest in architecture at the Louisville Technical Institute Drafting Fair held on February 16. Contestants had to copy a room and get the dimensions exact within a specified amount of time.



The two categories were Cadd Drafting and Board Drafting. Cadd was on the computer, and Board being on paper. Junior James Baunach humbly described the contest to me as, "They gave us these worksheets with these crazy dimensions for room sizes and what not. So we had to sketch up the room plan." James won a 3,000 dollar scholarship to LTI which he said he will not be attending.

On February 20, Telemedia was involved in a Skills USA contest which was held here at Waggener. Contestants had three hours to cover a prompt and make a one minute long video. The prompt was to film "Champions at work" and they were required to stay within school grounds. "It was great and presented me with tons of opportunities". Said senior Jennifer Donlon; Jennifer placed second along with Jeffrey Carter. They will participate in the state convention from April 1 through April 4.

Evan Gentry

FEATURES

Park Champions

If you would like to do some volunteering and be active at the same time, maybe you should consider participating in the Park Champions Program.

With an existence of fifteen years, Park Champions is a volunteering program from Louisville Olmsted Parks Conservancy, who's purpose is "to restore, enhance and preserve the unique value of Louisville's Olmsted Parks and Parkways," as mentioned in Olmsted Parks website. This program brings native Kentuckians plants back to Louisville parks and eliminates non-native invasive plants like Garlic Mustard and Honeysuckle who kill our trees. Also, this program constructs interactive areas for all family members to enjoy.

Some of the parks that participate in this program are Seneca Park,

Iroquois Park, Shawnee Park, Cherokee Park, Central Park and others. These parks were chosen because they're major parks in Louisville and because of the amount of people that lives close to them.



"I'm very happy that there're still people that want to help our

community," said Diego Araujo referring to the work of Park Champions, "Now I like the park even more," he added.

Everyone can participate in this program. You just have to be eighteen years old or have a permission paper with your parents signature.

Your first day as a volunteer you will start helping in the parks. The Conservancy staff will provide you with the necessary tools and training for you to start having fun while helping the parks.

This program runs every first and third of the month from nine o'clock to noon. And it's cancelled if the day is really cold. To get involved you can make a stop in Mr. Smither's room, 202, or call Sara C. Wolff at (502) 432-2677.

"I hope to see more kids come," Mr. Smither said "come and help mother earth," he finished.

Andrea Araujo

Driving Tips

Have you ever felt what a flat tire feels like? Many people have and don't know what to do when they come face with this type of situation. Many drivers know what a flat tire is, but they do not know how to change it. Here is the equipment essential for changing a tire.

Equipment

- Jack
- Spare Tire
- Tire Iron

A flat tire feels weird, and how to change one is very important to get to your destination.

The steps needed to change a tire are as follows:

1. The jack needs to be raised so that the side of the car in which you are changing the tire is off the ground.
2. The tire will need to be taken off

and to do that unscrew the bolts off and to do that unscrew the bolts with the tire iron.

3. Check the spare tire before putting it on; to do this bounce it up and down to make sure that this tire has air in it.
4. Once you put the tire install the bolts. Do not tighten them just yet.
5. Use the tire iron to tighten them. To get the tire on evenly tighten the bolts in a cross like pattern.
6. Put up your wrench, jack, and flat tire, and get on your way.
7. As soon as possible get your car to a tire shop to get a new tire so that you can have your spare back.

The spare tire will only last up to about a week so get your car in the shop as soon as

possible.

Some people don't necessarily have to go through these steps. Some people can call roadside assistance to get help with a flat tire. Here is a phone number of a company that can help you with a problem:

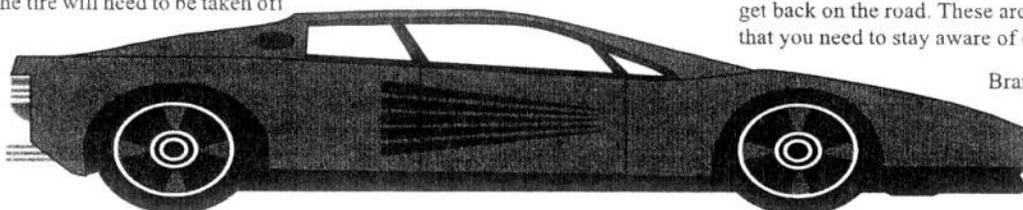
AAA (if you are a member):
(502) 423-8222

Don't end up on the side of the road unprepared. To get to where you want to go you need to know these things.

Winter Facts

Here is another important fact about your car that could possibly happen during the winter season. Since gas is so high and roads are so slick it is important to have gas in your car. Drivers need to be informed if your gas gauge drops below ¼ of a tank the next time you try and start your car, it might not start. The reason is that the pipes might be frozen. You will have to wait until they become unfrozen to get back on the road. These are some facts that you need to stay aware of on the road.

Brandon Yates



FEATURES

Will you be my Valentine?



Every year candy, cards, flowers, and love are spread around on a day called Valentine's Day. The real question is does anyone know what Valentine's Day is actually all about? A few kids said this... Emily Busch said, "Valentine's Day is a wonderful celebration of love." Rachel Davis said, "Valentine's Day is a wonderful day to celebrate or show a person how much you love them." Three other students Amanda Symzeck, Evan Gentry, and Ryan Atkinson said "Valentine's Day is a commercialized Holiday for places like flower shops, Hallmark, and Candy Companies to make money." Evan said, "Never mind the fact that you could tell someone how much you love them any day of the year but why should we vote only one day to it."



The story of Valentine's Day is a bit confusing according to some legends. Some say Valentine was a priest who performed marriages for couples even though the Emperor had outlawed them, which sent Valentine to his death. Some believe Valentine helped Christians escape Roman prisons where Christians were beaten and tortured.

Most people believe the legend where Valentine actually sent the first Valentine (something we do today) to the daughter of the jailor. Everyone today usually celebrates Valentine's Day to commemorate Valentine's death.

The story of Valentine's Day may be a little shaky, but maybe we celebrate Valentine's Day in order to show our love for the people around us no matter where we go. It's all about will you be my Valentine?

Allen J. Schagene

FLASHBACK TO THE "FLASHBACK" HOMECOMING

80's Homecoming week was like totally tubular. The week began with pajama day; bringing in students clad with Spongebob slippers, small teddy bears and brightly colored blankets. Wednesday was a blast to the past with crimped hair, leg warmers, bright colors, and blue jean jackets. Thursday's Dress Up Day wasn't as hot as the other days, but a few dedicated students pulled out the snazzy suits and skirts, looking oh so professional. Finally, Friday brought Spirit Day, and the pep rally.

The energy at the pep rally was exciting, and this time no signs were torn down. Go Sophomores and Freshmen. (Sarcasm not intended.) Seeing a teacher dunk

on a student more than once was entertaining, but probably not as entertaining as watching the spirit of Waggener spread with all the students.

Saturday was the dance. The games were four quarters, and the dance was great. The music was loud, and although not as many people attended this Homecoming as did the last, most everyone was dancing and having a good time. 80's music was actually played a few times, something that was feared would not be.

Overall Winter Homecoming was a hit. If you weren't there, you definitely missed out.

Jennifer Donlon

Teen Fitness

59 million people are considered obese. Obesity is a term used to label those who are thirty or more pounds over a healthy weight. So that means 31 % of our entire population in the US is overweight. It's not just a physical attraction issue but being that overweight can lead to the development of diabetes and heart trouble. The physical exercise of our generation is coming to an all time low with all the computer games and ease of transportation. While some stick to running every now and then, it is important for you to know of some of the easy places for you to get a workout.

At Louisville Athletic Club, or LAC, there is not just a wide variety of lifting machines and treadmills, there's also a small movie theatre with nearly 30 machines facing the direction of the screen for an easy going run or a vigorous march up a flight of stairs. (Depending upon what you're focusing on improving.) There is also an active basketball court for those who decide to head to the LAC in J-Town. There are two LAC locations; there is one off of Taylorsville road next to Kingpin and another off of Westport close by Tinseltown.

Junior Collin Sage says there is no need for heading to a weight room or joining a gym because we have a nice weight room just across from the large gym. "To go somewhere else and pay to use cheap, or inexpensive equipment; that just doesn't make any sense why on earth would I do that"? I feel that I should add that Collin also plays football and is actually required to go to lifting.

Next up is Junior James Baunach who goes to Metro fitness off of Shelbyville road. It requires 25 dollars a month and it's full of machines and other testosterone steel made to pump you up. When I asked if James would recommend this to some of the other students he sternly replied "Nah, I just want to keep it as less girly as possible."

You could run a mile through your street, drop down and do some pushups. There are plenty of ways to get exercise without paying a cent and you won't have to go very far to find it.

Regardless of which location or method you choose, I encourage you to get out sweat a little and kill the reputation our generation has earned of laziness.

Evan Gentry

Photo Poll

If you were a candy, any candy, which one would you be and why?

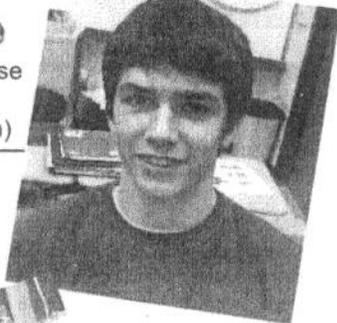
M



M&M's "Because they are colorful,"
Kansas Wise (9th)



Butterfingers "Because they're the best,"
Jonathan Allard (11th)



Snickers "Because they make me snicker,"
Cooper Jagers



Lollypop "Because you can choose from a lot of different flavors,"
Lily Ashpy (9th)



Sweetart "Because I can be very sweet,"
Joshlyn Cross (12th)



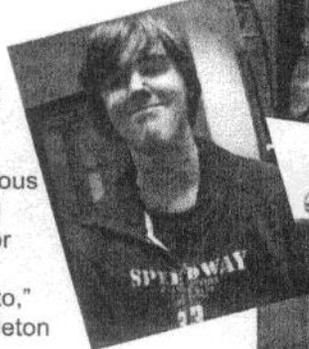
Snickers "Because it's good. Everyone would buy me and I'll make profit,"
Pera Fant (9th)



Heathbar "Because they're crunchy and delicious,"
Gerrica Washington (12th)



Candy heart "Because sometimes I say ridiculous things and I have a flavor that takes getting use to,"
Justin Pendleton (11th)



Reese's Pieces "Because I love chocolate and peanut butter. Everybody loves Reese's pieces,"
James Burden (11th)



Skittles "Because they're fun,"
Jacquie Burkhead (11th)



Photo Poll

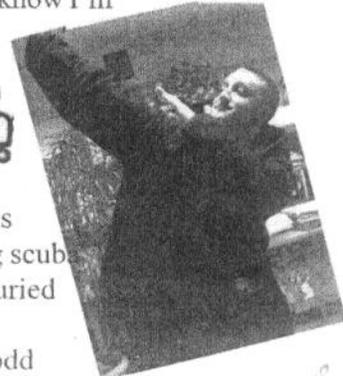
What Are You Going To Do Over Spring Break?



"Don't know yet, but I know I'm gonna have fun."

Dylan Mentor

"Going to Florida, go to the beach and go swimming - fo sho." Hadley Grider



"I am going hiking on a volcano in Hawii."

-Darrion Taylor



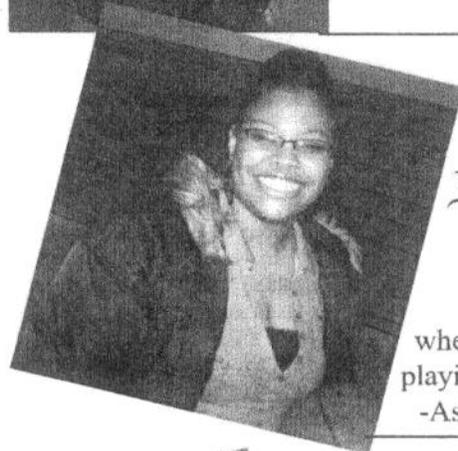
"Virginia Beach is where I'm going scub diving to get buried treasure."

- Cashay Todd



"I'm going to Sea World..."

Tyrone Mitchell



"Road trip with friends to Cincinatti."

- Ariella Smith

"I am not going anywhere. I'm just playing softball."

-Ashley Palmer



"Going to Disney World, get on the rides and swim."

-Tierra Burch



"I'm going to Arkansas for passover, and South Carolina, visit family and visit shopping malls and go to Florida, maybe." Jneisha Stephens



Editorials

Learning, Not a Lifestyle

Recently, the Jefferson County Public School board decided to include gay, lesbian, and bisexual teachers in their discrimination and harassment policy, finally realizing everyone, black, white, yellow, gay, lesbian or whatever, are people.

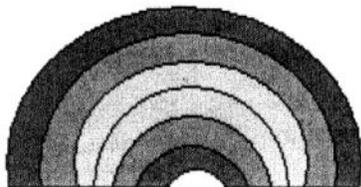
All employees of JCPS, no matter what their orientation is, deserve protection against abuse, including employer discrimination and co-worker harassment. A teacher's "preference" doesn't effect their ability to teach or the students' chances of learning.

"It doesn't bother me," stated senior Jeffery Carter. "That's their own lifestyle...It's their life, how does that effect me? It doesn't." If it doesn't bother a student, why should it bother another teacher, or a parent, for that matter? No one's at risk.

They are not diseased. They are not going to infect our kids. Gay, lesbian, and bisexual teachers have the ability to teach our kids and cannot influence our kids to become interested in that lifestyle. Thinking the other way, to where they *can't* teach our kids and they *can* corrupt them to join their lifestyle, is, in itself, discrimination, and wrong. Junior, Joy Bunch, said, "If anything, they would enlighten us to accept people's differences."

Teachers are teachers. Whether they are gay or straight, short or tall, dull or exciting, if they can teach, that's all that matters. Although, an exciting teacher *would* be better. If they graduated college and they have that wonderful little piece of tree that says they are qualified to educate kids, I can't fathom the very idea that anyone can deny them the right they so very deserve to teach without prejudice.

Katherine Dunn



The Wicked Chicago Trip

Chicago, known to many as the windy city blew Waggeners expectations out of the water. Boarding the bus at 4 a.m. would normally be challenging, but the students made sure that the bus was a party all the way into the streets of Chicago. Shopping at the Navy Pier, and riding the Ferris Wheel, began the 1st introduction to Chicago.

All of the students journeyed through Chicago's famous Millenium Park located downtown. Many of the structures such as the silver bridge were designed by Frank Gary, who also designed the concert hall called the Orchestra Shell. The students were able to view two Broadway plays, *Wicked* and *Jersey Boys* a fabulous

play about the band "The Four Seasons."

Students wine and dined at the Chicago Hard Rock Cafe', as well as Eddys Diner with its 60's theme.

Senior, Emily Busch, said "Jersey Boys was a pleasant surprise and Wicked was amazing!"

Dyvon Harris was ecstatic because of the consistent feasts throughout the entire trip. "Dinner, lunch, brunch, breakfast and snacks, I couldn't get enough, it was awesome!"

Mrs. Ritchie was proud of her students behavior, but said, "Chicago was wonderful, I just don't have a favorite part."

Danielle Dolack

That's Gay

GAY. What comes to mind when you hear that word? Are you offended? Do you think of someone who is homosexual? Or do you just think of something that you find lame or ridiculous?

As of late the word that once meant happy, is now a word that carries a lot more weight. It used to mean merry or bright and showy. Now it can mean homosexual, which originated in the 17th century, however, it was not just referring to being homosexual then. The word gay, could mean a variety of different things, for example, being a gay woman meant being a prostitute, a gay man was a womanizer, and a gay household was a brothel. It did not actually become an adjective until around the 1900's. Gay was used by homosexuals as a descriptive term first. Then the term caught on. Gay is sometimes used instead of homosexual because it describes an entire culture and aspects of being homosexual instead of just orientation.

The word 'gay' in and of itself holds a myriad of meanings and connotations. Connotations of great things and connotations of taboos. It is just one of those things, it can be used as an insult, a term of endearment, or a brand new adjective to describe an over ambitious homework assignment, or a dull chore, or bad music, or even an odd situation. The one statement that seems to sum up anything that we as teenagers do not want

to have anything to do with is "THAT'S

GAY!" which has nothing to do with anything. A homework assignment cannot be gay. A chore cannot be gay. Music cannot be gay. None of those things are homosexual, or even bright and showy. They are simply things that exist. Occasionally, you might get some homework that you are totally ecstatic about and then you might be able to call it gay in it's truest form...happy or merry. However, every three page paper can't be gay, so why call it gay? It is just an assignment there is nothing gay about it. It's not a lifestyle, culture or orientation, it's not even merry. It's just something that one would rather not do. It is just a fun sucker. NOT gay.

"I hate the people that say 'that's gay' instead of 'that's boring' because they use 'that's gay' in the wrong context, because it's hip, instead of using the word boring in its proper place." said senior Allen Schagene.

"I always cringe when I hear kids use it that way (gay as a negative) I don't even think they realize what they're saying, but it's a harmful thing to do to use gay in that manner," said Mrs. De Lancey.

So the next time you think that an assignment is "gay" think of what you are really saying and the true meanings of the word gay. An assignment will never be homosexual or merry, or bright and showy. It will simply be an assignment.

Katie DeLancey

Editorials

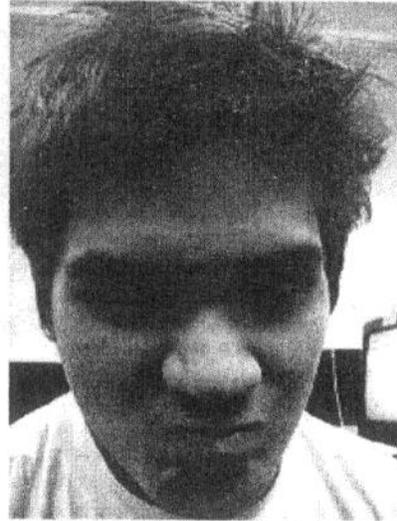
SILENCE YOU FOOLS

Ever felt like you had to hold your tongue in order not to offend someone? Ever felt like your right, your freedom of speech was being restricted due to the follies of those who came before you? We can't say "bomb" in an airport because of some radical idiots who decided to fly planes into a few of our landmarks. We can't say "killer" or "gun" in school because of bullied rejects shooting up campuses in the past. Often our freedom of speech is cut short, and not very free at all.

Being enrolled in the Telemedia program, I am responsible for working on a team to shoot and edit many of the commercials you see on the morning announcements. Around Halloween time my team and I made a parody of the *Scary Movies* about two liars trying to warn everyone about an intruder getting into a school and "whacking" everyone. The video was carefully thought out and edited only to be rejected because the word "killer" was mentioned. The reasoning behind not being able to show the video due to the sensitivity of school shootings is understandable, but it's sad that there has to be a sensitivity.

Why does it all have to be so screwed up to where the mentioning of violence sends a school into a frenzy?

I find it very sad that our words need cautioning, and not even normal cautioning, excess caution.



Story Re-enacted by Nick



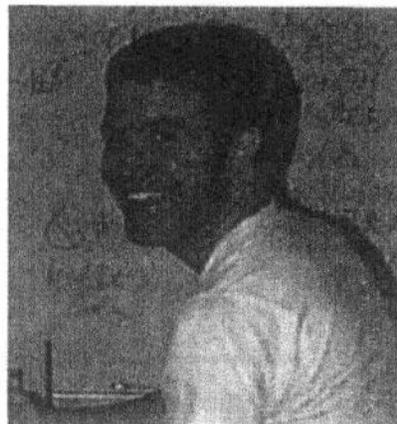
While I agree it is important to be polite and to present yourself in an orderly manner, I believe that if you word yourself in an educated manner you should be able to say what you want. Because of the mess ups and the faults of the past fools we're forced to bite our tongue in order to not appear as foolish as the idiots before us. If this editorial was too harsh for you, you only prove my point. Suck it up, this is America, I'm exercising my rights.

Jennifer L. Donlon

MySpace Taught Me to "Pay It Forward."

MySpace, normally thought of as a self-obsessed way to connect with your friends through a not so personal connection, has taught me to "Pay It Forward." Do you remember the remarkable story about a young boy who attempts to make the world a better place by helping others? Each step he takes, he inspires others to do small favors for a stranger, friend, or loved one. In this movie, it becomes a strong fact that small favors for strangers can dramatically change someone's life. The boy challenges everyone to help three people and every person after that helps three more. With this, he develops a way to change the world.

Not too long ago, I received a MySpace message from a guy who found a precious item of mine, my high school ring. My name was engraved inside the ring and he "MySpaced" me. Imagine having the idea of MySpacing someone to return something as small as a ring! It



"Tom" Creator of Myspace

turns out that he found my ring at the mall. Later, we discovered that we lived on the same street. So one day after coming home from school I found my class ring tied to the Christmas wreath on our front door. I couldn't be more grateful!

A few days later, a Waggener

graduate lost his Ipod Nano on a bus. The finder turned on the Ipod, and eventually, he looked through the pictures. I went to school with the finder of the Ipod and he recognized my face in the pictures on the Nano. I received a MySpace message asking if I knew who it belonged to. In the last few weeks, I became convinced of miracles. Because of such a very small act, like MySpacing someone's name, my friend and I are not in trouble with our parents and our lost items have been returned.

So, I want to challenge Waggener; try to pay it forward to a stranger. There is no way to convince you how effective a small favor from one to another is, unless you do it yourself. Thanks to the kind efforts of a stranger, I am inspired to "Pay it Forward." I know that all small acts of kindness could improve our world dramatically if we just took the chance.

Danielle Dolack

Editorial

Growing Up Sassy

Before we say, "Hello," the human mind naturally judges a person by their looks. What we wear and how we wear it makes people stereotype us. For example, if you see a guy with his pants at his knees, he **MUST** be a gangster; or if a girl is showing too much skin, she **MUST BE** promiscuous. Both of the previous examples are stereotypes.

As odd as it may seem, people even stereotype children by what they wear. Some judge the parents, others judge the child. Many people say that nothing is as precious as a child's innocence, but if our media and the people around the child aren't setting a good example, how can we expect the child to know the difference between right and wrong?

For example, TV shows sometimes have young kids dressed in what we think is in style, but what if these clothes are just too mature for children.

Girls young enough to be in preschool are wearing clothes that are a bit sexual for their age. If she is comfortable with wearing clothes that show a lot of skin at a young age, couldn't she grow more comfortable with wearing even less as she gets older?

When asked about this subject, Austtinn Guerra, a sophomore at Waggener said, "Kids grow up too fast. My youngest sister is 4 years old and the clothes she wants to wear, I do not approve of.." Austtinn then paused dramatically and pointed out that parents will allow their young girls to wear revealing clothes, and then she's told she can't date till she is 16. These children are receiving mixed messages. Austtinn also mentioned how children need to hold on to their innocence, not to shelter them, but to allow their minds to stay pure.

Women of Waggener, we must remember that we actually are setting 'examples' for little girls. These girls shouldn't be sexy, they shouldn't wear clothes with sex appeal. The children are watching us and we should be more careful and watch how we act around them.

By: Danielle Dolack

Dancing With Myself

While some feel the need to "Walk it Out" or "Drop it Like it's Hot", I would usually just like to rock out to some oldies with my friends at some of these themed homecoming dances. But, alas, no. My *only* chance to ever have *any* fun at *any* of these dances is the "Cha Cha Slide" because that's just fun anyway!

I've only gone to three homecoming dances in my four years at Waggener and all three times, I've been unsatisfied. The only music I've ever heard at these dances has been "hip hop," and the occasional "slow dance, rock ballad". For example, the recent Winter Homecoming Dance was an 80's theme, but the only 80's songs played were "Push It", "Thriller", and one other. Two of those songs are Hip-Hop! The remainder of the music was rap, R&B and MORE Hip-Hop.

It seems to me that Waggener, being a culturally diverse student population, should insure that all forms of music are included at student activities. What's wrong with including rock, reggaeton, punk, techno, etc? More students might be inclined to attend these events if the music appealed to a wider variety of interests. There should be a fair balance of all types of musical styles. Marah Davis remarked, "I believe the

schools feel that a certain type of music is all that teenagers want to hear, but truthfully, a majority of the school doesn't like it."

I understand that the DJ may be limited in the type of music he provides. However, before one is hired for our events, there should be some oversight as to the variety of music he is able to provide. These events should be aimed at the entire student body and that means providing music of diverse content and style, not just aimed at a single group.

When asked how often she goes to Waggener dances, Kelsey Noel, grade 9, claimed, "Not very often because they typically appeal to one specific minority...there is no variety and everything is overplayed."

Kelsey suggested, "If the functions had more variety and effort put into them, it would make things a lot more fun for everyone."

I'm with Kelsey. What's so wrong with some Bon Jovi, or Cascada? It's really not that hard to acquire this type of music. I'm sure there are plenty of students who are willing to lend their CDs to the DJ for a little dance music they can actually *dance* to.

Katherine Dunn



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Mark J. Yates, President

MASTER ELECTRICIAN

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Sports

The Winning Season

This is one of the best seasons the Waggeners Basketball Team has had in a while. This team went 22-6 for the season and started with winning the two Christmas tournaments they played this year. This team has not had twenty wins since 1988 which is twenty years ago. "I think we had a great season from many different view points not only did we win 22 games, but we had a great family atmosphere, and we had a given passion for one another and this was a big part of the success we had", said coach Klein. Coach Klein is the top seventh region coach of the year. "It is a nice honor to be recognized by my peers", Klein said.

Two other people on this team received awards for there outstanding performance this year. Jesstin Devoe was the 12th best player, and Devon Sloan was

the 4th best player of the season. The seniors that are leaving this team are Walter Caudle, Jesstin Devoe, Don Richardson, Teven Tidwell, and James Tilford.

"I think the success of the team carried over by producing more school spirit and a better overall climate in the school", said Mr. Bates. I am always hopeful we will build on success and that will depend on how well everyone works in the off season", he said. The juniors on this team this year will have to step since the seniors on the team this year will be leaving for college next year. This year was a terrific year for this team. "This helps create a standard of expecting to win, as long as work is put in", said Coach Klein. This is truly a winning year for the Boys Basketball Team.

Brandon Yates



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 7 D e c a d e s



Times Change; Integrity Remains

THE LITTER BOX

ADVICE

Dear Katie, I can't stay awake in class how can I fix it?
From Z Catcher.

Dear Z Catcher. Staying awake is simple. The most important thing is to make sure that you get enough sleep the night before. Try eating an apple in the morning, it's supposed to work better than caffeine. Sit in the front row instead of the back so that way the temptation isn't as bad. Change your posture often, and don't put your head down. Chew gum. Falling asleep with gum in your mouth is nasty. Don't bring things like blankets to school even if the class room is cold. It will make it harder to stay awake.

Dear Shag,

Does senioritis exist?

Senioritis, better known as procrastination or "I just don't want to do this anymore," syndrome really does exist. Seniors are tired of the motion of everyday life, especially after getting accepted to a college because they believe that once they are accepted, they are purely golden. In the end senioritis could destroy those dreams of a scholarship and or the college you always wanted. Keep you energetic drive alive even until the end; because after being a senior life starts all over, once again



HOROSCOPES

Aries (March 21-April 19)-

Suprising things may get you out of your normal shell, but your emotional friend's support will pull you out of the deepest hole.

Taurus (April 20-May 20)-

Playful. Every little thing about you becomes more playful. Don't be afraid, your serious side gets you thorough all nasty situations. Look to your romantic side, it might be time to follow your heart.

Gemini (May 21-June 20)-

Having mood swings lately? This is just your other side wanting to have some fun. Don't be afraid to let another side of you take control for a little bit; you may end up enjoying yourself.

Cancer (June 21- July 22)-

Your wits are always at play. Give your mind a rest; sometimes its better for your own soul.

Leo (July 23- August 22)-

Being balanced is what you do best. You are the person to go to in every situation. Just don't be afraid to be on the receiving end.

Virgo (August 23- September 22)-

Life always just seems so dull; get out and spice it up a bit. Hit on a new person or buy yourself something fancy; in the end we all win.

Libra (September 23- October 22)-

Sometimes being stressed is exactly what you need to do in order to have fun. Don't be so anal over things that can be done later, have a little fun in your life.

Scorpio (October 23-November 21)-

Being the center of attention is where you love to find yourself, although being on the sidelines settles your ego into a fixed position.

Sagittarius (November 22- December 21)-

All the things around you seem to be confusing. Don't be afraid to take a chance at something you thought would never work before.

Capricorn (December 22- January 19)-

Being organized and optimistic about the worst situations only makes you stronger in the end. Stay focused, life will eventually get better.

Aquarius (January 20- February 18)-

Life always seems like a new challenge. Something is always landing in your lap. Take the time to sit back and review things before pulling out your hair.

Pisces (February 19- March 20)-

Decisions are always in you hands although you have no idea what to do with them. Sometimes making the wrong decision keeps you focused on the bigger decisions to come.

Courtesy of Waggener Traditional High School Web Site.



Waggener's Mission and Vision Statements

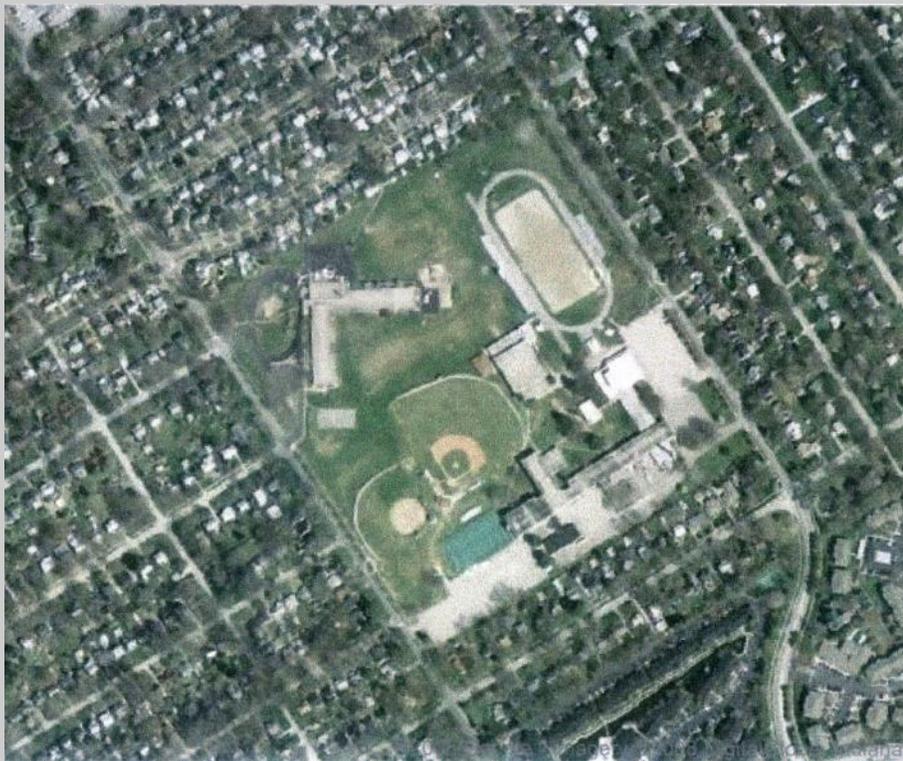
Waggener Mission Statement

To provide the essential skills, knowledge, quality, training and self-discipline necessary for the lifelong needs of our students and to promote their success through a traditional education.

Waggener Vision Statement

Teachers, students, and parents work together, respect each other and communicate with each other toward achieving a shared vision. Excellence in academics and meeting CATS thresholds is achieved in an encouraging, caring environment. School environment is a safe learning zone that promotes student growth and success through zero tolerance policies on drugs and violence. Students' pride and school spirit increases as overall student involvement and socialization increases. Administration and teachers are consistent in enforcing policies, reinforcing positive performance and participating in the daily and extra-curricular activities of the students. Partnerships are established and promoted with businesses, community organizations, colleges and an active Waggener Traditional High School alumni association.

Courtesy of Waggener Traditional High School Web Site.



Courtesy of Al Ring:



Front of the old gymnasium



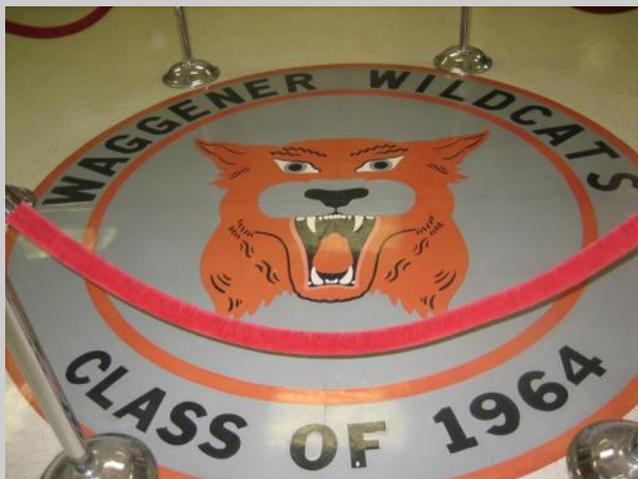
Inside gymnasium, senior breakfast, last day



Inside gymnasium, senior breakfast, last day



Front entryway, office in back



Front entryway



Courtesy of Al Ring:



Front entryway with office in back



Lunchroom



Telecommunications room



Telecommunications room



Telecommunications room/news room



Culinary Arts, kitchen for students

Courtesy of Al Ring:



Prearchitecture Construction Technology



Early Child Development—daycare



Computer Lab



Library, Vietnam Memorial



Library, much expanded from our time



Courtesy of Al Ring:



A. K. Draut Gymnasium (New from our time)

Courtesy of Al Ring:



A. K. Draut Gymnasium (New from our time)

Courtesy of Al Ring:



Courtesy of *The Courier Journal*, photos by Pam Spaulding:



The 2008 graduation of Waggener High School was held Friday night May 23 in the East Hall of the Kentucky Fair & Expo Center. (By Pam Spaulding, *The Courier-Journal*) 5/23/08



Fru'Quione Hervey, Mohammad Talib, Nhal Agak and Abdallatif Badwan prior to the ceremony. (By Pam Spaulding, *The Courier-Journal*) 5/23/08



Allen Schagene, left, Emily Busch, center, and Megan Gittings took their own picture. (By Pam Spaulding, *The Courier-Journal*) 5/23/08



From left: Vanessa Scotland, Ashley Gaither, Maurishea Gaither and Gerrica Washington all smiled for the camera. (By Pam Spaulding, *The Courier-Journal*) 5/23/08

Courtesy of *The Courier Journal*, photo by FCCLA, October 6, 2008:

National good Neighbor Day

Waggener High School's FCCLA (Family, Career, and Community Leaders of America) wanted to do something extra special for National Good Neighbor Day.

National Good Neighbor Day is a day were you do something nice for the school's neighbors.

Provide them with a treat of some sort with an accompanying note that expresses thanks for their patience with extra traffic, trash, and other inconveniences of having a school in their neighborhood. Our FCCLA Chapter wanted to put together treat bags with a thank you note attached to deliver to all the neighbors that surround Waggener High School.

First our FCCLA members got together and stuffed treat bags with candy. Then they signed thank you notes and attached them to the bags with ribbon.

On September 29th, some of the FCCLA members and the advisors marched up and down the neighborhood and delivered the treats to Waggener's neighbors.

Some treats they had to leave in mailboxes or on the porch because of the neighbors not at home but allot of them got to personally thank many neighbors and the neighbors seemed very thankful.

Before the FCCLA members even returned to Waggener a neighbor called and informed the school that this was a very sweet thing to do and they even thanked Waggener!!!



**Celebrating National Good Neighbor Day by FCCLA delivering treats to Waggener's Neighbor's!!
(Waggener High Schools FCCLA)**



Waggener News

Volume 3, Issue 1

October, 2008

Reminder:

Driving age students hoping to get their Kentucky Driver's permit must bring a **School Compliance Verification** form with them to the DMV in order to take the permit exam. This form is obtained from the Attendance Office at Waggener. This is a state requirement as of August, 2007.

If a student has 9 or more unexcused absences and/or 4 failing grades, they will not be eligible to take the exam and will have to wait 6 months before reapplying.

A Letter from the Principal...

Dear Parents,

As we begin the 2008-09 school year, we are striving to make improvements so that this year will be even better! Because you are key partners in our school, this is to give you some information about "No Child Left Behind" (NCLB) and to ask for your ideas.

As you know, Waggener Traditional High School is now a Tier 5 school in the federal NCLB program. There is a provision in NCLB that can define a school as a Tier 5 Restructuring Model. *We believe that with some changes our scores will improve significantly and we can come out of Tier status.* The following will be implemented:

- A central office supervisor will be assigned to assist the principal.
- Long and short range school plans will be developed and evaluated.
- The supervisor will make sure all resources (funds and personnel) are used for student learning.
- The supervisor will access resources from the District for the school.
- A central office staff will be assigned to help support the school council.

In closing, everyone is working very hard to ensure that student achievement will continue to improve. We welcome your input and suggestions. You know your children better than anyone, so please send me your ideas by note, e-mail or phone. We will continue to work hard together.

Thank you for everything you do for children!

Candi Conway, Principal



Magnet Highlight - Culinary Arts

The Culinary Arts Program started off the year with a bang by pumping up FCCLA, which is our student organization for students who major in Culinary and Childcare. FCCLA stands for Family, Career, Community, Leaders of America. This organization is an essential component of Family and Consumer Science Education and is incorporated in course curriculum mandated by the state. Students who choose to be National members get the opportunity to compete in culinary competitions, learn more about being a leader, participate in catering projects, and help out our community by raising money for the "Feed the Children Foundation" and other projects of the students' choosing.

The Culinary Arts Department hosted its grand opening of the Wildcat Café to Faculty and Staff on September 12th. The junior class is responsible for planning the menus, preparing the food, and the general operation of the Café.

This year the Culinary Arts programs will concentrate on getting students involved in FCCLA, and preparing students for the food service industry. Students who have chosen Culinary Arts as their major will learn food safety sanitation, food preparation, interviewing and speaking skills, and proper food service etiquette over the course of 4 years. Many students will have the opportunity to get their food handler's permit and Servsafe Certification which will ensure that they have the necessary skill set to work even as high school students in the food service industry.

Yearbooks

Yearbook orders are now being taken. You should have received a letter from Josten's at home with ordering information. Yearbooks are \$55 and can be ordered online. See Ms. Jagers for more info.

Waggener News – Page 2

Waggener Athletics...

Waggener Basketball Season is Here!

Basketball Season has returned! October 15, 2008 marks the start of the season for Boys & Girls Basketball.

Toby Curry is our new Head Boys Basketball Coach and returns a number of key players from last year's team that won a school record 22 regular season games. The Wildcats will be led by Senior All-State candidate Dayvon Sloan (First Team All-Region Selection), Senior Montez Spencer, and Junior Jomari Bradshaw.



Scott Ricks is our new Head Girls Basketball Coach and is excited about building a successful Girls program at Waggener after many successful seasons as the Head Coach at Union County High School. The Wildcats will be led by returning players Aiicha Kelly (SR), Jessica Bartley (SR), Katie Howard (JR), Daniele Mucker (JR), and Ashley Palmer (SO).

Waggener Boy's Soccer—Another Successful Season!

The Boy's Soccer Team completed a successful regular season with a 9-3 record. The season was highlighted by wins over DeSales, Seneca, Ballard, and Central.

The Wildcats will be hosting this year's 13th District Tournament and hope to move on to the regional tournament. The team would like to thank everyone for their support throughout the season!

Go to www.waggenerwildcats.com to view all Athletic Schedules!

PTSA News...

Hello from the Waggener Parents Teachers Students Association! The school year is moving along and we want you to be involved! The PTSA is here for you. Our mission is to make sure that Parents, Teachers, and STUDENTS are all working together to gain knowledge and prepare for the future! The time to build long-lasting friendships, gather skills, and enjoy life is right now for you! Come and join the PTSA with your friends and family. We have monthly meetings where you can review school activities, plan new ones, make decisions, and spend time with your parents! This is an association made to support you through your entire education.

We sponsor scholarships for graduating Seniors for college and to raise money for those scholarships, we hold our annual CRAFT FAIR. This year it will be on November 15, 2008, from 9am to 4pm. We would love to have everyone come out and support this event. It's the perfect time of year because you can get really cool gifts for your family and friends for the upcoming Holidays, eat great food, enjoy music, and maybe something special during the day might be there!....so STAY TUNED!

See you at School! See you at the Craft Fair! See you joining the PTSA!

Star border containing text: IMPORTANT REMINDER! If you accrue 10 or more unexcused absences or tardies, you will not be eligible to go to the Prom!

JEFFERSON COUNTY PUBLIC SCHOOLS Equal Opportunity Policies

Equal Employment Opportunity Employees/Applicants

The Jefferson County Public School District shall not discriminate in recruitment or employment on the basis of age, color, creed, disability, marital or parental status, national origin, race, sex, sexual orientation, veteran status, religion, or political opinion or affiliation. The District shall promote equal opportunities through a vigorous affirmative action program as an integral part of personnel policy and practice in the employment, development, advancement, and treatment of employees of the Jefferson County Public Schools.

In the Event of Questions

Employees or applicants, report to immediate superior, appropriate personnel administrator, the Compliance and Investigations Office, or the appropriate enforcement agency if you believe you have experienced harassment/discrimination.

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No student shall be denied equal educational opportunity for any reason by the Jefferson County Board of Education because of his or her age, color, disability, parental status, marital status, national origin, race, religion, sex, or veteran status. Harassment/Discrimination of any type is not permitted. A student has the right to attend school free from harassment and should not be subjected to discrimination for any reason. Schools will strive to ensure that these rights are protected and that appropriate consequences are provided to offenders.

In the Event of Questions

Students and parents/guardians, report to principal, the Compliance and Investigations Office, or the appropriate government agency if you believe you have experienced harassment/discrimination. Noncompliance with the above policy and procedures may result in disciplinary action.

Discrimination Grievance Procedure

The Jefferson County Public Schools Discrimination Grievance Procedure is available at local schools, on the Jefferson County Public Schools Web site at www.jcpsky.net, or in the Compliance and Investigations Office, C. B. Young Jr. Service Center, 3001 Crittenden Drive, Louisville, KY 40209. Contact Cheryl Walker, Compliance and Investigations director, at 485-3341, or call or write one of the following enforcement agencies:

Equal Employment Opportunity Commission 600 Dr. Martin Luther King, Jr. Place, Suite 258 Louisville, KY 40202 (502) 582-6082 www.eeoc.gov

U.S. Department of Education, Office for Civil Rights Wainmaker Building, Suite 515 100 Penn Square East Philadelphia, PA 19107 (215) 656-8541 www.ed.gov

Kentucky Commission on Human Rights The Heyburn Building, Suite 700 332 West Broadway Louisville, KY 40202 (502) 595-4024 http://kchr.ky.gov

Louisville Metro Human Relations Commission 410 West Chestnut Street, Suite 300A Louisville, KY 40202 (502) 574-3631 www.louisvilleky.gov/HumanRelations



Class News...

FRESHMAN CLASS

Welcome to high school; you are embarking on the last stage of your childhood. In less than four years, you will enter a new stage in your life that is even more important than beginning high school - adulthood. So, now is the time to start planning for your future. Remember, every class counts! **YOU MUST REPEAT ANY CORE CONTENT COURSE THAT YOU FAIL.** You must earn a required number of credits to move on to the next grade level each year. Do your best, make wise choices everyday, and four years from now your options will be endless.

SOPHOMORE CLASS

Sophomores have been busy with Homecoming and finishing the PLAN test.

Class officers have been elected as follows: President - Savannah Stagg, Vice President - Yunikka Reese, Secretary - Renee Mitchell, Treasurer - Chris Clark.

JUNIOR CLASS

First, we would like to start off by thanking all of the parents who participated in Open House on Tuesday, September 9th. It is always a pleasure to meet the parents and guardians of the students we teach.

Second, we had an eventful jungle-themed fall homecoming week, September 30-October 10. From Pajama Day, Wacky Day, an outstanding pep rally, and an exciting football game, the school was filled with Waggener spirit!

Finally, juniors will be gearing up for some exciting activities this year: junior ring ceremony, prom, and of course, the ACT and CATS tests. We will keep you informed as each event approaches. We wish all of our juniors a successful year and remember if you ever have any questions, please feel free to contact the school. Thanks for being a WILDCAT!

SENIOR CLASS

The Class of 2009 is back to school and hitting the books. Most of the students are excited about this being their last year of school, but the fact they still have a lot of work to do hasn't been lost, especially since their teachers keep reminding them of it. Senior Class Sponsor, Monica Schwendau, is back helping them plan what should be an exciting and event-filled year. Helping her with the class this year are faculty members Carlotta Kustes, Karen Labroi, and Jessica Gnau.

The Seniors elected new class officers back in May and have several new faces to go with the experienced officers who are eager to lead. This years officers are:

President - Tierra Ross, Vice-President - Elizabeth "Lizzy" Fell, Secretary - Brittany Kelsey, Treasurer - Kasey Whitaker, Activities Director - Thurman James, Historian - Tabia Islam. The officers have been meeting once a week to prepare for the year and have already designed the graduation announcements and selected the color for the class's caps and gowns. There are several fundraisers planned for first semester including a return on sales of graduation announcements and senior memories items (catalogs should be on the way home by the middle of October). There is also a brochure sale of holiday items to help students earn prom tickets beginning in late October.

The class also designed a class t-shirt with input from classmates with the theme "*Wildcat Seniors – It's Our Time*". The shirts will be red with white and gray/black text and will be sold for \$10.00. Pre-paid orders for the shirt will be taken during lunch starting the week of October 13. Show your wildcat spirit seniors and order a class shirt. It's going to be an amazing year seniors, get involved today!





330 South Hubbards Lane
Louisville, KY 40207

Phone: 502-485-8340
Fax: 502-485-8140

**Waggener Traditional
High School**

We're the Greatest!

We're on the Web!
www.waggenerwildcats.com

Important Dates...

| | | | |
|--------------|--|--------------|---|
| Oct 24-25 | JCPS Showcase of Schools | Jan 29 | Portfolio Camp, 2:30 - 5:00 pm |
| Oct 26-31 | KDE Scholastic Audit | Feb 16 | Parent/Teacher Conference Day |
| Oct 27 | 8 th Grade Open House, 6:00-8:00 pm | Feb 26 | Portfolio Camp, 2:30 - 5:00 pm |
| Nov 3 | Professional Development Day, No School | Mar 10 | ACT for Juniors |
| Nov 4 | Election Day, Schools Closed | March 20 | WAG Presents Oklahoma! 7:00 pm |
| Nov 15 | PTSA Craft Fair, Waggener, 9 am - 4 pm | Mar 21 | Portfolio Camp, 9:00 am - noon |
| Nov 15 | Portfolio Camp, 9:00 am - noon | Mar 21 | WAG Presents Oklahoma! 2:00 & 7:00 pm |
| Nov 25 | Underclassmen Picture Make-Up Day | Mar 21 | Portfolio Camp, 9:00 am - noon |
| Nov 26-28 | Thanksgiving Break - Schools Closed | Mar 22 | WAG Presents Oklahoma! 2:00 pm |
| Dec 2 | Academic Night, 7:00 pm | Mar 26-Apr 2 | Drama Trip to London/Paris |
| Dec 5-6 | Madrigal Dinner, 6:00 pm | Mar 30-Apr 3 | Spring Break |
| Dec 11 | Portfolio Camp, 2:30 - 5:00 pm | Apr 20-30 | CATS testing (High School) |
| Dec 11 | Choral Winter Concert, 7:00 pm | May 1 | Professional Development Day, No School |
| Dec 12 | WAG Theatre Plays, 7:00 pm | May 7 | Choral Concert, 7:00 pm |
| Dec 13 | WAG Theatre Plays, 2:00 pm | May 8 | Prom |
| Dec 16 | Band/Orchestra Concert, 7:00 pm | May 12 | Instrumental Concert |
| Dec 22-Jan 2 | Holiday Break | May 25 | Memorial Day, Schools Closed |
| Jan 5 | Professional Development Day, No School | TBA | Last Day of School |
| Jan 19 | Martin Luther King Jr. Day, Schools Closed | TBA | Graduation |

Courtesy *The Voice-Tribune*:

Waggener grads hold Continue the Smile

The Waggener High School Class of 1989 honored the life of classmate Danielle Renee Clan Mueller by holding Continue the Smile, a benefit and silent auction at Olivia's Restaurant at the Goss Avenue Antique Mall. Danielle died from leukemia on Jan. 14, 2008.

More than 200 people attended the benefit, which raised money for a Waggener scholarship fund started in Danielle's name.



Shawne Adams, Treva Werner, James Mueller, Lis Williams and Janell Rufra.



Who's Hundley bandmembers included Jamie Parker, John Webb, Rick Kraus, Mike Hughes and David Hundley.

Courtesy Bill Bowden:

Dear classmates,

Sorry for the delay in reporting to you about Senior Night at Waggener on June 2 and the awarding of the Walker Cunningham Scholarships.

The \$500 scholarships were awarded to six graduating seniors. The presentation came early in the hour-long program, and the audience was told about us, the donor group, and how our generosity allowed the PTSA to expand the program this year. They had 11 applicants, so our brochure did help to spread awareness. The event was in the "Small Gymnasium," which is the only one we had way back when. They've built another one out toward the football field.

I apologize for the large size of these photo files. I'm not too adept at this. I'm actually doing well to have taken the photos and gotten them this far, believe me. Anyway, Jeriah Hazard (0088) will attend Northern Kentucky University, Brittany Kelsey (0092) will be in the School of Education at the University of Louisville, and Christopher Schweiger will be in the Speed School of Engineering at U of L. I'll send photos of Sam Starowitz and Yufen Zhao when I find out their college plans. Elizabeth Fell left before I could take her picture.

The lovely ladies in the fourth photo were graduating seniors just a few years back. Sandy Oed Fowler is on the left, Sue Evans on the right. The three of us enjoyed the program. I'm not as well preserved as Sandy and Sue, so I took the photo.

You may be interested to know that the National Honor Society gave two memorial awards, in the name of our former classmates Carol Curry and Bill Hinrichs. Weren't both of those victims of auto accidents?

I was very proud of the commitment all of you have shown to these scholarships and wish you could have met the recipients. They are really fine young people (and got a lot of other awards, by the way), and I know Walker would be proud too. Thank you again so much for your donations.

My best, Bill Bowden '61



Courtesy *The Courier-Journal*, by Martha Elson:

Waggener High starts Freshman Academy this year

Freshman year at Waggener High School in St. Matthews will be all new for Tiffany Cannon of Valley Station.

She'll enter high school for the first time Aug. 13 in a new school in a different neighborhood from where she went to school last year at Highland Middle.

She said she's a little nervous, and she expects the new Freshman Academy that's starting up at Waggener this year to help. "I'm looking forward to spending time with all the freshmen," she said during a break from volleyball practice last week at the school, 330 S. Hubbards Lane.

Waggener will be one of eight high schools introducing the academy concept this year, joining six others — Doss, Iroquois, Fairdale, Seneca, Valley and Western — that started it within the past four years. The other new academies will be at Butler, Fern Creek, Jefferson-town, Liberty, Moore, Shawnee, Southern and Phoenix School of Discovery in the Valley building.

The aim is to offer extra support and structure to freshmen to help with the transition to high school. An entire upstairs hall of classrooms near the main entrance to Waggener will be devoted to the academy, and a group of nine teachers will teach only freshmen. The students will be divided into two teams and will go to lunch together and take most classes together. Upper class students will be mentors.

Freshmen may "come in kind of awestruck," said teacher and volleyball coach Beth Kuhnell, who will be one of the freshmen teachers. "If anyone starts to fall behind, we have a system in place to catch them."

"This is one more way we can work to make them successful in high school," Waggener principal Candi Conway said.

Waggener will hold orientation for new freshmen Monday and a freshmen parent orientation session Aug. 5.

Waggener decided to start the academy after school officials visited academies at other schools over the past 1½ years and were impressed with what they saw — including orderly movement from class to class, said assistant Waggener principal Dianna Kurtz, who will oversee the academy.

Waggener will have about 275 freshmen in a school population of about 1,000. The primary aim is to increase the number of freshmen successfully passing all classes and moving up to the 10th grade.

Students who don't earn enough credits to become sophomores and don't complete the work over the summer would start next year as "second year freshmen."

The rate of "retention" for such students in all grades at Waggener has been about 13 percent and about 17 percent for freshmen, Conway said. Some schools have a freshman rate as high as 30 percent, said Brian Shumate, high school liaison for Jefferson County Public Schools.

The rate for all grades for all public high schools was 13.14 for 2007 and 11.76 for 2008, with the majority of retentions happening freshman year, Shumate said.

Initial figures from freshman academies show they can help reduce retentions, he said. The aim is to create a "consistent daily experience," he said.

Other goals are to improve attendance, increase the number of honor roll students, increase the number participating in extra curricular activities and reduce "referrals" for misbehavior.

Students in Waggener's Freshman Academy also will sign a large banner with "Class of 2013" on it to help instill a commitment to graduate, Kurtz said.

The message, she said, is: "We're going to stay here. This is our school."



By Matt Stone, *The Courier-Journal* Dianna Kurtz, assistant principal at Waggener Traditional High School, will oversee the Freshman Academy.

Courtesy *The Courier-Journal*, by Martha Elson:

Waggener freshman academy eases transition

Waggener Traditional High School's new freshmen academy on the second floor of the St. Matthews school is going well, and the students are performing better.

"They're all up there together, and it's going beautifully," principal Candi Conway said shortly before the holiday break this month.

Among the 225 freshmen this year, 73 were on the A and B honor roll for the most recent grading period, compared with only 14 in last year's freshman class, Conway said.

Waggener, at 330 S. Hubbards Lane, joined more than a dozen new or existing academies at other public schools in August when it started offering extra support to freshmen to smooth their transition to high school.

Waggener students have two elective classes outside the academy area, but otherwise they have the same teachers and classes and eat lunch together. "It gives them a sense of security," Conway said.

Staff member Jovann Jefferson, who helps address discipline problems in the academy, said when freshmen are thrown together with upperclassmen, "there's a lot more pressure to feel that they're older than they are."

In teacher Kevin Schulz's social studies/civics class, freshmen were studying Nazi Germany during World War II and what life was like for Nazi youths — as part of a study unit on learning tolerance and acceptance.

Students' views were mixed about the academy concept. Megan Reesor said it can keep freshmen from maturing by keeping them apart from older students. But Ibrahim Diaz said that, without the academy, "you'd be lost as a freshman."

Ross Jessup said the academy feels more like middle school again.

The academy is overseen by assistant principal Dianna Kurtz, who has an office in the academy area. She's sold on it, saying there's also been an increase in freshman attendance and a decrease in the number of referrals for behavior problems.

Students worked on a recent letter-writing project to raise money for St. Jude Children's Hospital.

Conway said Kurtz and the teachers know all the students, and "it really gives you a chance to form those relationships," Kurtz said.

"It's the best thing we've done in a long time," Conway said. "It has changed the climate of the entire building."



**Megan Reesor works during social studies class.
(By Matt Stone, The Courier-Journal)**

Courtesy *The Courier-Journal*, by Antoinette Konz:

courier-journal.com

6 JCPS high schools among Kentucky's 10 lowest-performing in 2010

By Antoinette Konz • akonz@courier-journal.com
• November 8, 2010

Six Jefferson County high schools were named among the 10 lowest-performing public schools in Kentucky and will be subject to audits that could result in major restructuring, including replacing their principals and more than half their teachers, the state Department of Education announced Monday.

The six schools — Doss, Fairdale, Iroquois, Seneca, Southern and Waggener — were selected because their reading and math proficiency scores on statewide tests taken last spring were among the lowest in Kentucky.

The other four schools are East Carter County High School in Carter County, Christian County High School, Greenup County High School and Sheldon Clark High in Martin County.

This is the second year in a row that Jefferson County Public Schools has had six schools among the 10 lowest performing in the state, a result Superintendent Sheldon Berman called disappointing, saying they are not “truly representative of the work that is being done at these six schools.”

“These are not failing schools,” Berman said. “Each of these schools is making significant gains in other important areas, but the state is only looking at one

measurement when determining this particular list.”

The news was galling to teachers and students at Seneca, who echoed Berman's criticism that the state's measurements were overly simplistic.

“We are not a failing school,” said Heather Pace-Romanowski, a social studies teacher. “We have so many wonderful programs and a lot of great students. This label is not a fair assessment of what takes place here every day.”

Stephanie Ikanovic, another social studies teacher at Seneca, said the designation is “like a slap in the face.”

“We work hard every day,” she said. “To think that this designation is based on eight hours worth of reading and math testing makes it feel like everything we did throughout the year counted for nothing.”

A state law enacted in January requires the state to regularly identify its five



2009 LO

- School**
- Caverna High
 - The Academy at S
 - Western Middle
 - Frost Middle
 - Western High Sch
 - Valley Traditional
 - Fern Creek Traditio
 - Lawrence County
 - Leslie County High
 - Metcalf County

Courtesy *The Courier-Journal*, by Antoinette Konz:

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"persistently lowest-achieving" Title 1 schools (those with large percentages of low-income students) and the five lowest-performing non-Title 1 schools, based on student performance on the Kentucky Core Content Test — the state's benchmark measure for student achievement.

The law outlines four intervention options: replacing the principal and site-based decision-making council, replacing more than half of the faculty, closing the school and transferring its students to higher-performing schools, or restarting the schools under the management of a private or nonprofit operator.

Last year, Fern Creek, Shawnee, Valley and Western high schools and Frost and Western middle schools were among the 10 worst academically, prompting major overhauls last summer that resulted in replacing as many as 60 percent of teachers and several principals.

Those schools weren't eligible to be named to this year's list, although several had worse scores on last spring's exams than the schools named this year.

Several school board members said at Monday night's meeting that they were disappointed six more district schools were on the list.

"There certainly isn't a lot of good news here," board Chairwoman Debbie Wesslund said. "But I think the one thing this will do is force us to refocus our energy on student achievement and make sure we

are doing everything we can to help these schools."

Board members assured the six schools' principals they were doing a great job and encouraged them to keep their spirits up during the audit process.

Glenn Baete, principal at Doss, said he appreciates the board's support.

"These test scores did not come as a surprise to those of us at Doss," he said. "We've been focused on restructuring the school for the past three years. We look forward to showing the auditors what we do at Doss and use their feedback to continue the restructuring effort."

Scores below averages

Even so, scores at the six schools on this year's list were well below the district and state average.

For example, only 27 percent of students

2009 LOWEST-PERFORMING SCHOOLS

| School | District | 2009 Proficiency in reading/math | 2010 Proficiency in reading/math | Difference |
|-----------------------------|---------------------|----------------------------------|----------------------------------|------------|
| Caverna High | Caverna Independent | 37.9% | 34.8% | -3.1 |
| The Academy at Shawnee | Jefferson County | 21.9% | 13.6% | -8.3 |
| Western Middle | Jefferson County | 26.7% | 21.6% | -5.1 |
| Frost Middle | Jefferson County | 28.0% | 29.1% | 1.1 |
| Western High School | Jefferson County | 29.5% | 29.8% | 0.3 |
| Valley Traditional High | Jefferson County | 29.7% | 30.7% | 1 |
| Fern Creek Traditional High | Jefferson County | 38.2% | 44.4% | 6.2 |
| Lawrence County High | Lawrence County | 33.5% | 41.2% | 7.7 |
| Leslie County High | Leslie County | 30.1% | 54.3% | 24.2 |
| Metcalfe County High | Metcalfe County | 35.2% | 48.6% | 13.4 |

Courtesy *The Courier-Journal*, by Antoinette Konz:

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at Iroquois High School scored proficient or higher in reading and math combined.

The combined results were 31 percent at Doss, 33 percent at Fairdale, 34 percent at Waggener and Southern and 38 percent at Seneca.

Both Jefferson County and the state had a proficiency rate this year of 51 percent in reading and math.

To help pull up the 10 schools' scores, they "will get a significant amount of money," Kentucky Education Commissioner Terry Holliday said Monday.

Jefferson County is eligible to receive more than \$100 million in federal funds over the next two years to improve its lowest-performing schools. The money will also aid schools that haven't made the list but which the state considers low performing, Holliday said.

"We want to focus on student learning results," Holliday said. "It may inconvenience some adults, but our focus needs to be on helping kids be more successful."

Berman said the six Jefferson County schools on this year's list work with a "very challenging student population."

"Demographics make a difference, and these are six schools that have some of the highest percentages of low-income students in the state," Berman said. "That's not an excuse, it's a reality."

Berman said the number of students receiving subsidized lunches at the six schools has increased by at least 10 percent over the past two years.

"The economy has declined, and students who are at-risk are the most vulnerable," he said. "We have to take each student that walks in our door and educate them well, but we also have to realize there are external factors that make it more challenging."

Berman said he believes the district's high schools are doing the right things.

"The programs we have put into place — professional career themes, smaller learning communities, schools of study, trimester schedule and freshman academies — will produce dramatic improvements over time," he said. "We have undertaken a total redesign of our high schools, not just how the day is organized, but how our teachers teach and how our students demonstrate what they have learned."

Courtesy *The Courier-Journal*, by Antoinette Konz:

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School audits planned

State auditors will spend a week at each of the 10 schools within the next few months to conduct a leadership assessment.

The auditors will review how well each school's site-based decision-making council is working and evaluate the principals' leadership ability.

Principals at the six Jefferson schools audited earlier this year described the process as "demoralizing" and unlike anything else they have experienced in their careers.

"It was very stressful and very intense for the entire building," Western High principal David Mike said last month. "And I don't really feel like they got a true picture of what's really going on here. It was like they had an agenda to find something wrong."

Once the audits are completed, the auditors will recommend which intervention option should be applied in each school, with the ultimate decision left to the school district.

In Jefferson County in the last school year, officials chose the restaffing option at all six schools, with Berman saying it was a better than closing schools or turning them over to outside management.

However, Berman said Monday that the district may not choose that option this year.

"We're going to wait to see what the audits say, and we'll go from there," he said.

Schools disagree

For school officials, students and parents at the six new schools identified in Jefferson County, Monday's news did not come as a surprise, but it was still unwelcome.

Seneca principal Mary Greenlee said she and other principals were notified by the district that they likely would make the list shortly after test scores were released in September.

"I immediately shared it with my staff," Greenlee said.

Seneca teachers Pace-Romanowski and Ikanovic said they worry about the coming audit and what it will mean for their school, particularly if half of the teachers must transfer.

"The entire staff is very close here; there is

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a lot of teamwork that takes place every day," Ikanovic said. "And we all have established strong connections with our students. Stability in a school is very important for kids."

Taylor Case, a 17-year-old senior at Seneca, said she loves the school because of the teachers.

"I don't want a teacher who just sits there and teaches, I want someone who I can relate to, and I feel that there is a lot of that here," Taylor said. "I hate to think that students who come here next year won't have the chance to experience that."

Senior Jessica Baugh, also 17, said she thinks students should share the blame for the school's presence on the list.

"There are some students who try really hard (on the tests), but I know that there are some who don't," Jessica said. "I think that students need to take responsibility for themselves."

Reporter Antoinette Konz can be reached at (502) 582-4232.

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Audits: Iroquois, Waggener, Southern must replace principals, lose school councils

Written by

Antoinette Konz and Chris Kenning
The Courier-Journal

4:48 PM, Feb. 16, 2011 |

Another round of unflattering state audits will result in three more underperforming Jefferson County high schools losing their principals and school councils.

State auditors identified a host of problems that they say are holding back academic achievement at Iroquois, Southern and Waggener high schools, including classroom instruction that lacks rigor, teachers and administrators who fail to set high expectations and disruptive student behavior that impedes learning.

They determined that Iroquois principal Joey Riddle, Southern principal Jerry Keepers and Waggener principal Candace Conway should be removed because they "do not have the capacity or capability to continue their roles and responsibilities," according to the audit reports obtained by The Courier-Journal in response to an open-records request.

And they concluded that the school councils at Iroquois and Southern should be disbanded, with Waggener's council reduced to an advisory role.

Superintendent Sheldon Berman said Tuesday he is "very concerned" about the audit findings.

"These are serious deficiencies that we must rectify," he said, adding that he is "confident these schools will be able to move forward."

But he said he also said he was pleased that auditors acknowledged some of the ongoing reforms taking place at the three schools, such as trimester schedules, freshman academies, career themes and new math and reading curriculums.

The leadership assessments — a result of a new state law that sets out an intervention system for the Kentucky's worst academic underachievers — were conducted in January by a team of state auditors who spent a week at each school,

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collecting test data, interviewing faculty and staff, observing teachers and speaking with parents and students.

In all, 12 Jefferson County schools have been audited in the past two years after being named "persistently low achieving" for their poor math and reading scores.

Last year, Western and Frost middle schools and Valley, Fern Creek, Shawnee and Western high schools were selected for audits that eventually resulted in replacing several principals, schools councils, as well as more than half the faculty.

This year, six more Jefferson County schools were selected — Iroquois, Southern, Waggener, Doss, Fairdale and Seneca. The latter three high schools were audited in December, with the school board deciding to replace portions of their staff.

The board must now decide whether it will do the same at Iroquois, Southern and Waggener, choosing among four overhaul options mandated by the state.

Iroquois shortcomings cited

Because the audits focused on leadership, much of the criticism was aimed at the school principals.

Iroquois High received some of the lowest marks among the three.

Auditors said Riddle didn't hold teachers accountable for student success and school

improvement. And they said he didn't ensure that teaching matched state curriculum or that instruction met the learning needs of all of Iroquois' 1,094 students.

They also said Riddle didn't monitor programs aimed at boosting achievement, and they cited a lack of urgency in raising scores and expectations.

Riddle said Tuesday he was disappointed with the audit findings.

"Even though I disagree with them, the results are what they are," Riddle said. "My plan is for the time I have left here, to stay focused on what we do for students and how we can help prepare them for life after high school."

Auditors found that the school council failed to adopt a policy to ensure that school resources are focused on reducing barriers for low-income, African-American, disabled and limited-English students — all of whom Iroquois has in high numbers.

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Mary Callahan, who sat on the school council and whose 14-year-old son, Tyler, is a ninth-grader at Iroquois, said the school's many challenges make it "—an easy target."

"I'm having a hard time (understanding the audit) because I'm not seeing the problems other people are," she said. "I'm seeing some things, but not that it's horrible."

Waggener rigor questioned

At Waggener Traditional High School, auditors cited six deficiencies, including a lack of rigor in instruction and testing.

They said the 842-student school lacks behavior plans, resulting in disruptions that "impeded student achievement."

Auditors further found that school leadership had failed to communicate clear expectations or enforce accountability for new initiatives.

And they said the school needs to do more to provide mentors and help struggling students, including those who speak limited English, which are nearly 15 percent of Waggener's students.

Waggener was found to lack a proper guidance-counselor program, and had only limited development in areas such as curriculum, instruction, school culture, planning and classroom evaluation, according to audit results.

Principal Candace Conway didn't return

calls seeking comment.

Ron Freeman, a JCPS priority manager working with Conway and principals at the district's audited schools, said even though the problems were well known, teachers who have been working hard to boost scores were likely taking the results hard.

"We're dancing as fast as we can, but not fast enough to meet the standards that feds and the state want to us to meet," he said.

Southern expectations lacking

Auditors cited six deficiencies at Southern, including a lack of rigor in instruction and testing and low expectations among the principal and staff.

They said the 1,249-student school has a culture where staff and students feel comfortable and safe, but "this culture is not extended to include expectations of academic proficiency."

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"Although most teachers claim to focus on high academic expectations for all students, instructional practices do not consistently reflect this belief," Southern's audit states.

Auditors said principal Keepers has not "established a process of matching teacher strengths to the unique learning needs of students."

They faulted Southern's council for not accepting "their responsibility for student achievement."

"The council accepts minimal responsibility for the success and failure of all students," the audit states.

Keepers did not return several calls for comment Tuesday.

Freeman, who formerly headed the Brown School, said he was present Tuesday at Southern when Keepers delivered the audit results to staff.

"He said, 'Well, you'll be getting a new principal,'" Freeman said. "But he told them to stay the course and keep plugging away."

The next steps

Berman said Tuesday he isn't sure which of the four state overhaul options he will recommend at Iroquois, Southern and Waggener.

He has previously ruled out two options —

transferring management to an outside agency or closing the schools. That leaves replacing faculty members or linking teacher evaluations and pay to academic progress.

Jefferson County's teachers union has opposed linking evaluations to student progress, but school board members Carol Haddad and Debbie Wesslund said Tuesday they would consider that option.

"Restaffing is just shifting people around," Haddad said. "I have to wonder what good that will actually do and what kind of impact that would have."

Dena Dossett, director of planning for the district, said if the school board goes with the restaffing option at Iroquois, Southern and Waggener, only 28 teachers would need to be replaced. That's because the state exempts any teacher who has been at the school for three years or less.

The exemption would mean that Waggener would need to replace six teachers,

Iroquois, eight, and Southern, 14, she said.

Berman said the school board is scheduled to decide which model to adopt and its Feb. 28 meeting.

Reporter Antoinette Konz can be reached at (502) 582-4232.

Reporter Chris Kenning can be reached at (502) 582-4697.



Waggener High School, 330 S. Hubbards Lane (Kylene Lloyd, *The Courier-Journal*) November 5, 2010
cj/cj

Waggener Traditional High School
330 S. Hubbards Lane

| Previous | Current/Coming |
|--------------------------------|----------------|
| Teachers | 62 |
| Enrollment | 340 |
| Proficient in reading and math | 34% |
| 2009 graduation rate | 79% |

Source: Jefferson County Public Schools, Kentucky Department of Education

Key conclusions

- School course & staff capability to continue to rise.
- School course to be retained in an advisory role, with the current membership reporting to the state education commissioner.
- The principal does not have the capability to continue her role and responsibilities.



Time: 02-16-2011 23:58 User: mshelshaw PubColor: 02-17-2011 Zone: MT Edition: 1 Page Name: A1 Color: Black/Ink

METRO | B1

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The Courier-Journal

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The Borders at 4th Street Lane is one of two Louisville stores that will close. It opened in 2003.

Borders to close 2 local bookstores

Hurstbourne, 4th St. among 200 shed due to bankruptcy

By Ann Brown

Borders, the nation's second-largest bookstore chain, filed for bankruptcy protection Wednesday and said it plans to close about 200 of its 642 stores, including those in downtown Louisville and Jeffersonville.

That leaves it with five area stores — Dover it acquired from locally owned Hardey-Coats Bookshelves eight years ago.

Chainstore sales at the stores to be shut down could begin as early as this weekend, as Borders tries to reorganize its finances under Chapter 11 federal bankruptcy law, according to documents filed with the U.S. Bankruptcy Court in New York.

Borders said it is buying about 100 stores a day at all of its stores — all of which are to be sold.

See **BORDERS**, A2, on 1

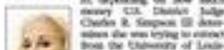
Sypher could get 5-10 years behind bars

Sentencing slated for Friday

By Andrew Wolfson

His months after being convicted of trying to extort money from football coach Rick Pitino in one of Louisville's most sensational and widely read, Kenton County Sypher will be sentenced Friday.

Child-abuse experts said she could be imprisoned for as little as five years or as many as 10, depending on how much money "CJ," District Judge Charles R. Simpson III announced she was trying to extract from the University of Louisville coach.



Sypher was convicted of trying to extort money from Rick Pitino.

It was the witness list of demands that included college tuition for her children, five cars of her choice and \$50,000 a month — a wish list the U.S. Probation Office has valued at \$2.5 million.

Sypher will get about five years, said the defense experts, who include several former federal prosecutors.

But her sentence could double if Simpson decides it was the \$10 million that Sypher's divorce lawyer demanded on her behalf as a bribe that she sought, the lawyers said.

See **SYPHER**, A2, on 1

SCHOOLS ON THE BRINK

3 more metro schools must lose principals

Councils at Iroquois, Waggener, Southern also fall to audits



Local studies teacher Seth Pollak works with student Steve Breen at Iroquois High on Wednesday. The school received some of the lowest marks in state audits of three Jefferson County schools.

By Antoinette Konz and Chris Kenning

A recent round of statewide state audits will result in three more underperforming Jefferson County high schools losing their principals and school councils. State auditors identified a list of problems that they say are holding back academic achievement at Iroquois, Southern and Waggener high schools, including classroom instruction that lacks rigor, teachers and administrators who fail to set high expectations, and disruptive student behavior.

Auditors determined that Iroquois principal Jerry Riddle, Southern principal Jerry Keenan and Waggener principal Candace Conway should be removed because they "do not have the capacity or capability to continue their roles and responsibilities," according to audit reports obtained by The Courier-Journal in response to an open-records request.

They concluded that the Iroquois and Southern school councils should be disbanded, with Waggener's council allowed to stay as an advisory role. Superintendent Michael Roman said Thursday that he is "very interested" about the audit findings.

"These are serious deficiencies that we must rectify," he said, adding that he is "committed" those schools will be able to turn around.

But he said he also said he was pleased that auditors acknowledged some of the ongoing reform efforts taking place at the three schools, such as trimester schedules, distance webinars, career fairs and new math and reading curriculums.

The leadership assess-

Audited schools

State audits have been completed for the remaining three of six Jefferson County schools labeled "seriously in jeopardy" because of poor academic achievement in reading and math, civics, foreign and science were audited in December.

Iroquois High School Magnet Career Academy

| | |
|--------------------------------|--------------|
| Principal | Jerry Riddle |
| Teachers | 88 |
| Enrollment | 1,076 |
| Proficient in reading and math | 17% |
| 2009 graduation rate | 57% |

Southern High School

| | |
|--------------------------------|--------------|
| Principal | Jerry Keenan |
| Teachers | 53 |
| Enrollment | 1,348 |
| Proficient in reading and math | 34% |
| 2009 graduation rate | 73% |

Waggener Traditional High School

| | |
|--------------------------------|----------------|
| Principal | Candace Conway |
| Teachers | 62 |
| Enrollment | 542 |
| Proficient in reading and math | 34% |
| 2009 graduation rate | 73% |

Sources: Jefferson County Public Schools, Kentucky Department of Education

Audit conclusions

School council lacks capability to continue its role and shall not be retained as an advisory capacity.

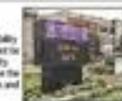
The principal does not have the capability to continue her role and responsibilities.

Audit conclusions

School council lacks capability to continue its role.

School council to be retained as an advisory role, with the current membership retaining the role until after reorganization.

The principal does not have the capability to continue her role and responsibilities.



IROQUOIS HIGH SCHOOL Results 'demoralizing,' teachers say

By Antoinette Konz and Chris Kenning

"Humiliating," "demoralizing," "horrible," said Seth Pollak, a chemistry teacher at Iroquois High School, after receiving the audit results Thursday with his students.

"They feel responsible. I had two students come up to me this morning and apologize if their scores weren't great enough and said, 'I hope that doesn't mean you're going to lose your job,'" Pollak said.

school council be removed because they do "not have the capability and capacity to continue their roles and responsibilities."

"In my 27-year report of 13 people who spent three days here getting to know my school, my students and my colleagues and weighing in, mentioning us ... and finding the school wanting in fairly

humiliating," said Seth Pollak, a chemistry teacher at Iroquois High School, after receiving the audit results Thursday with his students.

"They feel responsible. I had two students come up to me this morning and apologize if their scores weren't great enough and said, 'I hope that doesn't mean you're going to lose your job,'" Pollak said.

"The really made me upset," Timmie Chubb, a lead math teacher, said she had had for the Iroquois students who will "have to go through getting to know new teachers, a lot of new teachers and different programs that new leadership will bring."

"Everything changes for

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WEATHER | B2

24-HOUR FORECAST

Louisville area: Partly sunny and windy today. Slight chance of rain tonight. Chance of rain tomorrow.



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3 more metro schools must lose principals

Councils at Iroquois, Waggener, Southern also fall to audits



Social studies teacher Sarah Politt works with student Shan Brown at Iroquois High on Wednesday. The school received some of the lowest marks in state audits of three Jefferson County schools.

By Antoinette Konz and Chris Kenning
The Courier-Journal

Attention toward outlast-
ing state audits will result in three more underperforming
Jefferson County high schools
losing their principals and
school councils.

State auditors identified a
list of problems that they say
are holding back academic
achievement at Iroquois,
Southern and Waggener High
schools, including classroom
instructions that lack rigor,
teachers and administrators
who fail to set high expecta-
tions, and disruptive student
behavior.

Auditors determined that
Iroquois principal Jerry Biddle,
Southern principal Jerry Keppert
and Waggener principal
Candace Conway should be
removed because they "do not
have the capacity or capability
to continue their roles and re-
sponsibilities," according to
audit reports obtained by *The
Courier-Journal* in response to
an open-records request.

"They concluded that the
Iroquois and Southern school
councils should be disbanded,
with Waggener's council re-
duced to an advisory role.

Superintendent Sheldene
Bernard said Thursday that he is
"very concerned" about the
audit findings.

"There are serious def-
iciencies that we must rectify,"
he said, adding that he is "con-
fident these schools will be
able to move forward."

But he said he also said he
was pleased that auditors ac-
knowledged areas of the on-
going reforms taking place at the
three schools, such as trimmer
schedules, discipline ac-
tions, career themes and new
math and reading curriculum.
The leadership mem-

By Michael Gearty, The Courier-Journal

Audited schools

State audits have been completed for the remaining three of six Jefferson
County schools labeled "persistently low achieving" because of poor
academic achievement in reading and math. Data, findings and scores
were available December.

Iroquois High School Magnet Career Academy

6021 Taylor Blvd.

| | |
|--------------------------------|--------------|
| Principal | Jerry Biddle |
| Teachers | 88 |
| Enrollment | 1,004 |
| Proficient in reading and math | 27% |
| 2009 graduation rate | 57% |

Audit conclusions

► School council lacks
capacity to continue its role and
shall not be retained in an
advisory capacity.

► The principal does not have
the capability to continue his role
and responsibilities.



Southern High School

8023 Preston Highway

| | |
|--------------------------------|---------------|
| Principal | Jerry Keppert |
| Teachers | 81 |
| Enrollment | 1,189 |
| Proficient in reading and math | 34% |
| 2009 graduation rate | 72% |

Audit conclusions

► School council lacks capacity
to continue its role and shall not be
retained in an advisory capacity.

► The principal does not have the
capability to continue his role and
responsibilities.



Waggener Traditional High School

330 S. Hubbard Lane

| | |
|--------------------------------|----------------|
| Principal | Candace Conway |
| Teachers | 62 |
| Enrollment | 842 |
| Proficient in reading and math | 34% |
| 2009 graduation rate | 73% |

Audit conclusions

► School council lacks capability
to continue its role.

► School council to be retained
in an advisory role, with the
current membership reduced by
the state education commissioner.

► The principal does not have the
capability to continue her role
and responsibilities.



Sources: Jefferson County Public Schools,
Kentucky Department of Education.

The Courier-Journal

See **AIRTEL**, A4, col 1

ON THE WEB

For complete audits
reports and videos from
Iroquois High School, go
to courier-journal.com/
failing.

Courtesy *The Courier-Journal*:

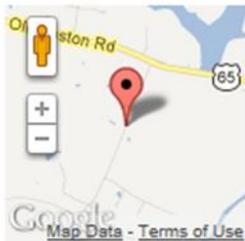
Waggener High students train for medical careers

5:18 PM, Sep 18, 2012 | Comments

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Tiffany Cannon, right, and Olivia Knoop practice mouth care on Mr. George, a medical mannequin, at Waggener High School. Sept. 11, 2012



Written by **Martha Elson** | The Courier-Journal

FILED UNDER

- Neighborhoods
- St. Matthews
- Jewish Hospital
- Metro Parks
- Norton Healthcare

In the midst of a St. Matthews medical complex that includes Baptist Hospital East, Norton Suburban Hospital, Jewish Hospital Medical Center East and numerous doctors offices, the city has yet another burgeoning health-related facility — Waggener High School.

Waggener seniors wearing nurses scrub uniforms were checking blood pressure, practicing mouth and nail care and raising and lowering “patients” in hospital beds last week in the Medical Arts lab at the school on Hubbards Lane.

The “patients” — actually artificial dummies— were simulating elderly people living in nursing homes. The students were learning care tasks and techniques that could enable them to work as Medicaid nurses’ aides, leading up to a state exam they expect to take in February to try to become certified in the field.

“It’s saving us money and time,” said Kaitlynn Young, 17, one of the students who was working in the lab and who said she wants to become a neonatal nurse.

Courtesy *The Courier-Journal*:

Waggener High students train for medical careers

5:18 PM, Sep 18, 2012 | [Comments](#)
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The students are getting a jump on a career while still in high school, as part of a relatively new Medicine, Health and the Environment professional career theme program at the school — which has undergone more than \$1 million in medical and science lab upgrades since December 2010.



Olivia Knoop, left, and Tiffany Cannon practice providing medical care to Mr. George, a medical mannequin, at Waggener High School. / Scott Utterback/The Courier-Journal

Waggener opened this school year with two extensively renovated and newly equipped biology labs and a new small project classroom upstairs, across from a new 120-seat lecture hall in a renovated science wing.

The old lab area was “way outdated,” said principal Katy Zeitz, who had been an assistant principal for eight years at Ballard High School before coming to Waggener 1½ years ago.

The medical lab and an adjacent biomedical lab and classroom on the first floor opened at the beginning of last school year.

The school has dropped a hospitality career magnet program, which included culinary arts studies, and also has dropped the word “Traditional” from its name.

Tiffany Cannon, 17, another of the students working with the dummy patients in the medical lab, said she’s been interested in nursing since fifth grade, when she had kidney stones and talked to nurses while spending a couple of days at Kosair Children’s Hospital.

(Page 2 of 2)

At Waggener, “you’re one step closer to getting your RN” before going to college, she said.

Students in the nurses aide program have had a chance to shadow nurses at Baptist East and Norton hospitals and visit the nursing program at University of Louisville and the allied health program at St. Catharine College in Springfield, Ky., where they can also stay in a dorm for a camp.

The hospitals and other community partners in the program also have donated equipment and helped design the facilities at Waggener. Representatives serve on professional career councils that meet twice a year and help advise the schools, said Ken Talley, Jefferson County Public Schools’ director of career and technical education.

Students focusing on environmental careers will work with Metro Parks and 21st Century parks, Zeitz said. Other health-related career studies include physical therapy, forensics, sports medicine and medical administration. The school has about 800 students and could accommodate about 1,300, she said.

“We’re trying to get kids to think early about what they want to do,” said Dianna Kurtz, Waggener’s assistant principal.

Moore Traditional High School in Highview and Valley Traditional High School in Valley Station also have career-themed programs in medicine, health and the environment.

“Schools of Study” in the career theme program are medical sciences, allied health, health science and environmental science. Waggener students preparing to work as nurses aides begin taking classes in their sophomore year that include emergency procedures, medical terminology and anatomy and physiology.

Upstairs in one of the new biology labs last week, groups of students were seated at individual pods, each of which had a counter that could be raised or lowered and was equipped with a sink and two contemporary-style water faucets. An emergency eye-wash and shower equipment were nearby.

Biology teacher Tom Kupper was instructing students about “homologous” physical structures, which are similar to one another in different species, such as a bat wing, a chicken wing and a human arm.

Senior Anthony Rivera, 17, said the new lab is an improvement over the old facilities last year and that students have done more hands-on activities so far — including dissecting sheep brains and studying termite behavior.

The labs are equipped to use new computer technology, too, and students will be collecting data on laptops, Zeitz said.

Dr. Mary Goodwin, a pediatrician, teaches at Waggener along with three nurses, including Andrea Miller, who worked for Norton Healthcare for more than a dozen years. She was overseeing the students in the medical lab last week and said the experience they get helps them decide definitely whether they want to be nurses.

“It’s an excellent way to prepare them for what’s ahead,” she said.

• **COVER PHOTO:** Joenika Mitchell, left, and Knayla Salaam practice taking blood pressure on Mrs. Johnson, a medical mannequin.

Courtesy Bill Bowden (61)



Class of 1961,

Here's a photo we took this morning at Molly Malone's Irish bar in beautiful downtown St. Matthews, where some of us meet for lunch on the first Friday of each month. Any and all 1961 grads are invited -- no RSVP needed.

Front row, from left: Pen Watts, Clay Morris, Frank Grubbs, Bill Bowden
Back row: Dan Gray, Bill Wetherton, Ron Stewart.

The group's makeup has varied. Steve Porter, Bob Rosenbaum, and Jim Hawley have attended in the past.

Join us on Friday, Feb. 7. And as I've stated before, this is not intended to be a stag party. Ladies, as you can see, we're in dire need of your enlightening presence. ;-)

Bill Bowden '61