



# CADA News

*Learning, Leading, Living*

Volume 108, Issue 1

Fall 2008

## The genius of American educators

Even if education isn't at the top of the list for Senators Obama or McCain during this election season, it remains a major concern for governors and CEOs. That's because they see a direct link between educational achievement and economic growth. And this spring, Education Next published research by Hoover Institution scholar Eric Hanushek and colleagues that illustrated this link. The analysts found that, in general, the higher a country scored on international tests of math and science, the faster its economy grew from 1960 to 2000.



by Michael J. Petrilli

Of course, there was one whopping exception: our very own U.S. of A. Hanushek et al. write, "The United States has never done well on international assessments of student achievement. Instead, its level of cognitive skills is only about average among the developed countries. Yet the country's GDP growth rate has been higher than average over the past century. If cognitive skills are so important to economic growth, how can we explain the puzzling case of the U.S.?"

They answer their own question by pointing to factors in the larger economy: our relatively free labor markets, minimal regulation of industry, lower tax rates, etc. They also suspect that our historical lead in achieving universal public education, and our excellent system of higher education, might deserve some of the credit.

But there's one obvious entity they don't mention: today's K-12 schools. Isn't it possible that the American primary-secondary education system might be doing something right? While it's lousy at producing academic achievement, as measured by math and science tests, perhaps it's great at producing individuals with the skills, attitudes, and habits that drive the economy toward higher levels of growth.

That seems to be why so many countries send teams of educators to the U.S. to study our education system: they want to know how to produce the next Bill Gates or Sergey Brin, the next generation of innovators and entrepreneurs. But here's where most such visitors err: they tend to look inside our classrooms. They might be wiser to look at what's happening outside of them, for it might be our extra-curricular activities that represent the true genius of today's American education system, at least when it comes

Continued on page 16



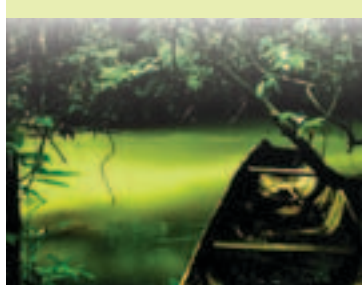
CADA is beginning its journey into the "Heart of Leadership" for the upcoming State Convention. World Class Keynoters, Meet the Pros, Over 80 sessions, 200+ Exhibitors, Networking, Receptions, New Director Programs, Dinner/Dance, Elections, Leadership Training, CADA Book Store & Inspiration.

More information to come. Make plans early for the Town and Country Resort in San Diego. Attention Eligible Members:

DEADLINE for nomination for CADA Vice President is November 1, 2008. Get your nomination in early. Contact:

**Denise VanDoorn**

(Past President)  
Bear Valley Middle School  
Escondido, CA 92025  
pastp@cada1.org



## Affiliations

Our state has affiliated with the Alliance for Student Activities, which entitles our members to receive various documents, newsletters and such from our association. Our state affiliation also entitles us to a \$10 discount (that's 22%) off full membership in the Alliance. See page 4-5 for a sample document and page 19 for their ad. For more information go to [www.alliance4studentactivities.org](http://www.alliance4studentactivities.org).



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# Educating Students through Travel

Q & A with Bruce Bitnoff, President of World Pass Travel Group also known as USA Educational Adventures and USA Student Travel.

**Question** – *How can organized group student travel help our students learn?*

**Answer** – It has always been our claim that travel, under carefully planned and safe itineraries, can open a student's understanding to many concepts they have been taught in the classroom. For instance, on our East Coast Historical Tours, visiting the areas of the American Revolution where live historical re-creations are presented help a student understand the great sacrifices and difficulties it is to create a free and representative government. They feel, taste, see, touch, sweat, walk, and act as if they were in that time period. They come away with a greater understanding and appreciation of what the term "We the People.." can really mean. This concept reinforces what is being taught in the classroom whether it's history, social sciences, or leadership—now the world becomes their classroom. During all of this, you the teacher, watch the faces of your students light up as they grasp learning concepts while at the same time having fun doing it! Whether it's Washington D.C., New York, Hawaii, Disneyland, or Disneyworld, the educational applications are adapted to each and every travel program or theme.

**Question** – *How can I as a teacher/administrator organize a trip, collect money, make arrangements etc. for a student trip with everything else I am required to do as an educator?*

**Answer** – That is simple, you don't. You enlist the help of a professional to do it for you. At my company, not only do we handle all of the organizing,



arranging, printing, collecting monies, and providing meeting services, we also run the tours. What this means to you is that when you travel with the students, you can relax and enjoy the experience as well. So from A to Z, we can handle all of the work and details, while you the educator become the favorite "Travel Teacher" on campus!

**Question** – *What about liability and if there is a medical problem while on the tour?*

**Answer** – By using a licensed, bonded and insured travel provider you are covered. WorldPass carries a special "Umbrella" insurance policy which covers school districts and individual teacher coordinators in case of an accident or legal claim. You do not have these protections if you try and do the travel yourself. Most educators don't realize the level of personal liability they are subjecting themselves to when they leave campus on a trip they organize. It is scary and unnecessary if you hire a qualified company. WorldPass also provides a medical insurance policy for their travelers in case of sickness or minor accidents.

**Question** – *Can an Educator customize their own travel program and travel for free?*

**Answer** – Yes to both questions! Most of our teacher coordinators use our travel programs as a base to their travel plans and then customize to their specific requests or needs. Over 90% of our travel programs are customized. As for free travel, all of our programs provide for free chaperones at a ratio of between 1:10 to 1:20 depending on the program. We also have other travel reward programs for our teacher coordinators.

**Question** – *There seems to be a lot of travel companies and brochures that arrive at school, how can an Educator make a*

*wise choice among the different companies?*

**Answer** – There are several ways to do that.

1. Look for travel companies that are members of associations like CADA and SYTA (Student and Youth Travel Association.)
2. Look for companies who are local and not just a brochure, web-site and a distant phone call. Companies who take the time to come to you on your campus and provide their credentials are a step above the rest.
3. Ask a fellow CADA member if they recommend a company.
4. Look for a company who is legally registered to do business in your state. All of this will assist you.

**CADA vendor members since 1979**

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## And Now for Something Completely Different

HUMOR FOR LEXOPHILES (LOVERS OF WORDS)

- ☛ I wondered why the baseball was getting bigger. Then it hit me.
- ☛ Police were called to a day care where a three-year-old was resisting a rest.
- ☛ Did you hear about the guy whose whole left side was cut off? He's all right now.
- ☛ To write with a broken pencil is pointless.
- ☛ A thief who stole a calendar got twelve months.

- ☛ The short fortune teller who escaped from prison was a small medium at large.
- ☛ When the smog lifts in Los Angeles, U.C.L.A.
- ☛ The math professor went crazy with the blackboard. He did a number on it.
- ☛ The professor discovered that her theory of earthquakes was on shaky ground.
- ☛ The dead batteries were given out free of charge.
- ☛ A dentist and a manicurist fought tooth and nail.
- ☛ A bicycle can't stand alone; it is two tired.
- ☛ A will is a dead giveaway.
- ☛ A backward poet writes inverse.
- ☛ A chicken crossing the road: poultry in motion.
- ☛ With her marriage she got a new name and a dress.
- ☛ A grenade fell onto a kitchen floor in France, resulted in linoleum blown apart.
- ☛ He broke into song because he couldn't find the key.
- ☛ A calendar's days are numbered.
- ☛ A boiled egg is hard to beat.
- ☛ If you jump off a Paris bridge, you are in Seine.
- ☛ When she saw her first strands of gray hair, she thought she'd dye.
- ☛ Bakers trade bread recipes on a knead to know basis.
- ☛ Acupuncture: a jab well done
- ☛ Many Chinese eat, but Fu Man Chu.



*Learning, Leading, Living*

In this issue...

Wake Forest assistant professor Bryan Shelly reviews the research of Harvard Sociologist Robert Putnam, whose pioneering work, *Bowling Alone*, and follow-up work *Better Together*, with Lewis F. Feldsten, supports the value of student participation in cocurricular activities and the importance of strong activities programs.

# The Advocate

Volume 1, Issue 4

February 2008

## Can Student Activities Save the United States? Robert Putnam and Social Capital

By Bryan Shelly, PhD

Harvard Sociologist Robert Putnam is one of the most influential social scientists of the past 20 years. Many may recognize the title of his pioneering work, *Bowling Alone*, in which Putnam explores the concept of "social capital." An individual's social capital develops from the extent and amount of participation she has in civic, associational, social, and political life. The more involved a person is in one or more groups, the more likely she is to become involved in additional groups. For example, if a person is a member of the YMCA and her school's PTA, she is more likely to become involved in any other activity (say, Habitat for Humanity) than a person who is not. Once a person falls into a pattern, she can find it very hard to break out of it. Those who participate extensively at one point in their life are likely to maintain a high level of participation throughout their lives, and nonparticipants are likely to continue not to participate.

Putnam identifies five ways in which social capital is indispensable to society. Social capital makes us understand that we share similarities with other groups in society and thus increases and broadens our sense of community. It makes cooperation between groups easier, because groups share members. It makes business transactions easier, because the parties involved trust each other and do not waste time and money with exhaustive contracts and legal fees. It allows information to flow more freely between individuals and groups. Finally, it makes us feel more happy and connected to others and less isolated and stressed. Thus social capital helps society further its social, economic, political, and health goals.

Given social capital's importance to the nation's future, Putnam is deeply concerned with decreasing levels of most indicators. Participation in clubs and civic organizations has been cut by more than

half over the last 25 years. Involvement in community life, such as public meetings, is down by 35 percent over the last 25 years. Church attendance is down by roughly one third since the 1960s. Philanthropy as a fraction of income is down by nearly one third since the 1960s (The Saguro Seminar 2007). Individuals have withdrawn from society, and our country is losing the benefits from social capital that we had right after World War II.

Putnam's project is to provide a roadmap towards revitalizing American civic life. In the follow up to *Bowling Alone* entitled *Better Together*, Putnam and co-author Lewis F. Feldstein identify young adults between the ages of 10 and 21 as the keys to restoring America's social capital, "because they are old enough to understand civic obligations but still young enough to be forming civic habits." Unfortunately, the indicators and trends for youth social capital are no better than those for society as a whole. According to an extensive UCLA survey, compared to the mid-1906s, today's college freshmen are less likely to trust other people, less likely to support charities, less likely to vote, less likely to attend community meetings, less likely to attend houses of worship, and less likely to keep up with public affairs. Such figures only begin to hint at the isolation and apathy that plagues today's youth.

### Revitalizing Student Activities

How can participation trends be reversed, both among children and adults? How can society ensure that children develop positive participation habits that will allow them to lead the United States effectively? The answer should be obvious to members of the Alliance for Student Activities. One of the 13 steps Putnam and Feldstein recommend society take to correct the social capital decline is the revitalization of cocurricular activities.

"Besides providing the psychic benefits of solidarity and commitment, extracurricular activities

Empirical results confirm their theory that young adults who participate in cocurricular activities turn into adults who run for local office, join the JayCees, and participate in the thousands of local organizations that make American life great ...

teach valuable civic skills, such as public speaking, teamwork, and organization" (9). Empirical results confirm their theory that young adults who participate in cocurricular activities turn into adults who run for local office, join the JayCees, and participate in the thousands of local organizations that make American life great (Smith 1999). Especially important are activities involving "community service, representation, speaking in public forums, and generating a communal identity." Sound like anything you advise? Even when factors such as family and social class are controlled, such activities have an independent effect on future adult participation (McFarland and Thomas 2006).

*Better Together's* other recommendations provide further justification for the existence of a strong cocurricular program in every school. Anyone who has seen a student council car show bring out students who would not dream of attending a dance could have predicted Putnam and Feldstein's finding that cocurriculars can knock down the barriers between groups. Putnam and Feldstein recommend students perform mandatory service each school year, because they "increase students' sense of social responsibility, compassion, tolerance, and belonging to a broader community" (8). The Alliance for Student Activities and its supporters know that student activities also further all of these things.

Putnam and Feldstein believe mentoring will help train students in civic skills and build trust. Cocurricular advisors mentor their students every day. Putnam and Feldstein call for community boards and councils to include young people so that they may learn how to affect government and work together. Cocurricular activities provide students with the opportunity to interact with the broader community and local leaders. For all of these reasons, the decrease in funding and emphasis of cocurricular activities upsets Putnam and Feldstein as much it upsets us.

Putnam and Feldstein warn that, in today's latchkey age, children are going to do *something* when they are not in class. "Young people want what everyone else wants: affiliation, community, solidarity, respect, success, and opportunity. Whether those needs are provided by gangs—or conversely by schools, houses of worship, and sports leagues—is up to us as a society" (1). If society does not want children to learn the lessons that gangs, video games, and other negative influences teach, it must provide more

constructive ways for children to spend out-of-class time. If this society values the ideals of participatory democracy—if society wants children to grow up to be active members of their community interested in making their world a better place—it must stop treating cocurricular activities as an unwanted, irrelevant stepchild and recognize their indispensable importance in children's education.

Bryan Shelly, PhD, ([bshelly24@yahoo.com](mailto:bshelly24@yahoo.com)) is an assistant professor in the Department of Political Science at Wake Forest University in Winston-Salem, N.C. He also serves as assistant workshop director and Executive Board member for the Pennsylvania Association of Student Councils.

### Further Reading

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- Smith, E. S. (1999). "The effects of investment in the social capital of youth on political and civic behavior in young adulthood: A longitudinal analysis." *Political Psychology* 20(3): 553–580.
- The Saguro Seminar. (2007). "Civic Engagement in America." Retrieved January 7, 2008, from <http://www.ksg.harvard.edu/saguro/index.htm>.

*The Advocate* is published six times per year by the Alliance for Student Activities, a nonprofit corporation whose mission is to promote the value of cocurricular student activities and to provide professional development and support for advisors and future advisors.

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Submissions of student activities research for publication are welcome. Send inquiries to [lyn@alliance4studentactivities.org](mailto:lyn@alliance4studentactivities.org).

For more information visit:

[www.alliance4studentactivities.org](http://www.alliance4studentactivities.org)



The main and most important reason why tropical rainforests need to be preserved is the fact that they're enabling life on Earth. Not only are they absorbing carbon dioxide and creating oxygen in the process, they're also regulating temperature and producing important nutrients like nitrogen and phosphorus and are protecting watersheds from erosion of salt as well. Tropical rainforests can be also quite helpful on the field of pharmacology and new medication researching because of the thousands of different plants that have their habitat there and perhaps they're even hiding a potential cure for menaces of the modern world like cancer and AIDS.

**The more proactive you are, the less reactive you'll need to be!**  
 -- Eric Harvey and Paul Sims

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*Learning, Leading, Living*

# 25

25th Annual CADA/CASL LEADERSHIP CAMPS - 2007

## "The Leadership World Tour" WITH CADA/CASL

see photo about us on the web at [www.cadaleadershipcamps.org](http://www.cadaleadershipcamps.org)

On the 25th anniversary of CADA/CASL Leadership Camps we continue to offer support and encouragement for advisors and students alike. We have entered into a new realm of education, one that needs student activities more than ever and yet seems to lack the support for those that do activities. CADA/CASL Leadership has never and will never take its sight off the primary pedagogical goal that they began with; teach and nurture student activities on all levels.

As we took "The Leadership World Tour" we are reminded of how California is on the cutting edge of training on all levels. This year brought attendees from Georgia, Illinois and Nevada, as well as California, opening up the door for Area H and those around the globe to be a part of our "World Tour".

Our speakers included **Stu Shaffer (Past President)** and his fabulous "Junk Show", teaching us the fine art of class competitions; The Original **Mike Smith** kicked off the 4 day experience with insights of what it means to not just learn about leadership but to share it back at our schools; **John Alston** brought his wit and witticisms to the leadership arena, sharing some insights of things he's seen around

the globe, while **Keith Hawkins**, at the top of his game, made us ponder the idea of catching up to the belief that someone has in us. Keith took UCSB 2 off to tend to being the new father to Brenden Hawkins (mother is doing fine) so **Steve Russo** brought his drums up from Rancho Cucamonga and played for the kids talking about



his six choices for true success.

Our rotations included, Personal Leadership with **Mike Smith**, Communications for Student Leaders with **Stu Shaffer** and School Climate with **Ron Ippolito**.

With the help of the steering committee; **Jack Ziegler (Past President)**, **John Gibson (Past President)**, **Stu Shaffer**, **Toosje Lamoreaux**, **JP Nyberg (Past President)**, **Bob Collins** and **Bob Martin (Past President)** our tour has been solid. They have been a foundation in helping maintain the course for student and advisor growth.

However, without the aid of the staff their tour would not be complete. A big thank you goes out to all the men and women in the background of CADA/CASL "The Leadership World Tour". **Monica Anderson (Area D Coordinator)**, **Paul Chylinski (Communications Coordinator)**, **Janet Roberts (Area E Coordinator)**, **Mary Jane Smith (Area F Coordinator)**, **Kathleen Smith**, **Todd Arrowsmith**, **Allison Gadeke**, **Ron Ippolito**, **Don Shaffer (Past President)**, **Pete Cahn (Past President)**, **Patricia Holt**, **Sidonie Rhodes**, **Diann Edens**, **Julie Edens**, **Julie Elfin**, **Melissa Foster**, **Madalyn Gonzales**, **Kevin Harris**, **Sandy Kurland (Leadership Development Coordinator)**, **Jody Nyberg**, **Kelsey Gaines**, **Phillip Chylinski**, **Anna Ripken**, **Margie Reed**, **Shonna August**, **Farah Rigo**, **Jose Duenas**, **Eileen Beckley**, **Tanya Rianda**, **Joe Hurtado**, **Jan Hayes-Rennels**, **Jim Johnson**, **Jo Forsyth**, **Shannon Hurtado**, **Verne Johnson**, **Kimberlee Lawson**, **Tanya Rianda**, **Jason Kaylor**, **John Lucero**, **Kathy Curtright**, **Charley Williams**, **Bill Pinol**, **Laura**

**Beers-Dannerth**, **Carol Cook**, **Lilly Coronado**, **Melissa Dickinson**, **Bob Vincent**, **Susan Moerder**, **Bill Williams**, **Melissa Collette**, **Trisha Lee**, **Al Gaines**.

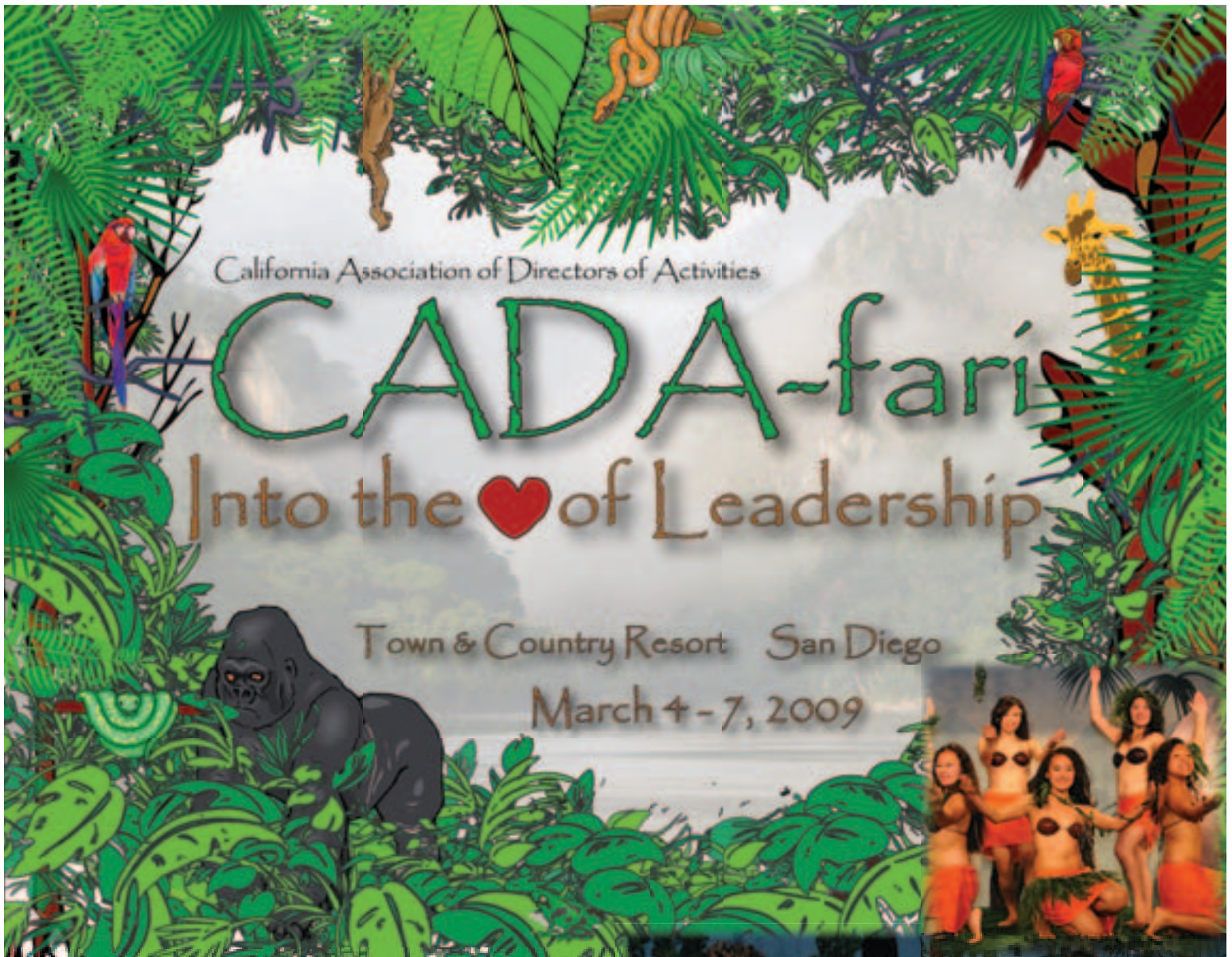
The camp program would like to thank our medallion sponsors: **Pegleg Entertainment**, for helping with the Pre-Camp festivities as well as acting the deejay for all dances, **Audio Dynamix** for supplying the sound system, **All Action Awards** for all our pens and goodies, **Keith Hawkins** and **Herff Jones** with the help of the speakers, **IZA Design** for the shirts, and **Plan-it Interactive** and **In-Ter-Act Event Productions** for the games. A big shout out to the **University of California, Santa Barbara** and all their personnel for making these weeks a positive experience.

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## State Convention News

Did you know there is a safari to meet all interests?

Aqua Safari    Insect Safari    Everglades Safari    Gorilla Safari  
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CADA is preparing for a safari like no other. "CADA-fari" will take us into the jungles & rainforests of the world where we will explore the heart of leadership. Members across the state will have the opportunity to experience a jungle adventure of a lifetime.

This is the year to determine your funding sources and gain approvals to attend "CADA-fari...Into the **Heart** of Leadership", as early as possible. Keep your compasses handy and set your course for southwest California.....San Diego Town and Country Resort, March 4 - 7, 2009.

Patty Judge  
 President Elect





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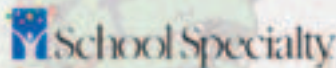
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# CASL

## CALIFORNIA ASSOCIATION OF STUDENT LEADERS



Hello!  
I'm Kara Brodie, this year's CASL State President. After seeing the caliber of this year's student board, I am very excited about our potential to make this year exceptional. For the upcoming year, I am focusing on strengthening the opportunities for students to experience all CASL has to offer. Specifically, I want to increase participation in community service by directly working with schools to organize statewide projects. Additionally, I would love to introduce the Raising Student Voice and Participation Program (RSVP) to more schools in California. Our CASL board is looking forward to the great year ahead of us.

On a more personal note, I really enjoyed getting to know many of you this summer at the CADA/CASL Camps, and I hope to meet many more of you at the CASL State Conference in the spring. This year, the CASL Conference will be held at the Doubletree Hotel in San Jose. The Middle School Conference will run from March 26 to 28, and the High School Conference will run from March 28 to March 30. Get your hard hats and tool belts ready, for this year's construction-based theme is aimed towards "Building Leaders for a Better Tomorrow." Delegates will learn how to build the foundation needed to reach new heights in improving their student activities programs and contributing to a positive school climate and culture. Students will have the opportunity to meet and network with others in their area as well as from across the state. Throughout the three days of the conference, delegates will hear from renowned keynote speakers, attend student-led workshops and Meet the Pros, participate in a community service project in addition to casting their vote for the new board during elections. To find out more information about the conference itself or how to apply to be a presenter or candidate, check out our web-site at [www.casl.org](http://www.casl.org). After having attended the conference for four consecutive years, I can still say I continue to take away new ideas and a deeper appreciation for the organization and the activities programs in our state. I hope you are all able to share this same experience by attending this year's conference.

### NASC 2008 \* Texas

### "Hats off to Leadership"

Written by: Tommy Padilla, CASL Communications

**G**rab your cowboy hat and saddle up as we remember the 2008 NASC Conference, "Hats Off to Leadership", held in Fort Worth, Texas, June 25-28. Cowboys and cowgirls from all across the United States, Canada, and Puerto Rico met at Northwest High School with one thing in common, to better themselves as student leaders. The 72nd NASC Conference kicked off with California's very own Keith Hawkins, who gave an unforgettable message and words of wisdom to students-Go Human! Other general session speakers included Bill Sanders, U.S. News & World Report's Ken Walsh, and Texas Secondary Teacher of the Year-Nika Maples.

As the conference progressed student leaders had a once-in-a-lifetime opportunity to meet others from across the United States by trading pins and shirts, taking part in a Presidential Mock Election, and attending student presented workshops ranging from Leadership, to Spirit, to Involving Invisible Students. To show what Texas really has to offer, students were able to enjoy major attractions such as NRH2O Water Park, the world famous Billy Bob's Restaurant, Six Flags, and enjoyed the last night in a Texan family home where they enjoyed a true Texas meal. As the conference came to an end, we saluted our hats to all the new friends we had all made during the candle lighting ceremony and a fireworks show.

NASC is where for one week we enter a community of pure leadership, making new friends from all over, and become family with our very own state. It's a truly amazing chance to open yourself up to others, discover new ways to change the climate and culture of your very own campus, and create memories that will last a lifetime. The 73rd NASC Conference will be held at Highlands Ranch High School in Denver, Colorado. "Leadership with an Altitude" will bring back outstanding student leaders from all over June 27-30, 2009. For any questions or more information on becoming a 2009 California delegate, please contact Peter Cahn, [JCa9@aol.com](mailto:JCa9@aol.com), or Sandra Kurland, [sandrakurland@cox.net](mailto:sandrakurland@cox.net)

*"Going to NASC really opened my eyes to see that ASB was something bigger than me, my school, and even my state."*

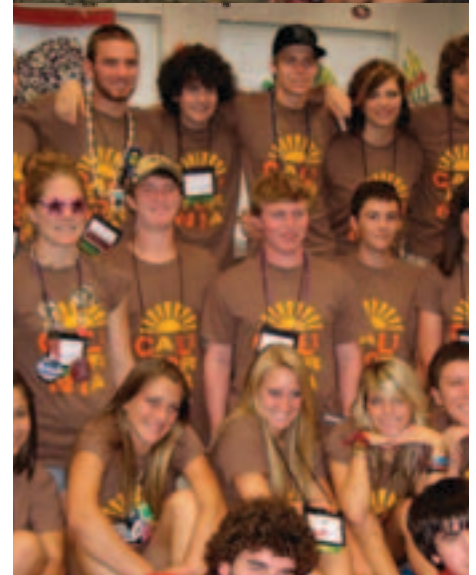
**Stefan Fertala, NASC Workshop Presenter**

*"The NASC Conference is a truly unique and wonderful experience where students from all different states are genuinely interested in helping and getting to know others. At the conference, introducing yourself and giving hugs to strangers is in no way strange or unexpected. The conference reminds us of the environment we strive to create in our school and community and teaches us how to make it happen."*

**Kara Brodie, CASL State President**

*"NASC was a life changing opportunity allowing me to become a better leader while meeting and bonding with friends to last a life time!"*

**Jessica Galea, El Dorado High School**



Below you'll find dates that reflect where we are going and where we have been. This program has proven itself over and over again throughout the state of California to increase leadership skills, confidence and school spirit.

# LDD

## LEADERSHIP DEVELOPMENT DAYS

Date	Event	Area	Location
Sept. 17th	Leadership Development Day	F	West Valley HS
Sept. 18th	Leadership Development Day	F	Sunny Hills HS
Sept. 25th	Leadership Development Day	F	Esperanza HS
Sept. 30th	Leadership Development Day	A	Warren T. Eich MS
Oct. 2nd	Leadership Development Day	F	Patriot HS
Oct. 3rd	Leadership Development Day	D	North Salinas HS
Oct. 6th	Area C Conference (MS/HS)	C	Tulare
Oct. 7th	Area A Conference (HS)	A	Woodland
Oct. 8th	Area A Conference (MS)	A	Woodland
Oct. 16th	Leadership Development Day	F	Yorba Linda
Oct. 29th	Leadership Development Day	B	Juan Crespi MS
Nov. 11th	Leadership Development Day	F	Fairmont Prep HS
Nov. 12th	Area D Conference (MS)	D	Ventura
Nov. 13th	Area D Conference (HS)	D	Ventura
Nov. 14th	Area G Conference (MS/HS)	G	Del Mar Fairground
Nov. 19th	Leadership Development Day	B	Price MS
Nov. 20th	Leadership Development Day	A	Holmes JH
Nov. 24st	Area B Conference (MS/HS)	B	Logan HS
Nov. 24th	Area F Conference (HS)	F	Disneyland
Nov. 25nd	Area E Conference (MS/HS)	E	Pacific Palms Resort
Dec 5 -7	NAWD	G	San Diego
Jan. 15th	Leadership Development Day	G	Twin Peaks MS
Jan. 29th	Leadership Development Day	E	Chino Hills HS
Feb. 3rd	Leadership Development Day	E	South Pasadena HS
Feb. 5th	CASL Regional Conference	F	Yorba Linda
Feb. 12th	Leadership Development Day	C	Madera South HS
Feb. 24th	Leadership Development Day	F	Temescal Canyon HS
March 26-28th	CASL State Conference (MS)		San Jose
March 28-30th	CASL State Conference (HS)		San Jose

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- Evaluation
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- Discovering individual's strength
- Determining how to change the culture and climate of your campus in a positive way.

*“My high school students all served as facilitators and had a great time, learned a lot and could not say enough good things about the day. Their parents have even told me how much they told them about the experience too!! Yesterday was one that my leadership students will always remember.”*

Margaret Noroian, North Salinas High School

#### Contact Information

Sandra Kurland [leadership@cada1.org](mailto:leadership@cada1.org)

Office number 760-440-9299 Cell number 619-957-9107

And you can view this information on the CADA website

[www.cada1.org](http://www.cada1.org)

## CADA / CASL Leadership Development Days

*Learning, Leading, Living*



# *California Delegation Application for National Association of Student Council's 2009*

Name \_\_\_\_\_ Year in School in 2009-10 \_\_\_\_\_  
 (The name as it appears on your driver's license or student ID card)

First Name for Name Badge if Different from Above \_\_\_\_\_  
 (circle) ... Male ... Female ... Shirt size: ... S ... M ... L ... XL ... XXL ... (print) Birth date/year \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Personal E-mail \_\_\_\_\_ Home Phone \_\_\_\_\_

If you do not have a personal e-mail, please list an e-mail address where you could still receive notices and updated information

Alternative Email Address \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Advisors name \_\_\_\_\_ School Phone \_\_\_\_\_

Student's Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Submit this application and no more than one page on your reasons for wanting to represent California and a \$250 deposit by January 15 to J. Peter Cahn, PO Box 1554, Woodland CA. 95776, Attn: NASC



For further information  
 call Peter Cahn (530) 219-0958 [pcahn@cada1.org](mailto:pcahn@cada1.org)  
 Sandi Kurland (760) 440-9299 [leadership@cada1.org](mailto:leadership@cada1.org)  
 check the CASL website at [www.casl1.org](http://www.casl1.org).

Remaining trip costs will be due in payments on or before April 1st & May 1st, 2008

TEAR THIS PAGE OUT OR XEROX A COPY  
 THIS IS THE APPLICATION

# 73rd NASC Conference June 2009 Highlands Ranch, Colorado "Leadership with an Altitude", June 27-30, 2009

The 73rd Annual National Association of Student Council Convention is coming this summer to Colorado and this event will bring together over 1600 students from around the world to gain new perspectives and insights on student leadership issues.

The interaction of top student leaders from around the country makes this an extraordinary conference opportunity. About forty students from around the State will represent California in this once in a life time event.

The state delegation will travel together prior to the conference, building a team and family spirit and becoming a cohesive group prior to experiencing the conference.

*You could be one of the California Delegates!*

The cost of this trip not to exceed \$1,200.00 for the eight days. This includes all air, rail, or other transportation, all hotel / room accommodations, all meals, transportation to all events, admissions, taxes, gratuities, conference shirts and trade items, supervision by credentialed CADA/CASL advisors as well as the conference staff.

Submit a copy of the application and no more than one page on your reasons for wanting to represent your state and include a \$250 deposit (refunded if not selected) no later than January 15, 2007 to:

**J. Peter Cahn**

PO Box 1554

Woodland, CA 95776

ATTENTION: NASC

For further information:

**J. Peter Cahn**

(530) 219-0958

**CADA State Leg Advocate**

pcahn@cada1.org

**Sandi Kurland**

(760) 440-9299

**CASL Coordinator**

leadership@cada1.org

Visit the CASL website at

www.casl1.org

Remaining trip costs will be due in payments on April 1st and May 1st.

These trips have become milestones in a student leaders life, they have changed their thoughts, their actions and their schools, the only downfall is this trip has become habit forming. As an activities director your

part in all of this is just telling your student to sign up. Many schools help subsidize the trip, ask for donations from other organizations or the student themselves pays outright. Regardless of the funds, CADA picks up the registration for the student at the conference itself. Your school must be a member of the National organization but that fee is minimal.

Applicants will be notified by February 6th as to selection.

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## *How to change your CADA Password and Access!*

People have asked for a simpler system to check their goings on at CADA. Questions like "Where can I get a receipt?", "How do I find a vendor/member?", "What is my password?", and "Why is the sky blue?". All these questions (except why the sky is blue) can be answered ONLINE at [www.cada1.org](http://www.cada1.org), and you can even print out your answers for all to see. Be the smartest CADA member on the block.

Initially everyone has been given a CADA number and your family line has given you a last name. These items become your Member Number and Password. For instance my name is Paul Chylinski and my number is 555 (not really, i'm just using it for an example, like in the movies). So to get onto the CADA Site at [www.cada1.org](http://www.cada1.org) I have to put in 555 as my Member Login and then Chyl555 as my Password, hit ENTER and I'm in ... However, if you like me you never remember your CADA Member Number so you call, 888.USE-CADA to get it EVERY TIME. We have now made it so you can change your Membership Login. Call CADA one more time to get the number and change it to suit your needs (of course I am making an assumption that you know your own name).

Go to [www.cada1.org](http://www.cada1.org) and click MEMBERS ONLY AREA, when the pop up window opens up, type in the number and password as shown above. Once in click EDIT PROFILE. Here you can edit your personal information, your snail mail and e-mail address(s), your phone number(s), and your login information. If you click LOGIN once you get through EDIT PROFILE there are two boxes available for you, USER NAME & NEW PASSWORD, change them how you'd like ... this does NOT effect your membership. Be sure you click - Update Account Info, or nothing will change. You can change all the other tab information too. If you need any assistance contact CADA Central today. Oh yea, and the sky is blue because the sun reflects off the ocean.


The screenshots show the CADA website interface. The top screenshot shows the 'MEMBERS ONLY AREA' link circled in red. The middle screenshot shows the 'EDIT PROFILE' button circled in red. The bottom screenshot shows the 'USER NAME' and 'NEW PASSWORD' input fields circled in red. Red lines connect these elements across the screenshots to show the user's path through the site.

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### And so it goes ...

As a break from the heavy thoughts about heavy matters that have dominated my commentaries in recent days, I thought I'd share with you a list of interesting observations I've collected over the years. I don't know the original source of these quips, but it definitely isn't me.

- ☛ According to a recent study, five out of four people have trouble with fractions.
- ☛ If quitters never win and winners never quit, what fool came up with "Quit while you're ahead"?
- ☛ If it's true that we're here to help others, then what are the others here for?
- ☛ Every good company wants employees to take risks ... as long as everything turns out okay.
- ☛ No one ever says "It's only a game" when their team is winning.
- ☛ If you can't be kind, at least have the decency to be vague.
- ☛ Ever wonder what the speed of lightning would be if it didn't zigzag?
- ☛ Nostalgia isn't what it used to be.
- ☛ If ignorance is bliss, why aren't more people happy?
- ☛ To vacillate or not to vacillate, that is the question ... or is it?
- ☛ Be nice to your kids. They will choose your nursing home.
- ☛ If women can have PMS, then men can have ESPN.
- ☛ When blondes have more fun, do they know it?
- ☛ Remember, half the people in the world are below average.
- ☛ What happens if you get scared half to death twice?
- ☛ If a bus station is where a bus stops and a train station is where a train stops, why do companies have work stations?

This is Michael Josephson reminding you that character counts.



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Continued from page 1

to fostering creativity, leadership, and the other “21st Century skills” that employers crave.

That’s right: our athletic programs, student councils, debate clubs, school newspapers, orchestras, theater troupes, FFAs, and the rest of the panoply of after-school activities might be boosting America’s economic output. While Asian kids are cramming at “exam cram schools” and European youngsters are smoking Gitanes in sidewalk cafés, our students are engaged in activities that give them the confidence to achieve in myriad ways--a taste of achievement they then carry into the world of work.

No, I can’t prove it; our able research assistant searched and searched and couldn’t find any studies examining this potential link. And not everybody buys it, not even among my Fordham colleagues. (See, for example, Checker Finn’s piece below.) But the literature is full of evidence that students who participate in extra-curriculars tend to have stronger “social self-concept,” more “cultural capital,” loftier educational aspirations, diminished absenteeism, and greater college attendance. This is no secret; it’s why elite colleges want to see extra-curricular activities on applicants’ resumes--fueling an extra-curricular arms race in some elite high schools. (The research also indicates diminishing returns once students overload on activities, so a good rule is “everything in moderation.”)

Absent conclusive research proof, let’s rely on a little common sense. Try this thought experiment yourself. Think of the skills you use on a daily basis in your job. These may include setting goals and working toward them, collaborating with colleagues, speaking publicly, organizing your time effectively, designing and leading projects and project teams, listening to the concerns of others, competing against other organizations, and juggling multiple duties. Now ponder: back in high school, did you get to practice these skills more often during class time or during extra-curricular activities? I strongly suspect it was the latter.

That’s not to say that the formal curriculum holds no value. Of course it

does. If your job requires you to write well, thank your English teacher. And of course our schools aim to do more than produce economic powerhouses; we study history and civics because we want to enrich our democracy, not because it will help us out-compete the EU and the Asian tigers.

But it does suggest that our culture of extra-curricular activities--a culture that transcends schools (think Girl Scouts, Boy Scouts, church youth groups, etc.)--might be a precious resource deserving of support. Yet this particular resource is increasingly under attack from several directions.

First, in times of budget crunch, school boards are tempted to consider extra-curriculars as, well, extras, frills even. Such activities are often the first to go. And with the baby-boomers about to retire and put a huge squeeze on public resources, and with the proportion of American households with school-age children down to 25 percent, any rational forecaster would say that tougher financial times are ahead for our schools, at least in the long term. That could spell disaster for extra-curriculars.

But they are also under attack from some reformers. Consider the “small schools” movement, which might have its virtues but which results in tiny schools that can’t support many, if any, extra-curriculars. (Granted, some find ways to make it work, like the KIPP charter school in the Bronx that boasts a world-class orchestra program in which every pupil participates.) Or contemplate the “dual enrollment” movement, which encourages high school kids to spend time on college campuses. Again, there are good reasons to support this, but it likely draws teenagers away from sports, theater, orchestra, etc. We should consider whether the trade-offs are worth it.

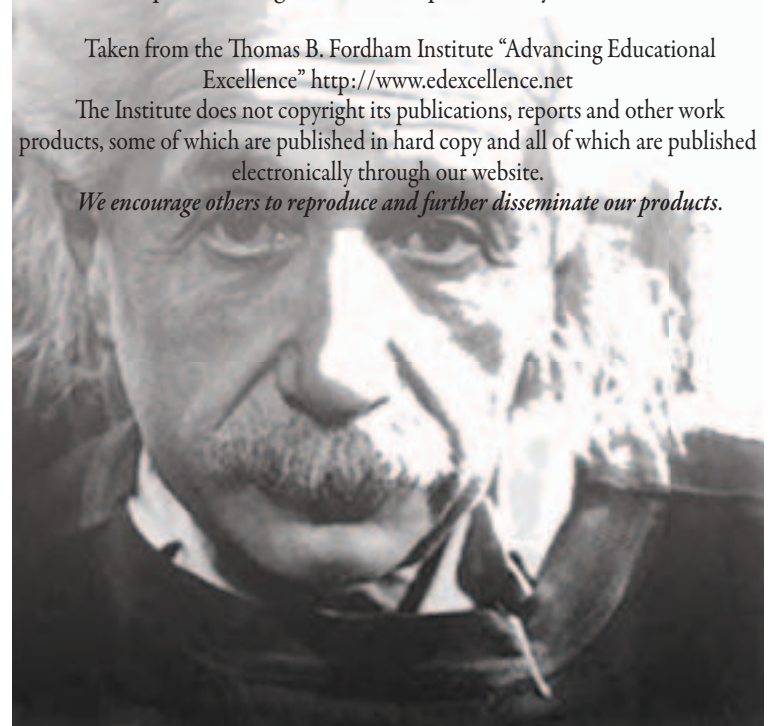
Perhaps the greatest threat comes from online learning. Clay Christensen predicts that half of all high school courses will soon be taken virtually. He’s probably right, because it’s much more efficient and less frustrating to impart knowledge individually to students via the Web than via a traditional classroom. But what if more and more teenagers stay home all day and learn via computer, and skip the sports and clubs and all the rest? Academic achievement might go up while the proportion of students with “people skills” goes down. (Here’s a suggestion: architects designing high schools of the future should skip the classrooms but keep the gym, the auditorium, and other common spaces. In other words, forget the “school” and build a “community center” instead. Kids could learn academics at home and come to the center for all the rest.)

So the next time that foreigners come to investigate what accounts for America’s economic success, don’t show them the extra-curriculars. They’re our secret weapons; we might want to keep it that way!

Taken from the Thomas B. Fordham Institute “Advancing Educational Excellence” <http://www.edexcellence.net>

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## *The Original Mike Smith* *Just thinking out loud*

In spending an entire summer with Mike Smith at CADA Leadership Camp you begin to have the words and quips from his Keynotes and Breakouts circle your brain and enter every fiber of your being. I wasn't quite sure how to get the little voices (of Mikes) to stop to allow me to get some sleep instead of "thinking out loud".

Below you'll find a SMALL collection of the thoughts:

*"Smile like crazy for 21 days."*

*"You should not be at the front of the line leading, you should be pushing from the back."*

*"Your face is your fault."*

*"(Appropriate) touch is part of building rapport."*

*"The single most important sound to a human being is the sound of his/her name."*

*"The way to create structure is you create rules. Yet, everyone hates rules but likes structure. So you need to follow two rules ..."*

*"... 1. Never make a rule you don't need"*

*"... 2. Enforce the rule."*

*"Ooo, Ohh, Ahh, That was the single most educational experience of my life."*

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## *Ideas You Can Use: Activities in the Middle* **Top 10 Things I "Gotta Have"**

By Sue Dowty

A few weeks ago, we were getting ready to hang signs for our upcoming Spirit Week. The signs looked great and the kids went to get the blue tape—you know the blue painter tape that is great at holding up signs and even better at coming off the walls with no left-over stickiness. Near disaster came when we found we were all out of blue tape.

This incident got me thinking of things I just "gotta have" for our activities program to run smoothly. Here are the top 10 things that I don't think I can live without out—or at least they keep my activities life running smoothly.

10. **A long phone cord.** I would rather have a portable phone but our school district won't allow that, so the next best thing for me is an extra-long phone cord. It costs around \$10 but is well worth it as it will allow you to move around while you are on the phone. It's great for those who love to multi-task while on the phone.

9. **Rolodex of phone numbers.** I have trained myself to make a card for any vendor we use the first time we use them. This helps us the next year when we are trying to remember who we used. I have even cross-referenced things—for example, for those plastic wrist bands I have the vendor listed under the vendor's name and then one under plastic wrist bands with the vendor's name. You may want to list e-mail addresses along with phone numbers.

A word of caution—find time to clean out your phone card lists once a year or your Rolodex will get too big!

8. **Phone tree of students in your group.** You can create this or your students can, but be sure to have one and have an extra copy at your home. Include e-mail addresses and be sure to have students proof it before you print it. This way, you can catch mistakes before you make copies.

7. **Label gun.** Take the time to label where things go in your classroom and have your students do a scavenger hunt to learn where all things are and should go. This will save you time when it comes to clean up. It also will enable you to let others clean up and put things away in the correct spot—the first time.

6. **Clean up kit.** Speaking of clean up, keep clean up supplies all together. You can get one of those plastic totes that you can keep everything in so you can just pull it out when needed. Things I find helpful to have in this clean up kit are paper towels, sponges, window cleaner, sponge with scrubber, scrapers, general cleaner, and rags.

5. **Poster making kit and tips.** We have several clear plastic shoe boxes with different types of markers—many colored sharpies, fine tip sharpies, regular magic markers—letters in various styles and sizes, pencils, erasers, and a notebook of different poster designs. And, of course, blue painter tape for putting up signs.

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continue on page 19

*Top 10 Things* - continued from page 18

4. **Agenda clipboard.** Hanging by a hook next to the cupboard of supplies for our group is a clipboard on which the next meeting's agenda is kept. This way anyone who wants to add something to the agenda may do so anytime.

3. **Extra handout stash.** Keep all handouts you give to the students in your group and have a designated spot where they are kept. This way, any student who misses a meeting or loses their handout can get a get one whenever they come to your room. Warning: be sure to clean out these handouts periodically. I do this after each trimester. Our handouts are usually copies of information we want the students to tell the students they represent.

2. **Check request form and budget book.** However you request funds, keep lots of copies of the check request forms handy. And, if you keep a budget book, be sure you understand how to keep it up to date—train your student treasurer or treasurer's committee how keep the budget book up to date.

1. **Thank you box.** I keep different thank you cards and notes in one box. After a party or event we host, I pull out the thank you box and students can make thank you cards quickly. I also have table tents with directions on how to write a thank you note and how to address an envelope, plus plenty of pens in the box. There are also several copies of our school directory so students can address the thank you notes to parents.

What are your 10 items? Send us a listing and description of the items and you may see your name in the next CADA News. Send your list to [CADAInfo@cada1.org](mailto:CADAInfo@cada1.org)

Sue Dowty serves as Action Council advisor at Conestoga MS in Beaverton, OR, and is a former member of the National Association of Student Councils' Executive Board.

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*“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and highest responsibility anyone could have.” – Lee Iacocca*



**Don't miss these great resources!**

**The Advocate:** A bi-monthly awareness piece created to provide data and support for cocurricular activities suitable for distribution to your colleagues.

**In Brief:** A bi-monthly publication with practical tips you can use right away.

**News of Note:** An electronic newsletter with timely items of interest to activities people.

[www.allianceforstudentactivities.org](http://www.allianceforstudentactivities.org)

Our state has affiliated with the Alliance for Student Activities, which entitles our members to receive these newsletters. Look for them each month, coming your way from our association.

Your state affiliation also entitles you to a \$10 discount (that's 22% off full membership in the Alliance. See our state executive director for details.

**ALLIANCE**

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**Mission Statement**  
To promote and support leadership development and student activities.

**2008 - 2009 Local & Statewide Calendar of Events**

August 2008	HAVE YOU RENEWED OR JOINED CADA?	January 2009	Early Reg. Deadline for CADA Convention
Sept 13/14, 2008	South Lake Tahoe Adult Conference	February 1, 2009	Deadline - Outstanding Activities Program
September 15, 2008	Area D Advisor Conference * San Luis Obispo	February 3, 2009	Leadership Development Day (S Pasadena)
September 27, 2008	Area E & F Advisor Conference * La Mirada	February 5, 2009	CASL Regional Conference (Yorba Linda)
October 2, 2008	Leadership Development Day (Patriot HS)	March 4 - 7, 2009	51st CADA Conference * San Diego
October 6, 2008	Area C High / Middle School Conference	March 26-28, 2009	CASL Middle School Conference * San Jose
October 7/8, 2008	Area A High / Middle School Conference	March 28-30, 2009	CASL High School Conference * San Jose
October 16, 2008	Leadership Development Day (Yorba Linda)	May 8, 2009	Central Valley (Modesto) Student Conference
Nov. 12/13, 2008	Area D Middle / High School Conference	June 27-30, 2009	73rd NASC Conference * Colorado
November 14, 2008	Area G Middle / High School Conference	July 2009	UC Santa Barbara, High School Camp
November 24, 2008	Area B Middle / High School Conference	July 2009	UC Santa Barbara II, High School Camp
November 24, 2008	Area F High School Conference	July 2009	UC Santa Barbara III, High School Camp
November 25, 2008	Area E Student Leadership Conference	July 2009	UC Santa Barbara, Middle School Camp
December 5-7, 2008	NAWD	<b>2010</b>	<b>Statewide Events</b>
December 8, 2008	Area C Advisor Conference (Fresno)	March 2010	52nd CADA Conference * Reno
January 2009	Area E STARS Conference	April 2010	CASL Conference * Anaheim
January 15, 2009	Leadership Development Day (Twin Peaks MS)	June 26-29, 2010	74th NASC Conference * Indiana
January 15, 2009	Deadline for NASC Student Delegation	July 2010	27th CADA Leadership Camps

*For more detailed information check the web site at [www.cada1.org](http://www.cada1.org)*

*\* The Area Coordinator is the contact unless otherwise noted, MORE LDD Dates can be found on page 11*

*Learning, Leading, Living*