A Report of a Summer Internship at Buckhorn Children's Center Buckhorn, Kentucky

Catherine Smith Armitage

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A REPORT OF A SUMMER INTERNSHIP
AT BUCKHORN CHILDREN'S CENTER
BUCKHORN, KENTUCKY

by

Catherine Smith Armitage

A Project Report
Submitted to the
Faculty of the Graduate College
in partial fulfillment of the
Specialist in Arts Degree

Western Michigan University
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INTRODUCTION

The purpose of this paper is to record a few of the highlights of a nine week Summer Internship at the Buckhorn Children's Center, Buckhorn, Kentucky. The writer had long been interested in the Appalachian Region, an interest first influenced by Allen Eaton's Handicrafts of the Southern Highlands\(^1\). Eaton's volume is the definitive work on the then moribund crafts such as spinning, weaving, vegetable dyeing, and chair making. Many factors have contributed to the resurgence of interest in the crafts attributed to the Appalachian hill people. One factor was the several books written about the crafts schools established in various parts of the Appalachian region. One such book is Miss Lucy Morgan's Gift from the Hills\(^2\), which relates the history of the Penland School of Crafts.

Even though the writer has not been as free to pursue spinning and weaving as she would like, reading about and an interest in the Appalachian area has been carried through daily activities as sort of a "hidden thread." When an individualized reading program was approved for the writer, the area focused on was the Appalachian Region in a paper titled "Media and the Education of the Appalachian


\(^2\)Lucy Calista Morgan, Gift from the Hills (Indianapolis: Bobbs-Merrill, 1958).
Along with a wide variety of periodical articles perused for this paper, there were several outstanding books that picture Appalachia today. A selection of titles includes Harry M. Caudill's *Night Comes to the Cumberland*,¹ Thomas Ford's *Southern Appalachian Region: a Survey*,² and Jack Weller's *Yesterday's Children*.³

When an opportunity allowed the writer to participate in an Internship for the Specialist Project, a requirement of the sixth year degree at Western Michigan University, it was decided to find, if possible, a library experience with children in the Appalachian Region. The only response to an inquiry directed to the Executive Director, Council of Southern Mountains, Berea, Kentucky, was received from Mr. David Berger, Executive Director, Buckhorn Children's Center, Buckhorn, Kentucky. (See Appendix B.) After a visit to Buckhorn Children's Center in December, 1969, the writer could see the distinct possibilities of working with the children at Buckhorn Children's Center. The Center provided a group of disadvantaged children who had experienced no formal library service from their school or from a public library. Even though there was a library at the Center in the classroom building, it was dormant. Locked doors

³Catherine Smith Armitage, "Media and the Education of the Appalachian Poor" (unpublished Readings in Librarianship report, Western Michigan University, 1969).


showed it was a library in need of patrons. A collection of children's and adult's books had been built from donations and catalogued by a volunteer librarian. Mr. Berger could envision the library being used by the children at the Center and the Buckhorn community-at-large. The writer could picture the library as a "happening" in the context of its apparent non-use.

Part One of the following report describes Buckhorn Children's Center and the role of the 1970 Summer Program.

Part Two introduces the writer's two tutees: David and Brenda. The Tutoring Program, as experienced by the writer working with these two children, is described in this part.

Part Three gives an overview of the Activities Program. And particularly the Passive Participation Activity for which the writer was responsible.

Part Four lists the conclusions reached by the writer concerning the 1970 Summer Program in relation to the children at Buckhorn Children's Center.
The community of Buckhorn is 100 miles southeast of Lexington, Kentucky in Perry County. In reality, Buckhorn is equi-distant from three county seats: Hazard in Perry County, Booneville in Owsley County, and Jackson in Breathitt County.

The population of Buckhorn is 400. The first dirt road through Buckhorn was constructed in 1950 and was black-topped in 1960. Up to 1950, contact with the outside world was over logging roads on horseback or afoot. Early settlers are reputed to have arrived by boat with their household goods. Buckhorn is an isolated community, thirty miles from a doctor or a shopping center. It has a post office; general store; dairy bar; and a public school, grades 1 through 12.

The Buckhorn Children's Center was founded in 1902. Harvey Murdoch came from Brooklyn, New York at the request of the Board of Missions of the Presbyterian Church to make a survey of the area. He saw the need for religious, educational, and health services for these mountain people. Mr. Murdoch persuaded his home church in Brooklyn to give financial assistance and was able to establish a boarding-type school. Through the years the Buckhorn Children's Center has evolved as the single Appalachian outreach for dependent and neglected children funded by the United Presbyterian Church. The Center is now under the aegis of the Child Welfare Agency of the United Presbyterian Church.
Buckhorn Children's Center is a year around welfare operation. Children come to the Center either from a broken home situation or as a result of a minor infraction of the law. The number of children varies from twenty to thirty boys and girls because of the dual social service the Center renders. In the summer of 1970, there were twenty-five children in residence ranging in age from ten to sixteen.

The children at the Center have varying emotional problems which are a direct outgrowth of their broken home environment and/or mild delinquency. For example, Jackie, age 11, has known practically no other home except the Center. Jackie and his twin and assorted older children in the family came to Buckhorn when Jackie was two years old. Jackie and his twin were placed in a foster home. The foster home worked out for his twin but not for Jackie. He and an older sister are now permanent residents at the Center. Jackie's emotional problems stem from many things, one of which involves his unanswered questions concerning his natural mother, his foster mother and his house mother at the Center.

The children who come to the Center as mild delinquents are the products of a broken or unsuitable home. The mother very likely is the only parent in the home. She lacks the strength to deal with her child/children or has a succession of men in and out of the house creating an unsavory environment. The delinquent child's brushes with the law come from such acts as striking a teacher or truancy from school. The aim of the Center is to rehabilitate the delinquent child so he can return to his home. The parent(s) receive periodic counseling at the Center and are also in touch with the Social Worker for their
home county.

Besides the children residing at the Center, there are approximately forty other children in foster homes, with relatives, in the military, or in special schools. One girl is at Annville Institute, Annville, Kentucky. This Institute is a mission of the Reformed Church of America. This student earned her tuition by staying at Annville through the summer and doing weaving. Another girl enrolled in Oneida Institute, Oneida, Kentucky in September, 1970. Oneida is under the sponsorship of the Baptist Church.

The 1970 Summer Program at Buckhorn evolved around the theme "On Leisure." (See Appendix C.) It was the idea of Mr. David Berger, Executive Director. Mr. Berger realized the children spent their free time "jawing and carping" at each other. Because the children lacked aims or goals, their free time was spent in useless accusations as who is to blame, or whose turn is it, or who is really cheating. This was obviously not a constructive application of free time. Furthermore, the destructiveness of constant bickering carried over into the structured areas of the children's lives, such as work and school.

The original thrust of the "On Leisure" idea did not incorporate tutoring. Rather it aspired to provide the children at the Center with three different periods of activities that would increase their awareness of the many avocations open to them. Parallel with increasing their awareness, the program also aimed to give the children the basic skills so they could go ahead on their own, or in pairs, or in small groups on projects. It was hoped that the combination of awareness and skills would lead a child to appreciate there was more to do in free time.
than relying on the TV set for entertainment. A child would begin to have creative resources and self-reliance.

Before the 1970 Summer Staff arrived some changes were made in the original program. (See Appendix A.) Devotions were dropped and some of the hours reallocated. The morning activities program was eliminated and the tutoring program was substituted.

The Tutoring Program was designed to help the children improve their basic skills in reading, writing, and arithmetic. The majority of the children at the Center were below grade level in these important basic skills. If the children were to progress through the public education system at all, they required extra help in the above mentioned skills.

The Activities Program was intended to give the children a degree of self-sufficiency in using free time. In the past, the children had generally been dependent on adult direction and guidance in the use of their free time. The varied Activities Program was aimed at providing the children with meaningful craft skills and/or pleasurable game skills that would stay with them the year around. As the activities changed from week to week, a child would develop a backlog of ideas and skills to use as support for future free periods of time.

So the 1970 Summer Program now had a twofold approach:

1) Tutoring Program; 2) Activities Program. It was in the above context that this writer spent nine weeks as a member of the 1970 Summer Staff at Buckhorn Children's Center with my special assignment as the Passive Participation leader of the Activities Program. All

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Summer Staff had two tutees plus a special assignment. The Tutoring Program and the Activities Program are reported in Parts Two and Three.
PART II
THE TUTORING PROGRAM

Each member of the 1970 Summer Staff was assigned two tutees. The tutor was allowed to create his own tutoring program to fit the needs of the individual child. The tutors had access to a storeroom of textbooks for all subject areas and grade levels as well as the usual word and arithmetic flashcards. As a tutor became acquainted with his tutee, much of the prosaic schoolwork/homework type of activities were dropped. This is reflected in the description, which follows, of the writer's two tutees, David and Brenda.

David

David was a new arrival at the Center, having been there only three weeks before the start of the Summer Program. David was a well-built, sturdy boy and his behavior reflected his emotional ups and downs. While living at home, David had been enrolled in Special Education classes. However, with no Special Education classes at the Buckhorn Public School, he had to be placed in a regular seventh grade classroom. David's one love appeared to be singing. He acquitted himself exceptionally well with a solo of "Kum Ba Yah" in church. As the summer progressed, David joined the Little League team. He admitted to problems with reading and writing; arithmetic seemed to be his strongest subject.
David was scheduled for tutoring from 9:00 to 10:00 a.m. The first week of the Summer Program, David and I had the library to ourselves. However, the second week saw the addition of another tutor/tutee in the library. David proved to be easily distracted and by the end of the second week, I was seeking a less distracting spot. Thereafter, the porch swing on a nearby house trailer became "our spot."

This second location did have some drawbacks, such as the periodic roar of the lawn mowers. But the noise and other distractions were less personal in the wide, open spaces than in the confines of the library.

Because David was alternately moody, belligerent, disconsolate, super-happy, or just plain lazy, the pattern I established with him was to read aloud. We did do some work with arithmetic flash cards and reading flash cards. David knew the cards when they were in front of him, but had difficulty transferring the information on the cards to a book. David would give any answer that came to mind, apparently just to get an answer on record. His writing consisted of letters to his family plus some fairly regular contributions to the weekly summer newspaper. David had the least amount of trouble with capital letters, spelling, and punctuation when writing letters to his family. His contributions to the paper precluded my spelling almost every word for him and pointing out the necessary punctuation.

Early in the summer, because of the fog-shrouded mountain tops, I used Carl Sandburg's short poem "Fog." David liked it. I read it to him; he read it to me; we read it together. A second poem David was amused by was David McCord's "The Picketty Fence." Emily Dickinson's "I'm Nobody. Who Are You?" seemed to have an effect on David, although
he never verbalized any feelings. His facial expression told the story.

I tried several other poems in the *Arrow Book of Poetry*, but interest
had waned.

The following is a list of books read to David over the nine week
period: (See Appendix D.)

- *Did You Carry the Flag Today, Charley?*
- *Down, Down the Mountain*
- *Ghost Town Treasure*
- *Halloween chapter from The Moffats*
- *Pancakes Paris*
- *Twenty and Ten*
- *Copper-Toed Boots*
- *Two Logs Crossing*
- *They Had a Horse*
- *Nic of the Woods*
- *Matchlock Gun*
- *Skippack School*
- *Jed*

David liked *Pancakes Paris* and *Twenty and Ten* but absolutely
refused to hear *All Alone* by the same author. Some attitude in the
first chapter turned him against the book. Very possibly it was the
adamant way the father warned his son against fraternizing with the
other herder. David liked the naughty antics and pranks in *Copper-Toed
Boots* and *Skippack School*. He probably compared the storybook pranks
with those he himself had pulled on a teacher. *Matchlock Gun, They Had
a Horse*, and *Two Logs Crossing* appeared to have a profound effect, but
no verbal comments were forthcoming. *Jed* is a story of a boy about his
own age. The Civil War is not too far removed from Kentucky. The
Confederate Flag is prominently displayed in gift shops. Although
Kentucky was a slave territory, the state never joined the Confederate
States. *Jed* and the Confederate boy he befriended were both staunch
characters. David could have identified with either boy, but he did
display some concern about Jed getting back to the Union camp unharmed.

Did You Carry the Flag Today, Charley? and Down, Down the Mountain are both mountain stories. Even though David was a city boy (Lexington, Kentucky), he was now living in the heart of the Appalachian Mountains. I felt he should hear and appreciate two representative stories of mountain children. If David had rated these two stories, they probably would have been described as O.K. but there were others he liked much better.

In all the books read to David, the problems of growing up, maturing, and accepting responsibility were presented in some shape or form by the individual authors. David was coping with what he considered a "problem Mother" in that she wished to re-marry to provide a home for her children. It was un-canny the way a book read aloud to David seemed to bring his problems to the surface. Hearing how boys in books worked through their problems at least gave David the knowledge he was not the only boy with a problem. Boys in books also showed him acceptable ways to grow and mature. Some of the books dealt with a complete family unit (Copper-Toed Boots, Skippack School, Matchlock Gun). Other titles portrayed a mother alone, the very problem he was struggling to understand (Pancakes Paris, Two Logs Crossing).
Brenda

Brenda had been at the Center since Spring as her foster parents had been partial to a younger sister. In the foster home Brenda had not been allowed the freedom to come and go unaccompanied. Consequently, while living in the foster home, there were many activities in which she was unable to participate. The first weekend at the Center Brenda had been part of a group going to the movies. The occasional movies, plus shopping trips and educational trips, convinced Brenda the Center was better for her than a foster home.

Even though Brenda is the oldest girl in a family of eleven children she was the youngest girl at the Center. It was hard to keep in mind she was only eleven years old when physically she was as large as the older girls. Brenda is still very much a "little girl" although she felt very real responsibilities towards her three brothers at the Center.

Brenda was scheduled for tutoring from 10:00 to 11:00 a.m. Brenda could read well. In fact, as the summer wore on, she was attempting to read with real expression in her voice. She conceded her poorest area was arithmetic. Brenda was proud of the fact she had never repeated a grade and was planning on sixth grade in the Fall. She liked to do most everything. On the whole she was an easier child to work with because she did not have the temperamental spells that David had.

Brenda enjoyed creative writing and had a goodly number of poems and articles printed in the summer newspaper. Because of her ability to handle schoolwork, we did other things, such as play Scrabble. I
did read aloud to Brenda, but not as consistently as with David. Here is a partial list of the books read aloud to Brenda: (See Appendix D).

Rain Makes Applesauce
The Duchess Makes a Cake
Twenty and Ten
Pancakes Paris
The Best-Loved Doll
A Certain Small Shepherd
Sam, Bangs, and Moonshine
Crow Boy
Down, Down the Mountain
Raggedy Ann Stories
The Little House

Keeping in mind that Brenda was still a little girl, I read to her many picture books that she had missed in earlier grades. Brenda was particularly taken with the miracle of Jamie in A Certain Small Shepherd. Not only is this story very touching, the locale is the mountains. Brenda was so caught up in Jamie's story, she elected to stay through to the end rather than go to free activities period. The Little House also caught her fancy. In the end, the Little House finds a place once again in the country which it can call its own. I wonder if this story symbolized, to a degree, Brenda's own search for a permanent spot to call her own.
PART III
PASSIVE PARTICIPATION

The afternoon activities period had one daily block of time from 12:30 to 2:00 p.m. A second activities period met Tuesday and Thursday afternoon from 2:00 to 3:30 p.m. Each Monday after lunch the children signed up for the week's activities. Choices included Passive Participation, Arts and Crafts, Athletics, Camping, Outdoor and Campcraft Activities, Cooking, Drama, and Puppets. Activities such as Camping and Cooking were always designated as second period activities. Passive Participation and Arts and Crafts were offered both periods.

Passive Participation

Passive Participation was organized to include individual reading; reading aloud to individuals or to a group; card games; board games; jigsaw puzzles. In most homes, these activities would be referred to as "rainy day" or "snowed-in" pastimes.

As far as individual reading was concerned, there was very little of that done in the library. And from what I could determine, TV took precedence over reading in the cottages. I took a large collection of paperbacks to the Center. These paperbacks were displayed around the library. Paperbacks have bright, enticing covers and do not carry the stigma of looking like a textbook as hardcover books are wont to do. Frankly, I used the paperbacks as bait. About 2/3 of the paperbacks were
my personal teaching collection and the other third were bought or donated so they could be left at the Center. I erred in taking too many adult-type books, thinking more of the children would be reluctant readers than problem readers. I took the children's paperbacks that I had, but I could have used a more extensive collection in this category. I supplemented the books I had taken and the books already in the library at the Center with books from the Perry County Library in Hazard, Kentucky. (The Perry County librarians were more than helpful. I was a complete stranger to them and yet they did not hesitate to issue me a temporary library card.) Some of the titles borrowed from the Perry County Library were **Blue Canyon Horse**, **Wilderness Clearing**, **Three Stuffed Owls**, **From the Mixed-Up Files of Mrs. Basil E. Frankweiler**, **The Courage of Sarah Noble**, **The Sod House**, **The Blind Colt**, **Hakon of Rogen's Saga**, **Let the Hurricane Roar**, **Otto of the Silver Hand**, **Journey to Jericho**, **Two Is a Team**. (See Appendix F.)

Problem readers are reticent about revealing the extent of their reading disability, so reading aloud was a more viable solution. One experiment I tried was to read aloud in the free period before lunch. I used a longer story on a continuing day-to-day basis. My thinking was that a really excellent book would "hook" a group to the point where they would return each day. The size and make-up of the group fluctuated daily and only two boys stuck with the story. It seemed the children felt it was more important to have a half hour of freedom to form or disband a group at will. I tried the continued story idea for one week, and then gave up. In retrospect, the experiment should have been continued if even one or two children were interested. I was impatient.
for results, and in this situation patience should have been the guideline.

In the afternoon Activities Program, I concentrated on short books such as Lentil, even picture books such as The Story of Ferdinand; Time of Wonder; Madeline; Madeline's Rescue; Sam, Bangs, and Moonshine. Using shorter books reminded me of guerilla warfare: hit and run techniques. With children whose attention span was short at best, this was the way to get books in front of them. If a librarian were available year around, the development of love for and satisfaction in books could be a daily routine. In nine weeks, one laid what groundwork one could.

A core of three or four boys became interested in working jigsaw puzzles, and I would read to them as they worked the puzzles. This was a satisfactory arrangement for all. This lasted over a two week period and I was able to introduce stories like The Matchlock Gun; They Had a Horse; and Two Logs Crossing. One lad signed up for Passive Participation for two weeks running simply to have me read aloud Hot Rod to him. Other children were welcome to listen, but Martin wanted everyone to know I was reading to him. I had to privately explain to one girl why Martin was usurping my attention and she understood. On some days Martin was the only child interested in listening, which is what he wanted in the first place.

Rummy was tops in the game department. Groups formed and disbanded at will. This was the one game the children played that did not need an adult in the group. All versions of rummy were played: deuces wild; deuces and jokers wild; no wild cards; runs only for lay downs. The dominant person always dictated the rules to be played under
for that group. There was much cheating on the score at first, but this subsided when the children realized it was possible to win honestly.

The only board games to gain any use were Scrabble and Parcheesi. The time involved in a board game proved to be the primary factor. Two children would not play by themselves. But if an adult were playing with one or two children, he could explain strategy and keep interest. Board games and books demanded of the child an extra commitment he did not wish to give, yet the satisfactions in board games and books were greater than the shallow, fleeting pursuits the child was engaged in.

Jigsaw puzzles were in evidence from the beginning but were slow to catch interest. When enthusiasm did become evident, I designated one low table as "puzzle table" and large puzzles were started. The larger puzzles carried over from day to day until completed. However, the most popular puzzles contained around 75 pieces. The beauty of this size of puzzle was that it could be completed rapidly. And the children would work them over and over. There was even one post card size puzzle that had time limitations on the box. George liked to try to beat his original time even though he beat by half the best time listed on the box. Incidentally, George seemed to be the only child who had the idea of shape relationships and color relationships in fitting puzzle pieces together.

As an experiment the last two weeks, I planned short trips away from the Center. Our group hiked up a creek bed to see abandoned cabins; attended an auction in Booneville; toured the Morris Fork Presbyterian Church; hiked to and through a strip mine. The last week we walked daily the mile to Buckhorn Dam.
Films

Through the trial and error method, it was discovered films best fit into the program on Tuesday and/or Thursday after lunch. This resulted in an overlap with the first activity period, but proved to be a blessing in disguise. Tuesday and Thursday afternoons turned out to be long, tedious afternoons for both children and Summer Staff.

When I arrived at the Center, I found that some films had been previously ordered. I suggested others of a more book-oriented nature. I was doubtful of the outcome of the film series. Happily, the film program resulted in a good balance between factual films and story films.

One factual film I selected was a real debacle. It was a two reel film on "Medieval Knights." I thought the group would have studied knights and the Age of Chivalry in school, plus the boys would be interested in the manly arts depicted. They were not and it was a struggle to get through reel one. Reel two was simply abandoned. One other film was not of universal appeal. This was titled "Color of Life." It explained plant life and became too detailed and too scientific for our audience. The children let the Summer Staff know the films they really liked; they applauded at the conclusion of the film.

The following is only a partial list of the films shown:

"Tides of Fundy"
"Glaciers"
"Honeybees - a Social Insect"
"Kangaroos"
"Road-Rodder" (Buster Keaton)
"Five Chinese Brothers"
"This Is New York"
"Bremen Town Musicians"
"The Loon's Necklace"
"Time of Wonder"
"Andy and the Lion"
"Robert McCloskey"
"Maurice Sendak"
"Story of a Book"

The film on Robert McCloskey appeared to be well received although no applause followed its showing. I tried to have as many of his books as I could to read aloud to an individual or to groups. These included:

- Lentil
- One Morning in Maine
- Blueberries for Sal
- Time of Wonder
- Make Way for Ducklings

Children tend to identify with Robert McCloskey as he comes through in the film as an ordinary, folksy person. McCloskey was born in Hamilton, Ohio, a town many Appalachian families migrate to. I used this particular film thinking some of the children might be stimulated to write and illustrate their own story. Jody picked up the idea first and worked with his tutor on the project. His own story, called "The White Stallion", inspired some other children to try their hand at writing and illustrating. Jody's story was still the best one. He presented it to his Mother when she was at Buckhorn to make arrangements for him to return home. Jody later wrote a second story and gave it to me.
PART IV
CONCLUSIONS

When the 1970 Summer Staff for the Buckhorn Children's Center met together for the first time on June 19th for an orientation meeting, they saw a list of the children at the Center, the physical layout of the Center, and each other. By August 15th, the 1970 Summer Program was history. The list of children at the Center had become distinct personalities attached to what had once been faceless names. Each member of the 1970 Summer Staff knew the other members, their strengths, their weaknesses, their idiosyncrasies. Although each Summer Staff member had his own set of conclusions from his experiences, the writer can set down only the conclusions she saw and experienced.

Aloneness is not synonymous with loneliness, but the sentiment that the two states are one and the same permeated the atmosphere at the Center. The very nature of the Center made a child a member of a group, whether in his cottage, the main dining room, the public school classroom, or in the Summer Program. The only time a child was really alone was in his own room. A few children even had roommates so they were not, on any occasion, really alone. This observer believes that these children need guidance and direction in utilizing aloneness to make peace with themselves. In this way they can "recharge" their personalities to meet the onslaught of the everyday world. Group activities are not the answer for every child or for all children all the time. The times for aloneness were minimal. Yet it became
apparent that these children needed to be encouraged to employ and to profit from their particular periods of aloneness. This knowledge could have been one more bulwark for the child when he left the Center.

Each child was seeking, in his own way, a one-to-one relationship with an adult; many were looking for mother images. Unfortunately, houseparents had to be shared with their natural children as well as with other residents in the cottage. Adults were spread much too thin to meet the daily, recurring needs of these children. As the summer passed, it became more and more evident that the relationship between Summer Staff and child was of paramount importance. It transcended the mundane business of tutoring and elected activities. The latter were merely a vehicle to get Summer Staff and children together in a geographical meeting place.

Several Summer Staff leaders observed that the more disturbed children signed up and participated in the calmest, most peaceful activities - Cooking, Arts and Crafts, Passive Participation. Most of this same group were children who did not desire to be subjected to the competitive confrontation of athletics with the ever-present winner/loser syndrome. Competitive sports always had the loser angle and why add to one's identity problems by selecting this type of activity?

On the other hand, there were children who were active sports participants most of the time, who perceived that there were times when a sedentary activity was the only answer to their mood at that particular moment. In their own wordless way, these children were seeking something beyond the action-oriented activities to fill some
of their emotional needs. The individual child who consistently elected the more tranquil, more placid activities sensed a balm and a satisfaction in the creativity of Arts and Craft and Cooking. The sometime participants were on the brink of making this discovery. What none of the children realized fully were the more positive, more lasting, more personal compensations to be obtained from Arts and Crafts, Cooking, Reading.

Children welcomed getting away from the Center in small groups on short trips in the surrounding area. Even the ordinary walks to Buckhorn Dam the last week of the Summer Program served a real purpose. The Summer Staff found the children in the group well aware of their responsibility to the group and to the leader. The pressures and the confinement of the Center were shed for a short period of time. The walk to the Dam provided a setting for exploratory conversations on a variety of topics. The walks and the talks were a simple form of therapy.

Reading could be classed as a form of therapy also. In reading, the reader (listener) interacts with the story. The reader perceives the problems faced by the characters in a book are faced by people everywhere. Goldenson, in his paragraphs on bibliotherapy, quotes a study by Gottschalk which lists six major ways that selected reading materials aid the therapeutic process. Number five states: "Reading

about others who have similar problems will often alleviate the patient's feeling of guilt or fear, and also bolster his morale - especially if it shows they have overcome their difficulties."

English and English define bibliotherapy as "the utilisation of reading for cure or amelioration of psychic disorder; more broadly the use of reading to promote mental hygiene." It was not the aim of the writer to practice bibliotherapy on the children at the Center. Librarians lack the necessary training in psychology to make decisions concerning the emotions of children. Only if a librarian is a part of a therapeutic team, can such judgments begin to be formulated. The librarian's contribution to children comes only if she, herself, has read widely in the literature for children. Then her two or three sentences about a book can spark an interest and an enthusiasm in the child so that he will not be satisfied until he has read the story in its entirety, relating in his own way to the theme of the book.

No one was more amazed than the writer at the experiences observed in using books with David and Brenda. These two children benefitted more from being read aloud to than any amount of drill in arithmetic or phonics. When the whole being of a child is consumed by emotions resulting from problems over which he has little or no control, the

\[2\] Ibid., p. 159.

child's mind is not free to comprehend or to operate effectively on school work. Story books introduced David and Brenda to other children (objects) searching for some of the same things for which they were searching: a family together again, a place to call your own, understanding parents, growing up, getting along with people. Books could and would show David and Brenda and the children at the Center that problems are universal; problems are not exclusive. Furthermore, books could point out there is no shame in admitting to a problem. And lastly, the children could learn that airing a problem goes a long way toward solving that problem.
POSTSCRIPT

I came. I saw. I gave what I could and wished I had more talents and time to give. Summer Staff were supposed to be "Super-Ego's" to the children of Buckhorn Children's Center. I was only what I was - fallible and human. I knew that if I changed any child or started any positive trend of thought or planted any seed of constructiveness, I would not be around to see this new behavior. I can only hope my presence was beneficial to each child in some small way.

The children conquered. That is the way it should be.
APPENDIX A

1970 SUMMER SCHEDULE
<table>
<thead>
<tr>
<th>DAY</th>
<th>A.M. PROGRAM</th>
<th>P.M. PROGRAM</th>
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Mrs. Catherine Arrittone  
1011 W. University  
Muncie, Indiana 47303

Dear Mrs. Arrittone:

Greetings from Buckhorn Children's Center in Buckhorn, Kentucky. 
Word has spread that you may be available as a volunteer for the summer of 1970. 
Tell, we hope at Buckhorn are interested in utilizing your skills, talents and energies.

Buckhorn is the Presbyterian Church's specialized ministry to the dependent-neglected, homeless, emotionally disturbed and retarded children of Appalachia. Yes, the children of Buckhorn have problems and our goal is to actualize their potential in order to fulfill their lives as citizens. We have a unique campus special education unit, vocational training program and psychiatric social services program.

Our Campus is located in the heart of the mountains, a picturesque spot in the lush summertime. We usually have about 70 children living on campus at any one time. We also have a "day care room" for 4-5 year olds of our own community and an after care program for our "graduates" that is children who are able to return to full community life.

What we have in mind is this: we will have a summer program which will include special education tutoring, recreation, canning and the like. We plan to use this time to incorporate in our program a productive use of leisure time. We feel we must teach our children this concept. Games, use of a library and the fun of reading is part of leisure time. We will work with our children who are significantly below grade level. They are not particularly motivated to read.

We do have a 5,000 volume library that is currently not staffed.

We hope to involve community children and adults in the total program. I realize that you have some requirement to do not and I am not sure if this kind of program meets your needs.

BOARD OF DIRECTORS

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If you are interested, let me know this how further and perhaps have you come in the for yourself this thing call "Ruskorn."

Sincerely,

[Signature]

David T. Pastor, M.D.
Executive Director
APPENDIX C

"ON LEISURE" BROCHURE
SUMMER PROGRAM 1970

ON LEISURE

I. We must be concerned about what happens to a young adolescent after he leaves Buckhorn Children's Center. In our modern day we have more free time, more opportunities to use free time constructively and more problems in the appropriate use of one's leisure. While we are designing a program to teach use of leisure time for the children of Buckhorn, we recognize that this is a national problem for all peoples. When a child leaves Buckhorn he or she returns to their own home, a boarding school, a vocational training program or the Army. Each child will have several hours during a normal day set aside from the usual tasks of childhood, i.e. school, homework, chores, work training, etc., which will be considered leisure time. How will he use his time? What input can be accomplished during a summer's program of exposure to multi-choice activities? We feel that these essential questions will be answered by what we witness in the children in September and thus become a criteria of evaluation of program.

II. THE SUMMER PROGRAM WILL BE GEARED TOWARD THE FOLLOWING GOALS:

1. To provide to Buckhorn's Children a wide range of leisure time activities so as to increase the child's awareness of what he can do in leisure.

2. To provide activities oriented towards the goals which are most meaningful to the growth-development of a healthy personality. We recognize that by nature and cultural precedents the child we are dealing with is basically dependent on adults for care, protection, and decision making; has an unfailling basis of past failures which prevent self-initiative and development; is an adolescent struggling for an identity as an independent person but does not have the emotional, social or educational skills for independence; and has been limited to certain activities and limited interests because he is a child of Appalachia.
Summer Program 1970 - page two

3. To utilize the skills, the resources and the energies of a group of teacher-counselors to provide model identification and leadership to a group of children.

4. To develop a prescriptive program initially leading to group self-government and decision making.

5. To utilize the full resources of the entire staff and physical environment of Buckhorn as well as the community at large for purposes of this educational adventure.

6. To develop the social, emotional and valuative attitudes and behaviors necessary to enjoyment of life.

III. AREAS OF CONCENTRATION WE WILL BE CONCERNED LEARNING EXPERIENCES INCLUDE:

A. Passive - Participatory Activities
B. Activities of Athletic Nature
C. Creative Activities
D. Outdoor Activities

Grouping of children will be determined by the professional staff of Buckhorn. Groups will be homogenous as possible.

Staff will include summer volunteers and student teachers under the supervision of one of the staff members of the Center.

Instructional Aids and equipment will be minimal because of the dependence on the resources of the staff. We will rely on film presentations and instructional practicum approaches throughout the program.

IV. GUIDELINES TO PRESCRIPTIVE PROGRAMMING - ATHLETICS

In this summer our goal is not only to play games with children for this we can do all year around. We want to introduce new games and teach skills.

GOALS OF ATHLETICS AT THE CENTER:

1. Our children fail at games because they do not have the skill to properly play the game. There should be exercises and skill building sessions before the actual game.
Summer Program 1970 - page three

2. We want to introduce new games to the children. Possibly we can teach foreign games to the culture. Remember, Harvey Murdoch who founded Buckhorn in 1902, had to introduce and teach baseball here because no one played the game.

3. We want to have each child recognize that he can play the same games he learns here elsewhere. Why not follow the Cincinnati Reds all summer long before going to the ball game?

METHODOLOGY

1. Use films to introduce skills, have practice sessions.
2. Try soccer, football, hockey, badmitten, volleyball.
3. Be sure of your rules and follow the rules rigorously.
4. Build team work and don't let one child criticize another's play.
5. Assign a child to bring a new game and teach it to the group.

V. GUIDELINES TO PRESCRIPTIVE PROGRAM - PASSIVE ACTIVITIES

A. Passive Activities
   The art of Listening, Viewing, Discriminating
   Goals: To develop the attitudes and behaviors necessary to enjoy a movie, read a book, or listen to records.

B. Methods:
   1. Movie or film strip in which there is a multi-sensory response needed. Make a game or competition as to who can identify the most parts or articles.
   2. Have a child recite or tell a story and then ask the group to write or relate back what they heard.
   3. Have children take an article out of their pockets and put them in front of their places, then place articles back in pockets--identify articles.
   4. Have a short story to be read and then discussed.

C. Hints:
   1. Teacher should be aware of what is transpiring right there and then and use this to point out what is happening.
   2. Use the Library as a resource. Why not develop a course on use of Library and all the ramifications therein.
IV. PRESCRIPTIVE PROGRAMMING FOR CREATIVE ACTIVITIES

A. Goals:

1. We want to change the identity of our children from born-to-lose to I-can-do-it people. Creative Crafts have an inestimable value in doing this.

2. Relate crafts to total project of the group. If the group is learning how to play a new game, help them make the game in crafts.

3. Let imagination come forth! One must accept the fantasies put forth into reality as an accepted therapeutic tool.

4. Teach crafts that can become hobbies for later life. Take the children to a hobby store and have the shop keeper excite them. Show the profit that can be applied.

5. Use natural items to do crafts. There are plenty of resources in the mountain and even in the back of the old shop.

6. There will be a display of crafts at the end of the summer.

VII. DESCRIPTIVE PROGRAMMING FOR USE OF OUT OF DOORS

A. Goals:

1. This will be the area we will concentrate most heavily on this summer.

2. Each group should make plans for at least a bi-weekly camping trip. Several camping trips for the older groups can last more than one night.

3. We need to keep in mind always the safety factor in camping.

4. We need to develop a progression of learning experiences before actually going on a camping trip. The Boy Scout Field Manual is the best guide.

5. We need to teach camp cleanliness, fire making, use of axes, tenting, and what to do when lost in the woods, by actual experiences on the corpus. Make games and competitive exercises out of these learning experiences.

6. Show films of camping excursions and wilderness camping, family camping, hiking, trailer camping, etc., to promote possibilities for future endeavors.
VIII. METHODOLOGY OF PROGRAM

1. This program will be required of all residents of Buckhorn Children's Center. It is anticipated that there may be some new intakes specifically for the summer.

2. This program will be open to children of the Buckhorn Community. A fee will be charged to cover materials used in the program.

3. A typical day will be broken into three segments—Education, Work, and Leisure Time Activities. The program day will begin at 9 a.m. and end at 4 p.m., six days a week. A typical day will include:

   9:00 Assembly - Devotion
   9:10 Education and Work Group Formations
   10:30 Leisure Time Activity - choice
   11:30 - 12:30 Lunch and Cleanup
   12:30 Leisure Time Activity - choice
   2:30 Leisure Time Activity - choice
   3:30 End of Program Day

4. Specific details would include:

   The education and work groups would be pre-formed groups which would remain constant during the entire summer.

5. There will be one staff member responsible to develop each of these specialized programs. The staff member responsible for the work program would delineate jobs to be done and assign groups to complete this task. The educational program would follow guidelines of what formal educational prerequisites must be met based on the child's education remedial needs.

6. The leisure time activities would be developed by the specialists added to our staff for the summer program. There would be two staff members assigned to athletics, creative crafts, and outdoor activities. There would be one staff member specializing in passive participant activities. This will enable the groups to be broken into functioning units.
Summer Program 1970 - page six

7. The child would have a choice of leisure activities and would remain with that activity for the entire week. He would not be able to choose the same activity the next week. He can choose an activity only twice in the eight weeks summer program.

8. Swimming will be held from 2:30 to 5 p.m. on Monday, Wednesday, and Friday for the entire group population. Community children participation would be limited by the number of seats available in the church bus.

9. The Buckhorn Children's Center residents will be graded (tested) before and after the program so as to provide a measurement of growth in ability to use leisure time.

10. Community Children will be broken into two groups. The 8-12 year olds will have their own program in the community which will be based possibly at Middle Squabble School. This program will include all factors of Leisure Time Activities but organized on a program area a day basis with all children doing the same activity.


12. Family night affairs will be organized for at least one night per week in which families would be involved in activities on the Children's Center Campus.

13. Possible money making hobby projects and crafts will be introduced to all groups as a means of utilizing the cultural heritage of crafts as a way of coming to grips with the issue of poverty of the area.
APPENDIX D

CHILDREN'S BOOKS USED AT BUCKHORN CHILDREN'S CENTER, SUMMER, 1970


APPENDIX E

SELECTED LIST OF APPALACHIAN REGIONAL BOOKS


APPENDIX F

CHILDREN'S BOOKS BORROWED FROM THE PERRY COUNTY LIBRARY, SUMMER, 1970


