



# The Bluebird

A Publication for the Alumni of Goessel High School

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## *WE NEED YOUR HELP*

As education continues to change, the Goessel school system is discussing and developing programs that will continue to provide educational opportunities for all students. The subject matter and requirements for graduation have also been altered as the dynamics of education have changed.

For several decades, Career and Technical Education (CTE) has been evolving. CTE now offers a diverse range of subjects and career fields. These courses integrate academic instructions with a technical curriculum and field-based learning. Many programs now focus on areas typically associated with associate or bachelor's degrees, such as engineering or business.

Career Clusters link what students learn in school to the knowledge and skills they need for success in post-secondary education and careers. Within each career cluster there are a variety of pathways. Students may take classes linked directly to a potential career and further education beyond high school. Goessel High School offers the following 13 CTE pathways; Plant Systems, Power, Structural, & Technical Systems, Business Finance, Comprehensive Agriculture, Web and Digital Communications, Visual Arts, Family Community & Consumer Services, Restaurant and Event Management, Early Childhood Development & Services, Teaching/Training, Biomedical, Animal Science, and Agribusiness Systems.

This is where Goessel teachers and students need your help. Educators recognize that the alumni of Goessel possess an amazing amount of knowledge. Knowledge that can be shared with the students enrolled at USD 411. One of the best ways to prepare students for careers is to have the opportunity to connect with alumni who will foster and facilitate early exposure to career opportunities. Students don't often get this kind of help focusing on their goals. This is your chance to fundamentally change a person's life trajectory.

We would like to create a data base of alumni who would be willing to connect with students. We welcome input from all professions, not just those listed as pathways. You will be matched to a high school student based on their pathway criteria and your professional interests and background. Your involvement would be, to allow a student to contact you, and then offer career advice, opportunities in your professional field and general "real world" support.



### **Contact Information**

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The alumni newsletter is  
also posted on the  
alumni page of the USD  
411 website.

*WE NEED YOUR HELP, CONTINUED*

Teachers and students would work together to select an alumnus. Students would then contact the alumnus to begin the conversation. If you would be willing to be a part of this program, fill out the Goessel School Alumni Partnership Form using this [link](#) or fill out the form below. If I do not hear from you, I may tap individuals through a personal email.

Goessel High School Alumni Partnership Form

Thanks for taking time to fill out this form. Your feedback will be helpful.

Name: Please provide first and last name

Email Address:

Profession: Please name your profession and provide a short description of your profession.

Involvement: Check how you would like to be involved.

Allow Student to contact you via email

If living near Goessel, be a job shadow resource

Be available to visit personally with students

Be a speaker and share about your profession in a classroom setting

Do not wish to participate in this program



**Class of 1998**

Some classes have shared class reunion pictures. Feel free to share your pictures with me if your class has a class reunion.



**Class of 1967**



**Class of 1968**



**Class of 1972**



**Class of 1958**

## SHALL WE DANCE?

To dance or not to dance, that was the debate. Dancing was not an activity that was allowed at USD 411 for many years. Mennonite belief and tradition did not encourage it as an activity for young people, even though folk dancing was permitted in some situations. Eventually, students felt modern dancing was similar to folk dancing and should also be allowed.

In February of 1967 the Goessel FFA decided they wanted to sponsor a sock hop type of dance for the FFA Barnwarmer. A letter was written and presented to the Board of Education on February 6, 1967. The letter stated, they understood both the arguments for and against this activity. Past concerns had been that dancing would promote immoral behavior during and after the activity. Another concern was that participants would become more emotional after a dance than at folk games. The writer of the letter suggests that while this may be true of teenagers who have been raised in unsheltered communities, teenagers raised in the Goessel community had higher moral standards, which had been stressed by parents, teachers and ministers. Therefore, he suggested that teenagers were of a moral nature and would be able to conduct themselves in the proper way.

The decision of the board was for the FFA to hold a meeting with school administration and the public on March 2 so the pros and cons of this activity could be presented. Participants would then be asked to vote. 200 patrons of the school district attended. The meeting consisted of dialogue between those in attendance and three high school students. One patron felt dancing was degrading, indecent, and pagan. Another patron questioned how many students were in favor of dancing. The response was that the majority of student had signed a petition favoring dancing. At the end of the meeting, the moderator called for a vote of the patrons to help the board formulate a policy. The vote was 29 for dancing and 125 against. After the vote the board voted to not approve dancing at Goessel High School.

Nearly six years passed before the student council decided to broach the subject again on December of 1973. This time they asked for permission for a school sponsored dance, suggesting there be a trial dance with the board invited to attend. They also presented reasons for their request, along with rules and regulations they expected to follow. The board decided to poll the constituents and then make a decision. At the January 9, 1974 school board meeting, it was suggested that an open house be planned for parents of high school students and teachers. But after hearing the board members' poll reports, a motion was made to go along with the students' request to allow school sponsored dances. The motion failed, 4 no and 2 yes.

In May of 1975 the editor of The Bluebird, the school newspaper, urged the community to seriously consider the pros and cons of dancing.

Then on May 3, 1976 several students representing the student council attended the Goessel Unified School District 411 Board meeting. They asked for the policy to be changed. Reporting that a questionnaire had been sent to students and parents. The responses indicated the majority were in favor of allowing dancing at the high school. The students asked that dancing be allowed on a trial basis. A motion was made to allow dancing on a trial basis, with rules and regulation to be agreed on. The motion carried. On October 4, 1976, the rules for a school dance were presented for approval by the board. The consensus of the board was to approve the rules as listed.

Goessel High School students experienced their first opportunity for a school sanctioned dance at a Halloween party on October 30, 1976. Many people were skeptical about whether it would go over, but both teachers and students felt it was a success. The music was provided by U.N. Disc-Jockey Service (Vance Unrau and Steve Nikkel).

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Goessel High School Alumni

Only alumni who contribute a yearly fee of \$5 every January, will receive the newsletter via the mail. The contribution will be used to pay for the cost of printing and mailing the newsletter. Newsletters will continue to be sent to all current email addresses. As a Goessel High Alumni I would like to continue to receive this newsletter through the postal service.

Name \_\_\_\_\_ Class of \_\_\_\_\_

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