

After school kids are working their magic on photo booth and flower pots.

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

[wonder@kansas.net](mailto:wonder@kansas.net)

785-776-1234

# Wonder Workshop

April 2012




On the left two students are creating wooden mask, and below a teacher drops in **for a peek** at Brittany's snake!



Oh, what a winter! I could go for more winters like this every year but somehow I know that won't be happening.

The year has been good in many other ways too for example we continue to serve youth here in Manhattan and Junction City with our traveling exhibit. Our museum on wheels school bus better known as the

C.O.W. (Classroom on Wheels) has our Underground Railroad in Kansas exhibit on it thanks to the Manhattan Caroline F. Peine Foundation for funding the creation of it. The Bramlage and Kansas Health Foundations provided funds so that we can take the C.O.W. to elementary schools in Manhattan, Junction City, Milford, and Riley free of charge to the schools. The

content of the exhibit meets 4th - 6th grade social studies standards in Kansas. 

## Table of Contents:

Interview with Cheryl Collins	2
Poems	6
Carbon dioxide melts poles	8
Liberty Puzzle	10
Book Review	11

Wonder Workshop Board of Directors



2012

David Griffin, Sherry White, Diane Washington, Jessica Hedgecock, Terry Jones, Kelly Loub, Jan Stepp, and Jeffery Stepp

Advisory Committee: Nathan: Nathaniel Thompson-Weaver, Joshua Runyan, Kate Taylor, Gary Conrad and Jack Oviatt

▶ Last winter we set up a contest between 4th & 5th grade students in Manhattan and Junction City that challenged them to draw a picture, write a poem, short story, or create something that shows their knowledge of Slavery or the Underground Railroad in Kansas. First place winner received \$25, her name is Sydney Broach and here is her poem:

*Whips are whipping. Sheers are snipping. I wait in silence to hear the master shouting. All my life I've been doubting that I would be free. When I was sold I felt no glee. I rue the day that I left for freedom knowing I would risk my life for nothing. I made it to Canada for all that I've done now I must go back to get my family after all I am a mom.*

Second Place received \$15, and the winner is "Alayne Novotny" below is the picture she created:



both students are in 5th grade and live in Manhattan.

Please mark your calendar and join us on our next **Underground Railroad Tour on June 2**, to celebrate Juneteenth, for more information and to sign up please contact us.

This year we are offering Studio 8/13 a summer camp in partnership with the Manhattan Art Center. The information about this camp can be located on page 5.

We are asking you to make a contribution that will go toward a scholarship for a child. Our pledge is to do what we can to make a better tomorrow for all of our children. Help us reach our kids with programs and exhibits that "Reach & Teach." If it's true that "Nobody can do everything, but everybody can do something," everyone can do their part, everyone must go to work to help make a better tomorrow for our youth. Can you remember a time in your life when you really wanted to do something but couldn't? We don't mean to sound like a late night commercial but there are thousands of kids in our community that need our help. When we ask you to contribute a dollar or two a day to help, you might think that's not much of a contribution when you think

about the cost of filling up your gas tank each week. But if we all work together we can together reduce the number of kids sitting home this summer watching the Tube, Texting or even worse getting in trouble with their parents because they don't have enough to do. Helps us expand our children's growing minds with your tax deductible contribution!

Richard Pitts  
Director



### Interview with Cheryl Collins Director of the Riley County History Museum

1. **What's your full name?**  
Dale Cheryl Collins
2. **Where were you born?** I was born on the Santa Fe Trail in Council Grove, Kansas and later moved to Wichita where my father got a job working for Beech. This is where I grew up.
3. **How did your family come to this area of the U.S.?**





The earliest branch was the Rushes, my mother's, father's family and they came in 1857 from Germany and their land is currently under Milford Lake.

4. **Any abolitionist in your family?** No these family members were all farmers and came because of land opportunity and the oldest son actually came in 1854 as a Teamster working with Fort Riley. However the other side of the family the Collins all came from North Carolina to Kansas in 1874 and settled in Geary County. I found between 15 and 20 families from that area in North Carolina which is in the mountains came here because the Civil War had devastated their area and in Kansas was educational and land opportunities. And I think the Fort was a catalyst for that because in some cases people were stationed there or were supplying the fort like my one great uncle who was a teamster.
5. **What was it like growing up in Wichita?** It's a big city and our first house was right by Wichita State University on 7th Street but in 7th grade we moved way out into the country. It was very different because we drove everywhere. When I came to K-State I was amazed because when you're walking you can see when the flowers come up, you know what I mean. You notice things walking that driving in a car you never

notice. That was a totally different life. When I went to K-State nobody had a car. You walked everywhere, there was one bus that picked people up from the dorms and took you down town to shop. This was 1971 - 1975 when I was getting my undergraduate degree.

6. **What was your favorite thing to do while growing up?** Read probably. I liked all kinds of books but particularly as a kid I'd read the William Allen White award list.
7. **What was elementary school like?** The one thing I realized as an adult was that I was a part of the desegregating the Wichita Public Schools, I was bussed. My high school was 10 miles from where I lived so I was bussed to Wichita Heights where there were riots. Racial tension riots because Wichita was a very segregated city and in some ways I think it is today, both economically and racially. Where currently here in Manhattan it's more economically and racially mixed. On one neighborhood block there's rich people and the next block over their not rich at all, you get a mix of people. We have fewer planned developments with the gates on them and the fences all around them here. There is a little of that but in Wichita there's a lot of that. It's very different then here. Looking back at that time this didn't occur to me back then.

8. **During the time this was all happening where did you stand on this issue at your high school?** I don't think I can identify all of the issues but I think it was generally frustration, dissatisfaction, and injustices. When I was in school races didn't mix much. My son has friends that are different races, some friends spent the night at our house and he spent the night at their house but when I was a kid that never happen. At school events there was mixing like at dances and when I was in high school there was not much mixed dating (silence), there was a little bit but it was kind of shocking for most people (laughter). And now that's a non issue, it was a transition, not that I think the transition is done (laughter).
9. **Who were some of your high school hero's?** There were 4 H leaders I admired and thought a lot of, teachers and I guess someone I might think of is my doctor. When we were really little we had a woman doctor, Doctor Peterson she was really something. She was very helpful with her patients, I remember one time she would want us to try medicines so she would give us samples. One time she knew she had some at her house and told me to go over to her house and go into the kitchen (lots of laughter) and look in the cabinet but my mom said no to that. She didn't feel to

comfortable about the whole thing.

**10. What world events happened during your Wichita days?**

In my generation of course president John Kennedy's death. the walk on the moon. We were on vacation in Florida camping and we brought a TV with us. The TV was on the picnic table so we watched it. In 1971 the Wichita centennial, I was a senior in high school and that's another memorable moment.

**11. How is Manhattan different today compared to when you first came here?**

I came here as a freshmen in college the year was 1971. Downtown is missing 13 square blocks that's no longer there because of the Town Center. Aggieville is much different when I came here 18 year olds could drink beer. I remember Varney's book buy back had the free Keg, you brought your books back to sell and you could have a beer. You would not see that today (lots of laughter).

There were more movie theaters back then. There were two downtown, two in Aggieville, one in Westloop and then Seth Childs.

**12. What did college students do for fun back in the day with limited transportation?**

We walked to Aggieville, played a lot of cards especially spades and folks with cars would head out to Tuttle Creek to swim and make out. Top of the World was another hang out

for college students but most of us stayed close to campus.

**13. Was there racial tension during those years here in Manhattan?**

I think there was particularly at different times. Aggieville was segregated against soldiers. At K-State Nicholas burned, the year before I got there Nixon did his speech, it was a transition time and there was a climate here.

**14. Were your parents involved in any way or did they continue the tradition of racism?**

I would definitely say they inherited the tradition of racism. Although my father I think much less so. I remember when I was a kid and we were in Maryland, we were driving around looking for someplace to eat so we pull up to this restaurant and it says White Only. And he said "No," it was a difficult decision because we were hungry. I think in some ways its far easier to do the public thing, the public gesture, but the personal are more difficult do you know what I mean.

**15. What do you do here at the museum?**

History! That is kind of funny because when I was a kid we went to the Smithsonian and I remember being really taken with a lot of the objects there. I had always been interested in History. I never really considered that as a profession, even while studying at K-State I didn't consider being a history major I never really even thought about it. Until I took

a history class and one of my professors wrote on my paper why don't you consider being a history major? Well, yea, this is easy and fun!!! I came and volunteered at the museum, was an intern and really liked it. It's kind of like one thing leads to another and now this is my 31st year being at the Riley County History Museum. Its kind of like by accident and it's really a great job and I'm kind of lucky to have this job and I'm really, really grateful to have it.

Thank you!

**Written by Brittany Sheff**

My name is Brittany and I am a senior in high school. I first met Richard Pitts when I was a little kid. I would sometimes come to his program, go to the library to hear him tell stories, and see him at the zoo performing. I always thought he was so cool. So last summer when I heard that he was going to need help with his after school program at Woodrow Wilson, I was excited. He called, wanting me to come work for him. When I first came to Wonder Workshop I was excited but kind of shy. I got my friend Madi Koopman to come help us out. After awhile the kids really started to like me and I became more comfortable.

*continue on page 7*



## Wonder Workshop Children's Museum Presents: Studio 8/13!

**What is "Studio 8/13"?" It is our summer enrichment camp for students who are 8 to 13 years old.**

**What is the Wonder Workshop's mission?** The mission of the Wonder Workshop is to promote education in the arts, sciences, and humanities. Our goal is to develop self-reliant children, families, and community members. Our hands-on activities and exhibits instill a desire for life long learning, recognizing our cultural diversity, and fostering creative potential.

**What are the dates for this Enrichment Camp?**

May 29 - June 1 June 4 - June 8 June 18 - June 22 June 25 - June 29

**Monday - Friday from 8:30 to 11:30 am**

**Where: At the Manhattan Art Center 1520 Poyntz Ave., Manhattan**

Each week day has a different theme that will be followed from beginning to the end of this camp. Students can be signed up for Mondays only, two to four days per week (but the same day throughout the 4 weeks) or all five days each week of this camp. **Cost:**

1 day per week for 4 weeks = \$40

2 days per week for 4 weeks = \$80 3 days per week for 4 weeks = \$120 4 days per week for 4 weeks = \$140

5 days per week for 4 weeks = \$160

**Limited part scholarships available** (first come, first serve until funds are used up) **for students receiving free or reduced lunch at area schools.**

**Themes for each day of the week:**

**Monday: Artful Journeys & Sensational ! Science, Tuesday: Photography, Wednesday: Documentaries, Thursday: Fishing, Friday: Nature patrol**

**Deadline: May 11, 2012**

[www.wonderworkshop.org](http://www.wonderworkshop.org) [wonder@kansas.net](mailto:wonder@kansas.net)

**785-776-1234**

For more information and to sign up please use our contact information above. We will provide you with our registration form that must be completed to be in this program.

A poem by Jim Spencer

### Wonder Workshop

I often hear the question asked what is Wonder Workshop.  
And then again - I often wonder  
What  
    it  
isn't.  
You see it is so much  
    to so many, and much more.  
Many have seen what it is  
young  
    and old.  
Black  
    and White.  
But I must  
    confess  
Wonder Workshop is the real DEAL.  
I wonder why  
    more people  
don't know  
    about  
Wonder Workshop.

### British poet Ella Wheeler Wilcox

There is no chance,  
no fate that can circumvent,  
hinder, or control the firm resolve of a  
determined soul.  
Gifts count for nothing.  
Will alone is great,  
and everything gives away before it.  
For there is no obstacle that can stay the  
mighty force of a sea-seeking river or cause  
the ascending orb of a day to wait.

Poem by Madison Koopman

### An Average Day

Story-time and jokes,  
Snacks and tickling pokes.  
Children laughing,  
Oh, how quickly the time is passing.  
To an African beat they groove,  
Doing a crazy dance move.  
Five thirty is near,  
All of the parents are here,  
Their children leave full of cheer.



Music is the HEART BEAT of the WORLD - we start our kids out young!



Continued from page 4

I even helped plan activities and got to be in charge a few days. Starting in January he wanted me to start coming up with three ideas a week and Madi to come up with two. We would not only come up with ideas but we would also be in charge. Since then we have done many fun things like making cookies,

soap, play do, invented our own inventions, and many more. I have really enjoyed every day I have spent with those kids and Mr. Pitts. I have to thank him for all the experience he has given me this school year.

## SCIENCE AT HOME!

This marvelous trick was sent to us from Robert Krampf . He explains, “Besides the fun of trying it, I also had the fun of trying to figure it out, and designing an investigation to test my idea. To try this, you will need:

- a wall
- you

The trick is very simple. You stand facing a wall, about an arm's length away. Curl your index finger, and extend your arm straight out in front of you. Move until your knuckle is firmly touching the wall. Keeping your feet in exactly the same place, lower your arm to your side, and then raise it back up again to its original position. You will probably find that instead of touching the wall, your knuckle will now be about an inch short of touching the wall. Why? What happened?

Try it several times. Think about what is happening. Then try to come up with a way to test your ideas. This is a great opportunity to do some real science.”

Top 10 stress relievers reviewed by the Medical Review Board:  
by Elizabeth Scott, M.S.

- 1. Gardening**
- 2. Explore Photography**
- 3. Scrapbooking**
- 4. Maintain a saltwater Aquarium**
- 5. Puzzles**
- 6. Drawing**
- 7. Painting**
- 8. Knitting**
- 9. Playing an instrument**
- 10. Writing**

## Increasing carbon dioxide in atmosphere melts poles, acidifies oceans

By [Matt DeCapo](#)

For almost all of human history, carbon dioxide concentrations in the atmosphere were about 280 parts per million. Now, the concentration is about 393 ppm and rising about 2 ppm every year, according to data from the Mauna Loa Observatory, part of the National Oceanic and Atmospheric Administration's Earth System Research Laboratory.

What does this mean for us and the planet we live on? According to the Center for the Study of Carbon Dioxide and Global Change, "Atmospheric CO2 enrichment brings growth and prosperity to man and nature alike ... All indications are that both will be well served by the ongoing rise in atmospheric CO2."

But, the president of this website admits getting funding from ExxonMobil, a company whose future profits are threatened by any opposition to increasing CO2 concentrations in the atmosphere. It seems like the best way to understand the effects of increased carbon dioxide on the environment is to learn how the molecule works as established by the laws of physics and chemistry, especially if there is so much capital investment and political interest involved in this issue. But in order to understand one of the primary concerns over CO2, we must first begin to understand light, the energy

source that powers almost everything on the planet. Light is electromagnetic radiation. All matter radiates due to its temperature, and all molecules and elements absorb and emit certain ranges of the electromagnetic spectrum, a key property used in spectroscopy.

Carbon dioxide is called a greenhouse gas because it is essentially transparent to visible light but absorbs very strongly in the infrared.

The sun emits predominantly in the visible spectrum due to its composition and surface temperature of about 5,800 degrees Kelvin. Our planet absorbs much of the radiation that reaches us and re-emits it in the infrared at longer wavelengths due to our lower temperature.

The greenhouse gases trap this infrared radiation and moderate our climate. Water vapor is the main greenhouse gas of our planet, and its abundance at lower latitudes stops the increasing CO2 concentrations from changing the amount of radiation absorbed near the equator as much. The increase in CO2 does make a huge impact by heating the poles, though, because water vapor condenses as it moves towards lower-temperature poles. While previously the poles of our planet had a "window" for them to radiate the heat energy and stay cool, the extra absorption of the infrared from CO2 is causing the poles to melt.

According to [climate.nasa.gov](#), "The continent of Antarctica has been losing more than ...

24 cubic miles of ice per year since 2002," while a Dec. 30, 2008 Economist article notes over 40 percent of the Arctic's ice has been lost since 1985. The article also notes that, "Over the past 50 years the fastest rise in temperatures on Earth has been on the Antarctic Peninsula ... this has been matched only in Alaska."

As the North Pole melts, the white, reflective ice is replaced by a dark absorbing ocean, trapping even more heat. If the poles of our planet keep warming like this, then the temperature difference that keeps moving energy away from the equator will decrease, causing the flow of heat energy to the poles to slow dramatically. This will cause the rapid heating that has occurred at the poles to drastically affect the temperature of every other part of the planet.

And as the permafrost in the northern parts of the world melt, much of the vegetation that had been frozen begins to decay anaerobically and release methane, another powerful greenhouse gas.

*continue on page 10*

## ***The North Star Express traveling Museum on Wheels***

by

Ivory Anderson

USD #383 (Retired)

Assist Principal Susan B. Anthony Middle School



The Wonder Workshop Children's Museum has a bus you may have seen around town that is painted to look like a cow. As a matter of fact we call this the C.O.W. which stands for Classroom on Wheels. I had the pleasure of working on the bus when it toured Elementary Schools in Junction City and Manhattan during the month of February for Black History Month.

A few of the schools we visited were Eisenhower, Spring Valley (both in J.C.) and Amanda Arnold here in Manhattan where every 4th and 5th grade student came on board to be engage in our common Kansas History.

The students were divided into small groups of 10 - 15 and each group spent an average of 30 minutes on the bus. We wanted them to see what slaves went through during the time period before the Civil War and how diverse Americans worked together to abolish slavery in our country. It was an eye opener for most of the kids and adults since they didn't realize how large a role people from Kansas played in this.

Before each student came on the bus they were given a booklet of questions and puzzles about the Underground Railroad in Kansas. The students could find the answers to each question in the exhibits on the bus. Because time didn't allow them to answer all of the questions we only required them to answer four before giving them the opportunity to enjoy some of the more fun aspects of the exhibit they wanted to do like Ipads, hiding places on the bus, trying on slave clothing, picking cotton on our plantation field, etc.

It was our hope and mission that all of the elementary schools will take the time to have the Wonder Workshop Children's Museum come to their school especially since the exhibit was completely free to each school. To my knowledge the Wonder Workshop Children's Museum will continue to offer their exhibit to any school public or private in Junction City, Milford, Riley and Manhattan free of charge until the end of this year. Since I am a facilitator on the bus I am looking forward to sharing this rich history with many more kids!



## **Short Story from Homer Wells**

### **Billy and the Fruit Jar Lids**

Billy moved down to northeast Oklahoma with his family. Where he lived was about 150 miles south of Garnett, Kansas. My sister Nita was working in a grocery store at the time. One day who comes through the front door but Billy. He was about 2-sheets in the wind as he had been driving the whole all day. Nita ask what he was doing so far from home. He told her that his wife had sent him to the store for some fruit jar lids. Now this was shortly after WWII and these lids were pretty hard to come by. The store in Oklahoma didn't have any so he went to the next town north which didn't have any either so he just kept going north looking for lids. Nita, working in a grocery had the opportunity to latch onto lids when the store received even a few. She told Billy that she had some that he could have, but didn't he think he should spend the night and go home in the morning. "Heck no Bonnie had food in the jars when I left!"



## Liberty Puzzle

1. HANNIBA\_\_ was the ruler of Carthage from 247-183 BC. His clever battlefield tactics have been studied and successfully used by Generals as recent as World War II.
2. African enslavement ended in HA\_TI in 1803.
3. What African word means a musical instrument with a neck of wood fitted with four strings? \_ANZAR
4. In the spring the slaves were given six yards each of cotton and cotton shirting, a N\_EDLE, thread and six buttons.
5. Poorly made shoes that the slaves were given to wear by the \_ASTERS were called Negro B\_OGANS.
6. A major conductor of the LANE \_RAIL was John Brown.
7. The Underground Railroad ran in Kansas for ELEVEN \_EARS.

*continued from page 8*

According to the Intergovernmental Panel on Climate Change, since 1750, methane concentration has increased by 150 percent — increased by 2.5 times — and it accounts for 20 percent of the total radiative forcing from all the long-lived and globally mixed greenhouse gases.

Increasing CO<sub>2</sub> is not just a problem from the greenhouse effect; the seas absorb much of the CO<sub>2</sub>, turning it into carbonic acid and causing the water to acidify. The article in

The Economist states that as a result of burning fossil fuels over the last 200 years, “the sea is 30 percent more acidic than it would have been without man’s new activities.”

This is dramatically affecting all life and chemistry in the oceans. Acid water dissolves limestone, releasing more CO<sub>2</sub>.

In Bill McKibben’s book, *Earth: Making a Life of a Tough New Planet*, Nancy Knowlton, a marine science professor in the U.S., said corals put in water of the acidity expected by 2100 completely lost their skeletons.

“Coral reefs will cease to exist as physical structures by 2100 and perhaps 2050,” Knowlton said.

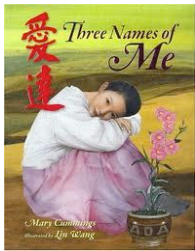
Some people claim that our crops will do better with more CO<sub>2</sub> in the air. However, the weeds will do better as well. Creeping thistle, ragweed and poison ivy have all been shown to do much better under increased CO<sub>2</sub>, which also causes ragweed to produce much more pollen, the main cause of hay fever.

And it is not just the CO<sub>2</sub>’s effect on photosynthesis that we must consider. The warming it has caused has triggered heat waves and droughts that have dramatically decreased crop yields. The drought in Texas last year cost the agricultural industry about \$7.6 billion. For something as serious as the concentrations of chemicals in the atmosphere *that* greatly affect our daily lives, we cannot be satisfied by learning about this from unchecked blogs funded by energy companies. We must really try to understand this problem, or our ignorance will end up hurting us more in the long run.

Nature only works one way. If we only pay attention to the good aspects of CO<sub>2</sub> and ignore all of the other consequences, we will be in for a rude awakening.

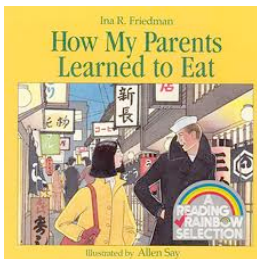
*Three Names of Me* by Mary Cummings

This is the story of a young Chinese girl who is adopted by an American family as an infant. She struggles with the knowledge that she is part Chinese but has little knowledge about her ancestry. She was named by her birth mother shortly after birth but no one knew her name, she was renamed by the orphanage workers and again by her adoptive parents. Ada embraces them all.



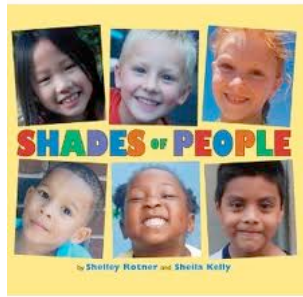
*How My Parents Learned to Eat* by Ina R. Friedman

This is the story of a young bi-racial girl. Her mother is Japanese and her father is American. This story talks about learning acceptance and how to make two cultures work together.



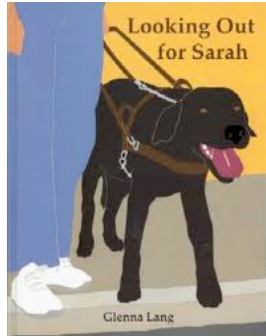
*Shades of People* by Shelly Rotner and Sheila M. Kelly

This is a book that shows a multitude of skin colors and teaches tolerance. Our skin is a wrapper and who we are is the present inside the paper.



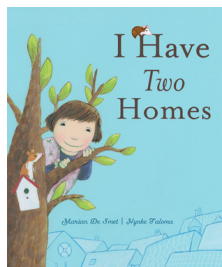
*Looking out for Sarah* by Glenna Lang

This book leads us through the day in a life of a seeing eye dog. Perry leads his person through her day and teaches us about what it is like. Also we learn what is ok and not ok for a seeing eye dog, like they are allowed in stores and not to pet or feed them while they are on duty.



*I Have Two Homes* by Marian De Smet

This story talks about Nina and her two homes. Her parents got divorced and we learn about the ways Nina copes and comes to accept the changes in her life. I would strongly recommend this to anyone who has to deal with divorce.



*It Takes a Village* by Jane Cowen-Fletcher

This story takes place at an African market. This story speaks about the difference between a small community and a larger one. A little boy wanders off and is cared for by the whole village until his sister finds him.



*Boycott Blues, How Rosa Parks Inspired a Nation* by Andrea Pinkney

This is the story of Rosa Parks and how she stood up to prejudice and segregation. This story helps but segregation and Jim Crow into a perspective easy to understand.

