The Journal of Advanced Science Methods of the Mississippi Teacher Corps

The University of Mississippi

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INTRODUCTION

Teaching "Advanced Methods of Teaching Science" for the last nine years has been a very rewarding experience for me. As I have witnessed young individuals begin their teaching career in the sciences I know that there is still much right with the world today. The progress that they have achieved in teaching techniques and methodology has been truly amazing.

This year's class includes some of the finest science teachers ever associated with the Mississippi Teacher Corps since I have been involved with the program. Included are Yolando Cox (chemistry and physics, North Panola High School), Jay Dagostino (biology and anatomy and physiology, Humphreys County High School), Monica Govan (chemistry and physical science, Holly Springs High School), Eric Matte (biology and general science, Indianola School District), Darrell Moton (biology and anatomy and physiology, Clarksdale High School), and Juan Phillips (chemistry and physics, Raymond High School).

The articles which follow demonstrate the interests and research endeavors of these young teachers. The articles illustrate the enthusiasm these individuals have for their academic specialties as well as the students they teach. I applaud each of them for choosing to make education of young people their career and as such making a difference in the lives of countless young people in the future.

Johnny L. Mattox, Ph.D.

Student Survey on Mate Selection

By Jay Dagostino

In teaching science, it is difficult to make the material being taught interesting, straight forward, and relevant to the lives of the students. Teaching an ecology lecture on mate selection, cues and signals to students that are disconnected with nature may be even more challenging. That is why I decided to do a survey on the mate selection of my students. In doing this survey, I was able to get data on the qualities that my students look for in mate selection. I then compared student choices to the qualities that animal's choose.

I chose one hundred and twenty students to sample. I asked them all the question, " What is the most valuable trait to you, in selecting a mate?" The students came up with several qualities, abilities and physical traits that I put into categories in order to simplify the data. The categories are money/occupation/property, physical traits, personal attributes/behavior/temperament, and others.

Twelve percent of the students said that the money, occupation or property a person has is the highest priority in their acceptability as a mate. This can be compared to the territory or resources acquired or defended, which is a deciding factor in animal mate selection. For example most female pinnipeds look for mates that have acquired a large amount of territory.

Physical traits such as size, appearance, or physique accounted for forty-two percent of the student survey on mate selection. Animals look for these same qualities when choosing a mate.

Forty-two percent of the students said that personal attributes, behavior, or temperament was their first priority in mate selection. This was also a high priority in the selection among animals.

Four percent of the students surveyed gave a quality that did not meet the criteria for any of the other categories. In animals as well, there are some unique cues that do not fit a specific category.

The lecture on mate selection, cues and signals went very well. My lecture included several examples of different species of animals and their mate selection choices. The data taken from the student survey was the best example of all. There is no better way to teach someone a new concept than to apply it to information they already know.

MISCONCEPTIONS AND TRENDS OF TEENAGERS CONCERNING SEXUALITY

BY

MONICA GOVAN

One subject that teenagers seem interested in is sex. They really don't know much, but really think they know a lot. After listening to some of their conversations one can see that they have many misconceptions.

This questionnaire was developed to see what kinds of things teenagers believe, and at what point they became sexually active. Some of the questions developed came from the author, and some came as a result of listening to conversations of youth within the ages listed.

The following questions were asked of high school students and their responses were noted. Responses are given as percentages according to males and females. General facts about respondents are given after the survey results.

1. If a boy ejaculates into a girl while she is pregnant, the baby will have "good" hair.

	Males	Females
True		6%
False	84%	91%
Don't Know	16%	3%

2. If a boy has sex with a girl while her period is on, she can't get pregnant.

	Males	Females
True	35%	46%
False	42%	39%
Don't Know	23%	15%

3. If a girl swims in the ocean while her period is on, she will attract sharks.

	Males	Females
True	72%	46%
False	28%	34%
Don't Know		20%

4. If a boy and girl have sex while standing, the girl can't get pregnant.

	Males	Females
True	16%	29%
False	76%	65%
Don't Know	8%	6%

5. Are you a virgin?

	Males	Females
Yes	16%	15%
No	84%	85%

6. How many sex partners have you had? (non-virgins)

	Males	Females
1	14%	50%
2	10%	25%
3 or more	76%	25%

7. At what age did you lose your virginity?

	Males	Females
9		4%
11		4%
12	19%	
13	19%	14%
14	29%	36%
15	14%	14%
16	19%	24%
17		4%

- The one young lady that responded that she lost her virginity at age nine did add the fact that she was raped.

8. Have you ever had unprotected sex?

	Male	Female
Yes	71%	82%
No	29%	18%

9. Have you ever had protected sex and the condom broke?

	Male	Female
Yes	47%	82%
No	29%	18%

Age

	Male	Female
15	12%	12%
16	19%	33%
17	31%	43%
18	35%	12%
20	3%	

Grade

	Male	Female
9th	8%	
10th	24%	21%
11th	28%	52%

12th	40%	27%

Analysis of answers

For question 1 it was surprising that any of the respondents believed this. They have all had Biology or are currently in Biology. Students of this age should know that all traits are in DNA.

One third of the males and about half of the females found question 2 to be true. Because of timing and the fact that sperm can stay in the system 72 hours, this is possible.

Though most of the males and half of the females thought this was true, it is not. It would be interesting to poll adults on this question as well.

For question 4 it was surprising that respondents thought that position could alter whether or not pregnancy can occur. It was, however, good to see that small percentages of respondents thought this was true, though a higher percentage of females than males thought it was true.

Given observations of respondents and conversations that have been overheard, the percentages for questions 5 and 6 seem to be true. This is still not a good thing given the age of respondents.

The percentages for question 7 show that respondents lost their virginity at relatively early ages. The one respondent that gave the age of 9 did add that she was raped. She also did not know whether she was a virgin or not under these circumstances.

Because of the amount of information available, these percentages were surprisingly high. One may wonder if the respondents have been given this information, and if they have if they believe it.

Breaking condoms is an event that happens quite often according to respondents though most youth who are sexually active do not want to get pregnant

The last two sections of the survey give the age and grade of the respondents. For confidentiality reasons, no other information was asked.

As this survey shows, the youth represented in this study began sexual activity at relatively early ages. They did posses some misconceptions but in general girls believe more in misconceptions than boys.

The Importance of Remediation in Middle School Science

Eric Matte

The middle school age group is a very interesting group when it comes to learning science. It is at the middle school age when many students become fascinated with, and enjoy learning about science. The curiosity of middle school students drives their desire for learning, and they see science as a mystery that they want to try and solve. Middle school students also tend to get very discouraged when concepts and skills are not perfectly clear to them. This can lead to a child's disdain for science. It is for these reasons that it is important to practice constant review and remediation.

Throughout my first year of teaching I have found that students get very frustrated when I expect them to know something that they have covered in previous years, but cannot immediately recall. Students need to be constantly remediated on all concepts they have learned. A teacher needs to remediate under the assumption that the students remember nothing of what they have been taught. For students who do remember this can serve as positive reinforcement. The students feel a sense of pride that they have knowledge of science. For students who can not immediately recall concepts that they have learned in previous years this can serve as a refresher. Most students will, when reminded, be able to recall much of the material that they have learned.

Students of middle school age, or for any age, often confuse their own preconceptions of science with the material that they have been taught. Effective remediation reduces the scholastic impact of students' incorrect preconceptions. Diagnostic testing, in some ways, can foster students' misconceptions. When asked answers to questions they may not know the answer to they will inevitably put down whatever it is they think. This answer then becomes the correct answer in their minds.

A teacher of middle school science needs to realize that encouraging students' interest in science is their main goal. This age group tends to be very interested in science, but at the same time, very susceptible to being turned off when they feel lost in the material. Anything that will discourage the students must be avoided. Students will be discouraged if they are not given, or do not remember the prior knowledge that is needed in order to comprehend a new concept.

Relation of Student Behavior to Weather Patterns

By Darrell Moton

After my first year of teaching I reevaluated the way that I look at classroom management. I feel that you do not judge a student's behavior based strictly on how they respond. You must look at the outside factors that affect them, and this is one way to address their behavior. Some factors include home life, socioeconomic background, and peer groups.

One key factor that I was not familiar with became apparently evident after my first year. I made an observation of the behavioral problems that I witnessed with certain weather patterns. Students tended to have more behavioral problems during changes in the seasons and rainy days. My school was constantly swamped with problems on the rainy days of the fall and winter months. I did some research and found that the two can be linked. A pineal hormone called melatonin is produced by the human body to keep our biological clocks regulated. This hormone tends to cause the body to slow metabolic functions and begins the process of slowing down the body right before we go to sleep.

From person to person melatonin amounts tend to vary and this can affect their behavior. The production of melatonin is inhibited by the presence of light and this is an important key to understanding variations in behavioral patterns as a result of changes in environmental conditions. The summer months provide considerably more sunlight and people tend to spend more time outdoors. This lowers the amount of melatonin in the body. During the winter months and rainy weather the amount of sunlight decreases and melatonin amounts increase. If a person naturally has low melatonin levels, this increase may not drastically affect their behavior.

On the other end of the spectrum, a person with naturally high melatonin levels can potentially have very different behavior patterns. This change in sunlight tends to affect all people in that it can disrupt our circadian clock. This will cause our clock to be out of sync with our daily schedules. For people that already produce high melatonin levels an even larger change in their natural bodily functions occurs. Some of these people actually slip into a state of depression. These people tend to be more lethargic and they feel more emotionally challenged and out of touch with their feelings. This condition does reverse itself during the spring and summer months, but we need to address this problem in another way.

The treatment for this condition is called phototherapy. The person must increase the amount of time spent outdoors to get more sunlight. If this is not possible you can also use bright white light indoors, but natural sunlight is the more effective. A test showed that one hour of winter sunlight is the equivalent of two and a half hours of white light.

Knowing this, schools should consider how well their classrooms are lit and maybe even require teachers to open the blinds during class.

This research serves to reinforce my theory of education. In order for teachers to promote the normal development of students they must consider the outside factors that affect them.

Juan Phillips
EDSE 646
12/3/04

The Need for Teacher Involvement in Students' Perceptions of College

Motivating and inspiring new generations of students to continue their further education has always been a goal of teachers. Many students have misconceptions about college. Their misconceptions may lead to them choosing not to attend college. As teachers it is our responsibility to disseminate the myths and provide students will true answers about college expectations and college life. As a Chemistry teacher at the high school level for 10^{th}-12^{th} graders, I would like to share a few misconceptions about the expectations at college and suggestions to provide students answers about college.

On Tuesday of the second week of school, a student stayed after class to work on material. A conversation occurred about the student's expectations at the college level. The student provided their aspirations to the future. A surprise presented itself. The limited knowledge by the student on the expectations at the college level shocked me. Throughout the school year, this one incident has become a frequent occurrence. The questions about college have come from 10^{th}-12^{th} grade students. A college related question has been asked by 1/4 of the students in the chemistry course throughout the year. The school is a low-income school with 72% of the students on free or reduced lunches. 85% of the questions came from students that would be first generation college students. The gap of information by family members on information is present in the potential first generation college student. Many of the questions are not questions, which are typically addressed by the guidance counselors.

The following is a list of college related questions or misconceptions about college asked or mentioned by students in the Chemistry I class.

I can't afford college.	The classes I take in high school, do not need to be taken in college.
A college student only takes one type of class in a year.	The college classes are much harder than in high school.
A college student only has fun at college.	Is a year at college very expensive?
Do you have to take a test to get into college classes?	You can take whatever you want at college.
To be a Doctor, you will take Doctor's classes. Even at the beginning of college.	Are you required to stay in dorms all the time?
Do college classes have grades? Is it Pass/fail?	College does not require core courses.
You need to know what you want to be before going to college.	Can you change classes after you start?
Can you change you mind on what you want to do in life?	Are you charged in expense if you change your mind from what you want to become?
I am not smart enough for college.	I won't be excepted because I didn't do well enough on the entrance exam.
Can I play sports at the college level?	Do I have to have a job while at college?
It would be too far to travel to college everyday.	College does not have anything for me.
I want to make money not lose money.	Is college boring?
I am not smart enough for any scholarships.	I could not sit in a classroom all day.

The Following are five common misconceptions by high school students about college taken from *Betraying the College Dream*[1].

1) Meeting high school graduation requirements will prepare me for college.
   *Adequate preparation for college usually requires more demanding curriculum than is reflected in minimum requirements for high school graduation.
2) My Senior year in high school doesn't matter.

*The classes students take in their senior year will often determine the classes they are able to take in college and how well-prepared they are.

3) I don't have to worry about my grades, or kind of classes I take, until my sophomore year of high school.
*Many colleges look at your sophomore year grades in order to enroll in college-level courses. Think through from 9^{th} –10^{th} grade.

4) It is better to take easier classes in high school and get better grades.
*One of the best predictors of college success is taking rigorous high school classes. Getting good grades in lower-level classes will not prepare students for college-level work.

5) I can take whatever classes I want when I get to college.
*Most colleges and universities require entering students to take placement exams in core subject areas. Those tests will determine the classes students can take.

Many school counselors and programs try to inform the students of the scholarships available to them. The programs reinforce that college can be available to all students. Many programs inform the students that the cost of college should be irrelevant in deciding whether you choose to attend or which college you choose to attend. These programs often do not fill the void in families that have no family members to provide information about college. The following suggestions are to provide information to students about the typical life and the expectations that they will face. The information can be placed on a poster to be viewed.

Provide students an actual college course schedule.	Provide students course requirements for various fields.
Provide students a schedule of a typical week in the life of a college student.	Provide students on the core courses required by most colleges/ universities.
Provide students information on common student activities.	Provide students a list of typical daily expenses at college.
Provide students a financial report with the expenses of college enrollment such as tuition, board, and books. Also the income such as scholarships, loans, and grants.	Provide students a syllabus from various courses that lists the requirements and grading policy.

When the posters were placed on the walls, a strange outcome occurred. The poster sparked more questions about college. The posters have helped students to generate questions they have never previously asked. This provided information to students could better inform our students about the expectations of college. The provided information may better inform students to make a choice to continue their education. Also the information may allow students to be more successful in college. We have a duty as teachers to provide the information gap about colleges to students.

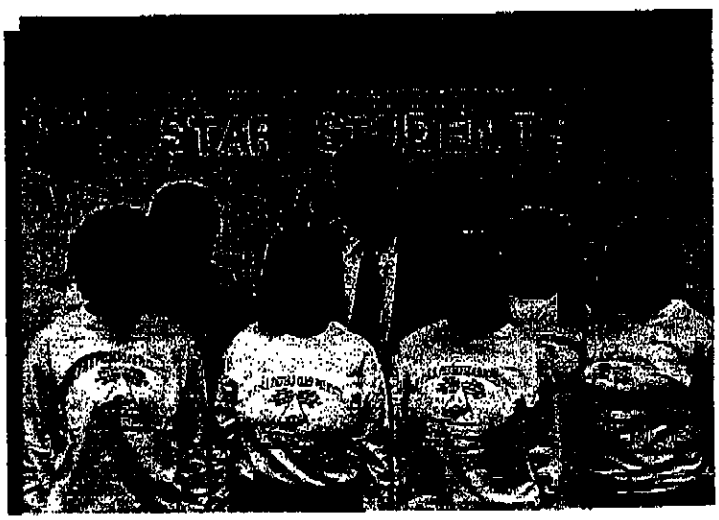
[1]Reference: The Bridge Project, March 2003, *Betraying the College Dream.* Andrea Venzia, Michael Kirst, and Anthony Antonio.

The Physics Class "Race to Jackson"

November 12-13, 2004

A Message From The Physics Class

We were given the challenge of competing in a soapbox derby race by our Principal, John Sullivan. We were quite hesitant at first. But through a consistent amount of teamwork, assistance, and communication, we exceeded in getting the job done. The construction of the two cars took a lot of time, patience, and hard work. In the end, we came to the conclusion that it was worth every bit of effort that we put into it.



Physics Class: Race to Jackson

Timeline

Thursday, October 14th
The Physics students accepted the challenge of entering the competition.

Sunday, October 17th
We performed an experiment at NPHS to help us configure the weight of a specific driver and the effect of weight on speed.

Monday, October 18th
We designed a "Race to Jackson" board that would assist us in asking the school for donations.

Thursday, October 19th
We presented research information to Mr. Sullivan that pertained to the history of soapbox racing, construction, design, and total funding of the trip.

Wednesday, October 20th
We began to order the car kits.

From then on, we took up *daily* donations during breakfast and lunch period at school. We picked different days to stand with the board.

Wednesday, October 27th
The kit for Strictly Lightning arrived and its construction began.

Thursday, Oct. 27th to Nov. 5, 2004
Both of the cars were completely built and practice runs took place.

From Nov. 8th to 11th
We held practice runs at Sardis Dam to configure speeds and distance lengths.

Friday, November 12th
The students placed the cars into the van, said their goodbyes, and began on their trip to Jackson.

Thank You

Now is the time to give thanks to all of the students, faculty members, parents, and businesses that helped to make this trip possible. With your help, Strictly Lightning won first place and Big Baby won second place. Again we thank each and every one of you.

Reflections from the Teacher

Yolanda Cox

This has been one of the most exciting projects that I have ever encountered. It was intense but exciting. Watching the students develop was a joy that many teachers rarely experience. Not only did we learn many science skills, but we also bonded as a family. One of the most memorable highlights occurred during the race when all the participants (girls only) had the chore of repairing the brakes. Not only were they prepared, but they were determined to repair the damage before the allotted time.

I am grateful to everyone for their support and encouragement during this project.

Methodist Rehabilitation Center's Downhill Derby

A benefit the Andrew Jackson Council of Boy Scouts

The Activity: A downhill derby race open to all High School Science and Technology classes.

Why: The purpose is to have a day of fun and to raise money to fund character development education, good citizenship, drug awareness, good health and physical fitness and to prevent illiteracy, in the lives of young people in 22 counties of central Mississippi.

When and Where: Friday, November 12, 2004 on Riverside Drive. Car inspections and trial runs start at 5 p.m. at the top of Riverside Drive by Bailey Magnet High School. You must be on site before 5 p.m. You will have a 10' by 10' pit area.

The Teams: We have room for all high schools. The great part is building your car. The team needs to have at least four members and be composed of at least one driver, two people pushing at the start and one pit crew person at the bottom of the race course. Each high school may have as many teams as they desire to participate in the event.

The Race Course: This is not the All-American Soap Box Derby. At the starting line, two people push the vehicle for 40 feet and release it on the downhill course. The starting line is at 805 Riverside Drive at the Junior League of Jackson office. The finish line will be just beyond the Boy Scouts of America office at 855 Riverside Drive.

Entrant Inspection and Arrival:

1. **Inspection:** *All* Speed Division entrants shall appear for safety inspections on Friday, November 12th between the hours of 5 p.m. and 6 p.m. at the high school football stadium behind Bailey Magnet school.

2. **Race Day Arrival:** *All* entrants in *all* Divisions must arrive before 5 p.m. on November 12, 2004 to set up their pit areas. Access will only be allowed on Riverside Drive from North State Street. Pit areas will be assigned on a first come, first serve basis. The Judges reserve the right to assess penalties to entrants not adhering to pit size and location assignments.

Course Parameters:

1. **Location, Length, Grade:** The course will be laid out to run in an easterly direction on the westbound segment of the public right of way known as Riverside Drive.

2. **Start, Finish, Timing:** The starting area will be at the top of Riverside Drive by the Junior League. The Finish Line will be approximately six hundred fifty (650) meters east of the start line. The starting area will include the Start Line and a starting ramp. All cars will begin from the starting ramp. There will be no manual push starts. The Finish Line will be equipped with mechanical, optical and/or electronic devices to aid in determination of the speed of each entrant's run. The judges may, in addition, use whatever other speed devices they deem necessary to aid in the establishment of accurate elapsed times; and the determination of the official elapsed speeds shall be solely within the province of the Judges' discretion and shall be deemed final.

3. **Vehicle Starting Position, Finishing Position:** All vehicles shall start their runs with all wheels on the ramp at the Start Line. Vehicles will finish the race when the leading edges of the furthest forward wheel(s) touch the plane extending vertically from the Finish Line.

4. **Finish Overrun Zone:** The Finish Line will be succeeded by an Overrun Zone for braking which will extend 300 +/- meters beyond the Finish Line. Safety barriers will be located at

the sides and end of the Overrun Zone to help stop the vehicles as safely as possible. All entrants should have one (1) team member present in this area to help stop their vehicles and to bring the vehicles back to their pits.

Vehicle Designs and Specifications:

All requirements shall be verified and approved at the Friday safety inspection before any vehicle is allowed to compete.

1. **Power, number of Wheels, Weight Distribution:** Each vehicle will be allowed a push start as set forth below, but must otherwise be powered entirely by gravity. Vehicles must roll on four (4) wheels all of which must remain in simultaneous and constant contact with the ground over the length of the course except for momentary inadvertent disengagement due to local non-uniformities of the road surface, otherwise known as bumps. Each wheel must support a portion of the vehicle's weight that is between a minimum of 20% and a maximum of 30% of the total weight of the vehicle. Wheel axle must be within 30" to 36" long. The total weight includes all occupants of the vehicle.

2. **Wheel Design:** The wheels of each vehicle must support the entire combined weight of the vehicle and its occupant and must be completely free-rolling on their axles. The wheels may not make contact with any part of any occupant's anatomy, or with any ratchet, chain, gear, spring, friction tire or other coupling device or impinging substance that can transmit energy directly or indirectly to the wheels or augment their rotation. There is no restriction on the materials, complexity or sophistication of the tires, wheels, bearings or suspension, so long as such components are completely passive.

3. **Braking:** Every vehicle must be equipped with frictional braking system acting through a minimum of two wheels. The braking system must stop the vehicle within the Overrun Area at the bottom of the course after the Finish Line. Brakes may be mechanical or hydraulic, but must be powered entirely by the Driver. No part of an occupant's anatomy may be used as a braking surface. Any contact between any parts of an occupant's body, whether shod or otherwise clad or not, and the roadway at any time during the run will be cause for disqualification. Braking performance will be part of the Friday safety inspection.

4. **Steering:** Every vehicle must have a robust steering system that allows the Driver to control the path of the vehicle safely at the highest speed it attains during a run. No external or stored power source is allowed to augment the steering.

5. **Pushing:** Cars will start the race from a ramp, no pushers will be necessary or allowed.

6. **Vehicle Bodies, Framework:** The length of each vehicle just be fixed, and must be the same at the start and finish of each run. The front and rear overhang may not extend more than one (1) meter from the center line of the front and rear axle. Vehicles may not have sharp protrusions or parts which, in the opinions of the Judges, constitute hazards to occupants and/or spectators. There are no other restrictions on the materials, dimensions, configurations, designs, and colors used in the framework and/or body of each vehicle can safely support its own weight and the weight of its occupant and is not in conflict with any other provision of these regulations. The length of the car can be no longer than 8 feet.

7. **Race Numbers:** Each vehicle will be assigned a race number which must be displayed in black numerals at least 6" high on a white background and affixed to two sides of the vehicle, or the Driver.

8. **Other Restrictions:** Nothing may be added to a vehicle during a run, and vehicles may not jettison any parts during a run. No vehicle may receive any kinetic, aerodynamic, optical, or electrical assistance from persons or objects outside the vehicle during a run. Vehicles may not use or carry hot air or any other stored gases. No vehicle may carry any source or system that can transmit

forward thrust to the vehicle or augment the vehicle's forward motion, other than the passive weight of the vehicle and its occupants. The Judges' interpretations of these restrictions shall be final.

9. **Additional Note:** It is advisable to check with the race committee before the inspection day if you think your entry may violate some of the regulations.

Drivers and Crew

1. **Driver Restrictions:** Each vehicle will be driven by at least one driver who will remain in the vehicle during the entire run. The driver must be a person competent in the managing of the vehicle's steering and brake systems before the run. Except for this requirement, there is no restriction on the size, weight, sex, political orientation or any other characteristic of the driver.

2. **Occupant Protection:** Drivers and other occupants in the vehicles of the Riverside Down Hill Challenge must wear DOT approved safety helmets certified for speeds up to 96.5 kilometers per hour (60 miles per hour). Occupants are required to use approved racing should restraints and safety belts. Occupants will also be expected to wear appropriate protective clothing and gloves during each run. Open-toed foot wear is not allowed.

3. **Crew:** There is no limit to the number of crew members or persons on any team, but a maximum of 4 crew members per team is allowed in the starting area with the team's vehicle.

Observation

1. **Inspection:** All vehicles will be subject to approval by technical inspectors and Judges both on Saturday at the safety inspection and immediately before running. Drivers will be given official inspection passes which must be presented to the starting judge or marshal for access to the race course.

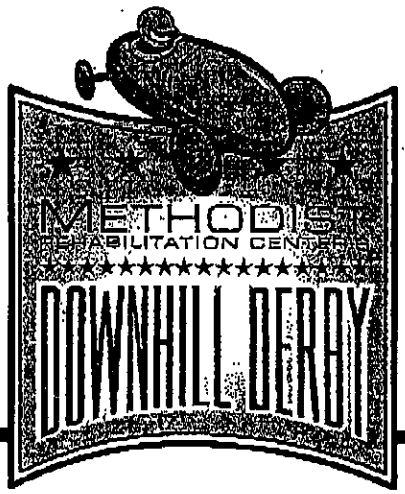
2. **Ties:** In the event of ties, rerun matches may be called at the direction of the judges.

3. **Final Decisions:** The decisions of the Judges will be final with respect to vehicle conformity with the rules, disqualifications, interference, winning times, awards, and all other issues associated with the Methodist Rehabilitation Center Downhill Derby.

Methodist Rehabilitation Center Downhill Derby Rules

1. All racers must wear a safety helmet.
2. All racers must pay entry fee to race.
3. All racers must have a signed race waiver by parent or guardian to race.
4. All racers and one parent or guardian must check in to the pit area at Bailey Magnet High School at 8:30 a.m. on November 13, 2004.
5. Each car will be inspected for safety and classified into a division that it will race in.
6. There are three race classifications:
7. 7" wheel
8. 10" wheel
9. body chassis (wheel size doesn't matter) – ball bearing wheels allowed
10. The cars will not be limited to any modifications. It can have enclosed bodies, modified steering, etc.
11. Starting line officials may balance out the push off team (example: one adult may push)
12. The racers will have the opportunity to have four fun runs then move on to their competing divisions. You are encouraged to set up a pit area.
13. The race is set up on the bracket racing system where winners move on.
14. Car and driver must be at the starting line ready to race at the time shown on the race chart provided at the check-in or be disqualified.
15. All cars must have brakes!!

ALL RACE OFFICIAL'S RULINGS ARE FINAL...



RULES

Cars must have seat belts, brakes and steering.
Driver must wear helmet.
Single elimination.
Cars cannot have an engine - it's physics baby!
Awards for design, construction and speed.
*See attached rules & regulations.

SCHOOL NAME _____

SCHOOL ADDRESS _____

ADULT ADVISOR _____

CREW CHIEF _____ DRIVER _____

PIT CREW #1 _____ PIT CREW #2 _____

NUMBER OF OTHER ATTENDEES _____ BRING YOUR WHOLE CLASS! $10 PER STUDENT | $15 ON RACE DAY

$10 per student

Each team member will get a commemorative t-shirt

Please mail entry form and check to:

MRC Downhill Derby, 855 Riverside Drive, Jackson, 39202

Entry form due by Oct. 15th | Entry fees due by Oct. 29th

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

-DERBY WILL BE HELD ON-

FRIDAY, NOVEMBER 12, 2004

START TIME: 5:00 PM

855 RIVERSIDE DRIVE, JACKSON

★ FOR MORE INFO: ★

JOHN ROBINSON
RACE COORDINATOR
948-6111
WWW.BSA-JACKSON.ORG

Sponsored by the Learning for Life Character Education Program and Methodist Rehabilitation Center.

Pictures

....That really tell more than a thousand words