National Teacher of the Year Program

April 1, 1991

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M E M O R A N D U M

TO: Lisa Battaglia
Public Liaison Office
Room 191
OEOB

FROM: Jon Quam, Director
National Teacher of the Year Program

SUBJECT: 1991 National Teacher of the Year Information

Attached is the draft press release for the 1991 NTOY and her "Thoughts on Teaching". I will messenger hard copies of these along with her complete application to the program and some general information on the National Program and its sponsors. Please let me know if you need additional materials. Obviously I am frantically awaiting word on the final times and format. Thanks for all your help.

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Not for release until April 10, 1991; 10:00 am

In An Awards Program
Now In Its 40th Year

READING SPECIALIST FROM APPALACHIA NAMED 1991 NATIONAL TEACHER OF THE YEAR

President Travels to West Virginia To Present Award

WASHINGTON, DC -- APRIL 10, 1991 -- A remedial reading instructor from West Virginia, chosen from among the nation's more than 2.5 million elementary and secondary public school teachers, has been named the 1991 National Teacher of the Year.

The award winner, Rae Ellen McKee, 32, teaches at Slanesville Elementary School in Slanesville, WV. President Bush travels today to her school where he will present McKee a crystal apple, the traditional symbol of teaching. McKee will then travel with the President back to Washington where national recognition continues in a series of events introducing her to the national educational and policy-making communities.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. The program, now in its 40th year, is sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc.

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"My new title as National Teacher of the Year makes me prouder than ever to proclaim myself a teacher," said McKee, who is a fifth generation teacher. "I wear the armor of a professional. I am not embarrassed to vocalize the positive qualities of my profession, nor am I slow to defend it. It is not myself that I seek to champion, but the good that teachers do."

She was born and grew up in the small West Virginia Appalachia community of Levels, about ten miles from where she now teaches. Most of her ancestors, who settled in the region in the late 1700's, were teachers; in one branch of the family, 10 of the 13 offspring became teachers.

However, she credits her father, an elementary school teacher and administrator in the area for 40 years, with giving her the desire to teach and the special interest in helping disadvantaged children in rural areas. Through his example," McKee recalls, "I learned to be more than a teacher--I learned to be an educator. In my father's classroom, all children were equal because all had the ability to learn, perhaps not at the same pace or in the same language, but all could partake. Through his dedication, he showed me how much could be done to help all people, regardless of their situations, if interest and energy were directed toward alleviating barriers that kept them from reaching their full potential."

"He taught me that any job that demanded much time was not worth doing unless you were bettering the existence of another human being. He insisted that his students, of which I was one, never stop growing or learning."

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Rae McKee began her teaching career 12 years ago after graduating from Shepherd College in Shepherdstown, WV, with a bachelor of arts in elementary education. In 1983 she received a master of arts in clinical reading from West Virginia University in Morgantown, where she is currently working toward another masters, in educational supervision.

She once turned down the opportunity to attend law school because, as she put it, "teaching is in my blood."

Instead, she decided to persist in her teaching aspirations because, as she also says, "I had been given so much that I was intent on giving something back to the children of West Virginia."

"I am of Appalachia," she says. "That is why I chose to teach in West Virginia. I know her children. Two decades ago, I grew up with them. The children of the poor migrant and tenant farmers of the region were my neighbors, classmates and friends. Now I feel I can help create a bright future for them."

Gary Kidwell, principal of the Slanesville Elementary School, where McKee has taught for the past two years, observed her influence in this comment. "Upon her arrival at our school, she began to motivate our most disillusioned students to participate, learn, and enjoy her classes. Before long this excitement to learn became a part of these students' entire day."

• **M o r e** •

A colleague of McKee's at the school credits her with reviving her own flagging enthusiasm for teaching. "In a brief year," she says, "I feel like a teacher again."

Through her use of such props as purple cows, popcorn and pizza, McKee's first to sixth grade students have discovered that reading can actually be fun and are motivated to read.

In her role as National Teacher of the Year, which will have her traveling across the country to speak before numerous educational and business organizations, McKee will stress the importance of all sectors of the community working together to bring about quality education for America's children.

"The school cannot be the only agent responsible for developing the skills and character of young people," she says. "The community, too, must seek to educate." This is why she also is involved in a welter of after-school activities. In addition to serving as a literacy volunteer, Sunday school teacher, and pianist and organist at her house of worship, she is also active in the local extension homemakers club, library foundation, Red Cross, American Legion Auxiliary, and many other community groups.

"While my children are very young, my primary support for the community must be to instill in my own the values that I can only hope to instill in my students," she says.

Married to John McKee, an electrical lineman, she is the mother of a seven-year-old daughter, Mollie, and a two-year-old son, Zachary.

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The other finalists in the 1991 National Teacher of the Year program were: Beatrice Kramer Volkman, a special education teacher/arts facilitator at Old Shell Road School for the Creative and Performing Arts, Mobile, AL; Shirley A. Hopkinson, a Pre-Kindergarten teacher at Brightwood Elementary School in Washington, DC; and Shirley A. Rau, a 12th grade English teacher at Nampa High School, Nampa, ID.

This is the 40th year that the National Teacher of the Year has been chosen from among the State Teachers of the Year from the 50 states, five extra-state jurisdictions, the District of Columbia and the Department of Defense Dependents' Schools. The State Teachers of the Year are submitted to the Council of Chief State School Officers in Washington, DC, where a blue-ribbon panel of representatives from a 12 leading national educational organizations reviews the data on each candidate and selects four finalists. The selection panel personally interviews each finalist before naming the National Teacher of the Year.

Contacts for further information:

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Thoughts on Teaching and Education

by

Rae Ellen McKee

1991 National Teacher of the Year

On her approach and style of teaching:

I teach little children to read. I hold the values of our culture and the history of our world before them like a sweet confection. I make them reach out and grab their education from me. I possess the power to lace their intake with arsenic or opium, creating their self-esteem or destroying it. I shudder under the burden of such a responsibilty.

*F*ew people in our society hold as much power in their hands each day as do teachers. We are mentors and molders of human beings, which is not a mechanical process, but the impact of mind upon mind and heart upon heart. Each child comes to a teacher with the equality of opportunity to enable him to make the most of the powers that are within him. We are guardians of that right.

On her philosophy of teaching:

I believe that the future of our nation depends upon our citizens' ability to think, rather than repeat learned information. Thus, education must motivate students to love the learning process. My classroom is a place where the learning process is practiced. Students learn to monitor their own style and pace, experiment with their own problem solving, and apply different strategies to better help them manipulate new information. Such an environment spurs creativity and generates excitement.

I believe that each child is special, a product of an often disadvantaged environment, whose needs are not determined by a state-adopted curriculum. His or her need on a given day may be that of an empathetic ear to the feelings he or she is experiencing or a pat on the back for a difficult task accomplished. My realm of support is not limited to intellectual development; I take time to educate the whole child and recognize the unique talents of each. My students leave my classroom feeling good about themselves.

I believe that a school's curriculum must be linked to the child's experiential background and tie that student to a future that he or she envisions for herself or himself. A child fascinated by snakes doesn't see the need for reading about rice farming in China. Yet, my lessons strive to intertwine the familiar with the new, to weave interest and intrigue into practice and problem solving. A simple, colorful book on snakes leads the same child into a study of environmental dependence, and he finds that snakes are a natural pest control in the rice paddies of China! My students see a relevance to their learning.

On educational issues, trends, and priorities:

*E*ducation doesn't catch anyone's eye. It isn't a sensationalized issues. The lack of media attention to the status of teachers in West Virginia, or any other state, is a reflection of our population's increasing apathy toward the role of education in our society; this is the major issues facing our profession today.

*T*his apathy has not developed overnight. It has been a gradual seduction into oblivion by the very forces that have changed our society over the last half century. Schools at one time lured students with that which was new and interesting: books with colored photographs, audio-visual gadgets, and well-read teachers. However, the ready accessibility of all forms of media communique, a materialistically minded economy and a mechanized society leave our schools with little ammunition for competition. When students who have grown up with satellites, computers, air conditioning and heart transplants turn into the voting populace, it is little wonder that it takes bigger and more fascinating issues than faculty renovation or "paper and pencil" money to gain their tax dollars.

*I*f we as America's educators are loud enough with our outcry, the media will come to realize that the fight for democracy in Eastern Europe, the destruction of rain forests in South America, the political and economic struggles in the Middle East, the growth of Japan's economic superiority, and the drug-related violence of our own urban areas are the issues of education in America. Their cameras will be in our classrooms, but perhaps it will be too late.

*T*eaching is a nice profession. It makes one feel good to be nice to children. The time off in the summer is nice. It's nice to get twenty-six valentines every February. However, education needs to be a priority in the eyes of our nation's leaders, not because it's the nice thing to do but because it is mandatory for the survival of our culture.

On the perception of teaching as a profession:

*T*he "right stuff" is the urge in an individual to fulfill the paradox of the desire to give of yourself unselfishly in the selfish knowledge that you are doing something noteworthy. Teachers without this desire find the classroom boring, their students and the system failing.

*I*n today's changing society, being a teacher with the "right stuff" is more important than ever. Society needs education's product, well-honed minds, but it does little to encourage our system of production. Instead of encouraging the value of literacy, individualism, and integrity it propagates materialism, selfishness, and mechanization. Therefore, when students come to the workplace desiring benefits without possessing the needed skills, teachers get the blame. Part of having the "right stuff" is having the willingness to stand up for the education profession in the face of apathy and criticism.

*H*owever, where it is always appropriate to hold teachers accountable for doing their job, which is teaching, it is not always possible to hold them responsible for doing the student's job, which is learning. A student's ability to learn is influenced by too many factors outside the teacher's realm: his innate ability, his environment, his family's support, his peer involvement, and his reactions to the messages of society.

When I walk into my school building each fall and smell the freshness and sense the newness, I remember why I teach. It renews my spirit and gives purpose to my being. What other profession offers one the satisfaction of knowing you have lit a spark in the mind of the next generation and nurtured a fire that will burn long after you've gone? The power and warmth of that fire is its own reward; the power enables me to say to a little child, "Yes, I can teach you to read," and the warmth formulates her response, "I love you, Mrs. 'Kee."

WEST VIRGINIA
(STATE)

1991
NATIONAL TEACHER OF THE YEAR
APPLICATION FORM

Nominee Name: Rae E. McKee

Home Address: Route 3 Box 119

Points | West Virginia | 25437 | ( )304-496-7958
City | State | Zip Code | Telephone

School Name: Slanesville Elementary School

School Address: Route 29

Slanesville | West Virginia | 25444 | ( )304-496-7069
City | State | Zip Code | Telephone

School Profile (check one): Urban _____ Suburban _____ Rural X

Number of Students: District 2,920 Building 175

Major Subject Area (if any) Reading Grade Level 1-6

Total Years of Teaching Experience 11 Years in Present Position 2

I hereby give my permission that any or all of the attached materials may be shared with persons interested in promoting the National Teacher of the Year Program.

Signature of Nominee _____

Principal Name: Gary Kidwell

Address: Spring Gap Road Box 160A

Slanesville | West Virginia | 25444 | ( ) 304-492-5242
City | State | Zip Code | Telephone

Signature of Principal _____

District Superintendent Name: Gerald Mathias

Address: Route 1 Box 86K

Romney | West Virginia | 26757 | ( ) 304-822-5396
City | State | Zip Code | Telephone

Signature of Superintendent: Gerald A. Mathias

II. Educational History and Professional Development Activities - (two double-spaced pages)

A. List colleges and universities attended including post-graduate studies. Indicate degrees earned and dates of attendance.

B. Include information regarding professional association memberships, offices held, and other relevant activities. Have you been active in the training of future teachers and/or inservice staff development?

C. List awards and other recognition of your outstanding teaching.

The following is a listing of the highlights that have shaped my preparatory and teaching caree

American Legion National Oratorical Winner--accepted $20,000 in scholarships in Sioux Falls, South Dakota, 1975

Served as American Legion Auxiliary Girls' Nation Senator, Washington, DC, 1975

Attended and was graduated from Shepherd College, Shepherdstown, West Virginia, 1975-79

Received a Bachelor of Arts Degree in Elementary Education with a Middle School endorsement in Language Arts

Honors: Graduated summa cum laude, second in a class of 300, with a GPA of 3.99

Designated as a McMurran Scholar, the highest academic honor of the college

Chosen as the Outstanding Elementary Education Graduate of 1979

Inducted into Sigma Phi Omega National Honor Fraternity, 1978

Noted in Who's Who Among American College Students, 1979

Attended and was graduated from West Virginia University, Morgantown, West Virginia, 1980-83

Received a Master of Arts Degree in Clinical Reading

Endorsed with a West Virginia state licensure as a Reading Specialist

Graduated summa cum laude with a GPA of 4.00

Amassed post graduate hours from West Virginia University toward a second Master's Degree in Educational Supervision, 1983-90

Member of the International Reading Association

Attendance and participation in the National IRA Conference in Philadelphia, Pennsylvania, 1986 and National Regional Conferences in Baltimore, Maryland, and Charleston, West Virginia; state-sponsored conferences in Roanoke, Virginia, Morgantown, West Virginia, and Frostburg, Maryland

Eight-year member of WVEA and the Western Maryland Reading Association

Served as Hampshire County's delegate to RESA VIII's Reading Authorization Committee, 1986-87.

Served as chairman of the Remedial Authorization Subcommittee, responsible for drafting RESA VIII's Reading Authorization criteria for the State Department of Education

Served as RESA VIII's Reading Authorization interviewer for Mineral County, 1988

Member of Hampshire County's Comprehensive Planning Committee 1987-88; served as chairman of the curriculum subcommittee, 1987-88.

Authored and implemented a study skills and content reading curriculum now being used throughout Hampshire County schools; designed and conducted monthly inservicing programs county-wide for teachers and administrators at the junior high level dealing with the implementation of the study skills curriculum. Served as mentor for a similar program in Mineral County.

Developed and taught numerous inservicing and staff development programs at both the building and county level. Small and large group presentations have covered various reading and study skills topics.

Employed as a primary and intermediate classroom teacher, respectively from 1979-83; employed as a reading specialist at the junior high level from 1984-88; currently employed as a Chapter I reading specialist, grades 1-6

Chosen as Hampshire County's Teacher of theYear, 1990-91

Chosen to serve as a Mentor Teacher for the Hampshire County School System, 1990-91

Recipient of the Reader's Digest Outstanding Young Woman of America Award--accepted in Salt Lake City, Utah

Recipient of Valley Forge Freedom Foundation Award--accepted by oratorical address in Valley Forge, Pennsylvania

III. Professional Biography - (two double-spaced pages)

A. What were the factors that influenced you to become a teacher. Describe what you consider to be your greatest contributions to and accomplishments in education.

I am of Appalachia. I grew up in the small community of Levels, West Virginia, so named for its levels of prime apple land nestled between rolling hills. It was home to the families of two orchard owners, one storekeeper, two teachers, and over fifty tenant farmers employed in the "apple business." The population increased annually at "pickin' time" as scores of workers arrived from Jamaica, Florida, and Puerto Rico to fill skeleton shacks that stood empty throughout the winter. Two decades ago, the children of these migrant and tenant farmers were my neighbors, classmates, and friends. Their life situations were intermingled with mine. I knew them as people with goals as well as concerns. We shared a childhood.

I am of five generations of teachers. My father, an elementary school teacher and administrator, worked within the area for forty years. Through his example, I learned what it meant to be more than a teacher; I learned what it meant to be an educator. In my father's classroom, all children were equal because all had the ability to learn, perhaps not at the same pace or in the same language, but all could partake. Through his dedication, he showed me how much could be done to help all people, regardless of their situations, if interest and energy were directed toward alleviating barriers that kept them from reaching their full potential. He taught me that any job that demanded much time was not worth doing unless you were bettering the existence of another human being. He insisted that his students, of whom I was one, never stop growing or learning. He taught me to speak French in Quebec, fly an airplane over the Florida Keys, and swim in the Pacific Ocean.

Such exposure gave me a desire to do and become. Thus, when I graduated from college, I applied and was accepted to law school at the College of William and Mary in Williamsburg, Virginia. I never went. Teaching was in my blood. I had been given so much; I was intent on giving something back to the children of West Virginia.

I am a teacher of remedial reading. As my father did before me, I work with disadvantaged children. I try to fill gaps and pray at times that there will be gaps small enough to fill. Because of my upbringing, I have empathy, not pity, for these students, be they migrant Jamaicans or fourth generation residents of our Welfare Belt. This is my greatest contribution to education in West Virginia: I can look out through the eyes of my students rather than peer into them.

I have heeded my father's urgings to never stop learning or growing. I am constantly striving to improve my teaching techniques by attending local and national seminars. The information that I glean is then used in my inservicing programs for other teachers. Through such interaction, I gain insight into ways in which I can better instruction for all students. When it was perceived by myself and other teachers that our students were experiencing difficulty in their transition from a rural elementary school to a consolidated junior high, I authored and implemented a study skills program that later was adopted throughout the Hampshire County school system.

I am proud to have made a contribution that has helped such a large number of students and teachers. I am just as proud to teach four sight words to a learning disabled child or to explain to a parent why books are important in the home. I accept my students as they are, not in spite of their differences, but because they need to learn, and I have chosen to teach.

IV. Community Involvement - (one double-spaced page)

A. Describe your commitment to your community through service-oriented activities such as volunteer work, civic and other group activities.

Enlightening the community as to the means by which it can best serve the educational needs of our young people has been the focus of most of my community involvement. As a reading specialist, I have been asked to speak to various PTA groups, the Literacy Volunteers, and several civic groups, including the Lion's Club and the Rotary Club. My presentations have brough about a desire for training sessions, which I have been thrilled to teach. Here parents and civic leaders together have learned techniques that they can use to fight illiteracy and its causative ills.

I have chosen to live and teach in rural West Virginia because I think it offers to my children the best possible set of values and life choices. I have used the skills that I have refined in my classroom to ensure the continuance of this way of life. I have served as a Sunday School teacher and Youth Leader, pianist and organist at my house of worship. I am a member of the Extension Homemaker's Club and have served as its local secretary, vice president, and chairman of its Family Life Committee. Through its programs, I have volunteered time to the Red Cross Blood Mobile, the local library foundation, the roadside litter collection campaign, and the International Literacy Project. From 1987-89, I served as election commissioner for the Democratic Party in my precinct and was active in the elections during that time. I am an active member of the American Legion Auxiliary and participate annually in its judging of youth oratory.

While my children are very young, my primary support for the community must be to instill in my own the values that I can only hope to instill in my students. America's communities will only be strong in the future if our children know the cost of our freedom and the free and public education that comes with it. My home is a starting point.

Illiteracy - root problem

V. Philosophy of Teaching - (two double-spaced pages)

A. Describe your personal feelings and beliefs about teaching, including your own ideas of what makes you an outstanding teacher. Describe the rewards you find in teaching.

B. How are your beliefs about teaching demonstrated in your personal teaching style.

I teach little children to read. I hold the values of our culture and the history of our world before them like a sweet confection. I make them reach out and grab their education from me. I possess the power to lace their intake with arsenic or opium, creating their self esteem or destroying it. I shudder under the burden of such a responsibility.

Few people in our society hold as much power in their hands each day as do teachers. We are mentors and molders of human beings, which is not a mechanical process, but the impact of mind upon mind and heart upon heart. Each child comes to a teacher with the equality of opportunity to enable him to make the most of the powers that are within him. We are guardians of that right.

I believe that the future of our nation depends upon our citizens' ability to think, rather than repeat, learned information. Thus, education must motivate students to love the learning process. I am not willing to take a given set of steps to be taught and mass ingrain it in assembly line fashion. The difference between absorbing information and gaining understanding depends upon how much responsibility students are taught to accept for their own continuing education. My classroom is a place where the learning process is practiced. Students learn to monitor their own style and pace, experiment with their own problem solving, and apply different strategies to better help them manipulate new information. Such an environment spurs creativity and generates excitement. My students want to learn.

I believe that each child is special, a product of an often disadvantaged environment, whose needs are not determined by a state adopted curriculum. His need on a given day may be that of a empathetic ear to the feelings he is experiencing or a pat on the back for a difficult task he ha accomplished. My realm of support is not limited to intellectual development; I take time to edu cate the whole child and recognize the unique talents of each. My students leave my classroom feeling good about themselves.

I believe that a school's curriculum must be linked to the child's experiential background and tie him to a future that he envisions for himself. A little boy, fascinated by snakes,

doesn't see the need for reading about rice farming in China. Yet, my lessons strive to intertwine the familiar with the new, to weave interest and intrigue into practice and problem solving. A simple, colorful book on snakes leads the same little boy into a study of environmental dependence, and he finds that snakes are a natural pest control in the rice paddies of China! My students see a relevance to their learning.

I believe that a teacher's job of educating extends to his fellow teachers and the public. By attending numerous conferences and seminars, I am enlightened to new techniques and strive to stimulate other educators and the community. By working in a sharing fashion with all individuals whose lives touch the child, the best possible learning environment can be created for him. I am pleased that my colleagues look to me as a resource for new ideas.

When I walk into my school building each fall and smell the freshness and sense the newness I remember why I teach. It renews my spirit and gives purpose to my being. What other profession offers one the satisfaction of knowing you have lit a spark in the mind of the next generation and nurtured a fire that will burn long after you've gone? The power and warmth of that fire is its own reward; the power enables me to say to a little child, "Yes, I can teach you to read," and the warmth formulates her response, "I love you, Mrs. 'Kee."

VI. Education Issues and Trends - (two double-spaced pages)

A. What do you consider to be the major public education issues today? Address one, outlining possible causes, effects and resolutions.

"Abortion at Twelve; Must She Tell?" catches the eye. So does, "Into the Mind of a Rapist." These are not supermarket tabloid headlines. These are recent cover stories of the nation's leading news periodicals, Time and Newsweek. The small, rural school in which I teach is only seventy miles from our nation's capital, the point of origin for many "newsworthy" events. I stood in front of it for four days as I participated in West Virginia's first teacher strike during the spring of 1990. Time, Newsweek, nor any other major media forum noticed. They noticed the baseball players' strike, the Greyhound bus drivers' strike, mating pandas at the National Zoo, and the President's dislike for broccoli. Education doesn't catch anyone's eye. It isn't a sensationalized issue. The lack of media attention to the status of teachers in West Virginia, or any other state, is a reflection of our population's increasing apathy toward the role of education in our society; this is the major issue facing our profession today.

The upstaging of the educational arena has not occurred overnight. It has been a gradual seduction into oblivion by the very forces that have changed our society over the last half century. Schools at one time lured students with that which was new and interesting: books with colored photographs, audio-visual gadgets, and well-read teachers. However, the ready accessibility of all forms of media communique, a materialistically minded economy and a mechanized society leave our schools with little ammunition for competition. When students who have grown up with satellites, computers, air conditioning and heart transplants turn into the voting populace, it is little wonder that it takes bigger and more fascinating issues than facility renovation or "paper and pencil" money to gain their tax dollars.

The nurturing and training of a society's children is a painstaking and involved process. It does not lend itself well to a burst of glory riding. Its lack of gilding in a gilded age leaves it without support for the true issues that should be glamorized: the lack of professional salaries for teachers and, thus, the lack of America's brightest professionals in our classrooms; the lack of adequate child care legislation and, thus, overworked and distressed families; the lack of adequate drug and dropout prevention programs and, thus, an unraveling of our culture.

A nation that survives on hype cannot survive long. Educators must speak out in forums such as this, the Teacher of the Year program. We cannot keep dealing ourselves a bad hand when we hold the ace in the hole: we are the only faction capable of supplying a thinking, caring populace. We hold the only hope our society has of surviving the crush of ills so often illuminated in colored ink.

If we as America's educators are loud enough with our outcry, the media will come to realize that the drug escapades of city officials in the District of Columbia, the fight for democracy in Eastern Europe, the eruption of gang violence in New York City, the destruction of rain forests in South America, the struggle over our resources in the Middle East, and the growth of Japan's economic superiority are the issues of education in America. Their cameras will be in our classrooms, but perhaps it will be too late. It is difficult to interest students in ancient history, and, thus, few know much of the fall of the Roman Empire.

VII. The Teaching Profession - (three double-spaced pages)

A. Do you recommend that your students enter the teaching profession? If yes, why? If no, why not?

B. As a teacher, what do you do to strengthen and improve the teaching profession?

C. To what extent should teachers be accountable for the outcomes of their students?

Donald Trump probably wouldn't have made a very good teacher. He does appear to have the cunning mind necessary to develop student creativity to an apex, and his solid, silver-spoon upbringing would relieve him of worry over his salary. However, I think it fortuitous that little Donald didn't idolize one of his teachers and martyr himself in the classroom. He just doesn't seem to have the "right stuff." On the other hand, Rose Kennedy would seemingly have made a very good teacher. She shares with Mr. Trump a quick wit and financial security, but there the similarity ends. Rose Kennedy fits the physical stereotype of a school marm, but more importantly, she appears to have the "right stuff."

I have often found myself scrutinizing the lives of public figures, listening to their stories and trying to determine if each, in his own way, has the "right stuff." Would he have made a good teacher? Why didn't he choose the most important of professions? Likewise, I envision my students as adults. I dream with them about what they want to be when they grow up, and I see the "right stuff" peeking through the emerging personalities of many of them. To these individuals I have said, "I think you would make a terrific teacher!"

The "right stuff" is the urge in an individual to fulfill the paradox of selfless enrichment the desire to give of yourself unselfishly in the selfish knowledge that you are doing something noteworthy. Teachers without this desire find the classroom boring, their students cynical, and the system failing.

The criteria for a "good job" in our society is a job with a big paycheck that can buy you t desires of your heart. Teaching cannot buy you much, but it can give you the desires of your heart. It can give you the opportunity to be a member of the select few who have the power to mold the future. The more you give of yourself, the more you become empowered to enrich the live of your students and your world.

In today's changing society, being a teacher with the "right stuff" is more important than ever. Society needs education's product, well-honed minds, but it does little to encourage our system of production. Instead of encouraging the value of literacy, individualism, and integrity, it propagates materialism, selfishness, and mechanization. Therefore, when students come to the workplace desiring benefits without possessing needed skills, teachers get the blame. Part of having the "right stuff" is having the willingness to stand up for the education profession in the face of apathy and criticism.

I am proud to be a teacher; I wear the armour of a professional. I am not embarrassed to vocalize the positive qualities of my profession, nor am I slow to defend it. It is not myself that I seek to acquit, but the good that I do.

Throughout my teaching career, I have been involved in speaking to civic and community organizations including the Lion's Club, Literacy Volunteers, and various PTA groups. I have sent letters and articles to editors and seminar directors, expressing the urgency of my message: do not be quick to condemn until you have shared in our mission. The school cannot be the only agent responsible for developing reading and thinking skills in our young people. Our students' lives are too entrenched in the outside world. The community at large must seek to educate.

Thus, I have held training sessions for parents, volunteer tutors, and civic leaders to aid them in becoming mentors of learning and literacy. I have taught them that an act as simple as reading the newspaper in public can serve to establish reading habits in our children. More importantly, I have included them in my redefining of the educational system as a network of people whose futures are inextricably linked. Therefore, we must all be held accountable for the success or failure of our members.

I often stand vulnerable in such a forum. The teacher is an easy target when accountability becomes the weapon. Invariably, the few among us who fail to portray the "right stuff" loom larger than life in the public's eye. Indeed, it is unthinkable that individuals who do not carry out the simplest procedures in lesson presentation are granted tenure to remain in the classroom. Grading papers is not teaching. Making assignments is not teaching. Teachers who define their roles by such simplistic characteristics should be held accountable for their students lack of progress.

However, where it is always appropriate to hold teachers accountable for doing their job, which is teaching, it is not always possible to hold them responsible for doing the student's job, which is learning. A student's ability to learn is influenced by too many factors outside the teacher's realm: his innate ability, his environment, his family's support, his peer involvement, and his reactions to the messages of society.

Teachers like myself, who have been told that we have the "right stuff," often become self-righteous. We tenderly plant the seeds of knowledge and relish each new blossom. The gardening of young minds enriches us and entices us to do more. However, when one of our charge withers and fades despite our best tending, we want to blame ourselves. We cannot. The sun and rain are out of our control.

VIII. National Teacher of the Year - (one double-spaced page)

A. As the 1991 National Teacher of the Year, you would serve as a representative and spokesperson for the entire teaching profession. How would you fulfill the responsibility of communicating to your profession and to the general public the importance of education to our society? What would be your message to America?

I remember the Vice President of the United States looking me directly in the eye and asking me about my dreams for the future. As a high school honor student and a Girls' Nation Senator, I was meeting with other young leaders and then Vice President Gerald Ford in the Oval Office of the White House. My reply: "I want to return to the hills I love and teach." He patted my hand and read from my name tag, "That's nice, Miss Scanlon . . . a nice profession."

Teaching is a nice profession. It makes one feel good to be nice to children. The time off in the summer is nice. It's nice to get twenty-six Valentines every February. However, educatio needs to be a priority in the eyes of our nation's leaders, not because it's the nice thing to do but because it's mandatory for the survival of our culture.

It's nice for our children to have straight teeth, the right insignia on their jeans, and th latest electronic games. It's imperative that they be able to read and compute, create and under stand. Unfortunately, in our society, we let our children know how much we value something by th amount of time and money we devote to it. By these standards, the American education system has been appraised as no more than a dull trinket.

I do not make fast-paced films, nor do I play pro sports. I do not drive a fancy car or sig autographs. However, I am rich in intellect and experience, and I have a strong desire to see ou nation survive into the next century. I am a lucrative investment; I can turn your most precious raw material into a refined, marketable product. I am your child's teacher.

I have often thought how different your child's life would have been if in 1974 the future President of the United States would have said to me, "I've been waiting for you, Miss Scanlon. Together we can change the face of America."

Dr. TOYA John Quam

Gov. Caperton Henry R
Supt of Schools - Marockie
Pres St. Bd of Educ - James
Judge
Mac Callister

City/State: Slanesville, WV
Event: Teaching the Year
Date: 4/5/91

Virginia Rae Stanton
Edgar Jaes Stanton

OFFICE OF PRESIDENTIAL ADVANCE

time
intro
audience / dais
spot

VP

CONTACT SHEET

students, parents, faculty, comm., state people, family

Mrs. McKee's

Name	Office	Phone Number
Presidential Advance Office		202/456-7565
Presidential Advance Fax Number		202/456-2820
Leo Bowen	Prendential Advance	202/456-7565
Peg Hazelrigg	"	"
Rick Phares	"	"
Thank you I'm honored Charlie D-Vito	USSS PPD	202 395-4011
Lucy Muckerman	WH Press Advance	202-456-7565
Doug Adair	WH Cabinet Affairs	" 456-2800
Kim Fuller	WH Press Advance	301-724-8800
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Peggy Dooley	WH Speechwriting	202/456-7250
Jack L. Rohmer	Secret Service	202/395-4011
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SCOTT R. FOUST	WH SITE ADVANCE	202/456-7565
Gary O. Kidwell	Slanesville School	304/496-7069
		304/492-5242

HOLIDAY INN 304/ 724-8800

Sheraton Carlton Sun-Fri. 638-2626

304/496-7958 (A)

McGroarty/Dooley
April 5, 1991
4:00 pm
[TEACHER]

PRESIDENTIAL REMARKS: TEACHER OF THE YEAR AWARD
SLANESVILLE, WEST VIRGINIA
APRIL 10, 1991
~~XX:00 am~~?? 9:55 a.m. old be delayed

Thank you, Mr. Secretary {Alexander}, for those kind words -- and thanks to all of you for this warm West Virginia welcome. I'm especially pleased today to be here with our new Secretary of Education, because **next week,** back in Washington, we're going to unveil our new **national education strategy** -- a strategy to spark a nationwide movement that touches <u>every school</u> and <u>every student</u> in America. //

CARRETON. School Principal.

[Additional introductory acknowledgements.] // Now, let me introduce someone you already know -- **the 1991 National Teacher of the Year, Rae Ellen McKee.** //

[[Last time I went to a school -- just a few miles away from the White House -- I had a 3rd-grade boy ask me to **prove** I was the President. // I finally had to show him my American Express Card. // This time I came prepared. First, I brought the Secretary of Education. Second, I flew down on Marine One. Third, when we're done here, I'm going to take Mrs. McKee back up to the White House.]]

[[I heard a story about one of Mrs. McKee's reading students -- about a boy who'd been watching me almost every day on television, back during the war in the Gulf, making speeches and making statements to the press. This boy asked Mrs. McKee: "Are you really going to go to Washington and meet the President?"

 He doesn't need you.

She said yes, she was. He said: "You don't need to. He can already read."]]

This is a proud day: For Rae Ellen's husband, John McKee -- and their children, Molly -- Zachary + a second-grader here at Slanesville -- ~~and Zachary.~~ + for Rae Ellen's parents. For all the children of Slanesville Elementary School. And for every hard-working teacher in America -- who **sees** the future, and **shapes** that future, every day our children walk into that classroom. ///

Being here today to honor this special teacher reminds me of my own days in school -- all the way back to 1941. I remember my high-school history teacher: Dr. A.B. Darling. He was demanding -- disciplined -- and I learned from him. I don't know how much I remember of the history he taught me -- but I know I won't ever forget his example. // Years from now, you'll all remember Mrs. McKee the same way. //

Our national teacher of the year grew up in Levels, just 10 miles from here. Rae Ellen McKee is West Virginia born and bred. She comes from a **family of teachers -- 5 generations**, to be exact. And she's still a student herself -- working now on a second Masters degree in educational supervision at West Virginia University: proof that learning is a **life-long process.**

Rae Ellen McKee knows that teaching is more than giving tests and assigning grades. Teaching, she says, is the "impact of **mind upon mind** --and **heart upon heart."**

There are plenty of schools bigger than Slanesville's. Plenty of towns with more people. **But in this small school,**

great things happen. // **Every day** -- these children, **your** children, take a step **forward, toward their future.** That's a testament to this teacher and this school.

And above all, it's a testament to the strength of this community and its values. Our children learn from all of us -- not just from teachers. What happens **at home** -- and **in the neighborhood** -- matters just as much as what takes place **in the classroom.** //

I know that many of the kids here today learned to read with Mrs. McKee's help. I've just spent a little time with some of you in her classroom -- asking questions, watching you learn. //

Let me ask a question: How many of you have ever read a story or a book that's been made into a movie -- and then you watch that movie, and you say to yourself: the book was better. // When you read, the **power of your imagination** paints the picture **in your mind** -- and there isn't **anything** in the world stronger than the power of your imagination.

That's why reading is so important. It's more than picking out the words on a page. Reading is one way we learn how to think. // When you **open a book** -- you **open your mind** to a world of experience. Right here in a classroom in West Virginia -- the world comes to you. //

Let me say to all the kids here today: I hope you won't mind that we're going to **borrow** Mrs. McKee. For the next year, as Teacher of the Year, she will travel across the country -- to share with all our schools the secrets of her success here in

Slanesville. We need to learn from her how we can teach all kids just as well as she's taught you. //

Pretty soon, you'll be back in class. I'm going to ask you to do something for me -- today and every day. Work hard. Ask questions. Have fun. And learn. That's what school is all about. //

Once again, my thanks for this warm welcome, for the chance to spend some time in your classroom -- and for the opportunity to share this proud moment for Slanesville. // And now, I am honored to present this crystal apple to the 1991 Teacher of the Year -- **Rae Ellen McKee.**

# # #

1-202-456-6218.

91 APR 8 P12:35

OFFICE OF
PRESIDENTIAL ADVANCE

COVER PAGE

TO: Dan McGroarty

FROM: Rick Pharr

TOTAL NUMBER OF PAGES: 2
(including cover page)

DATE: 4-8-91

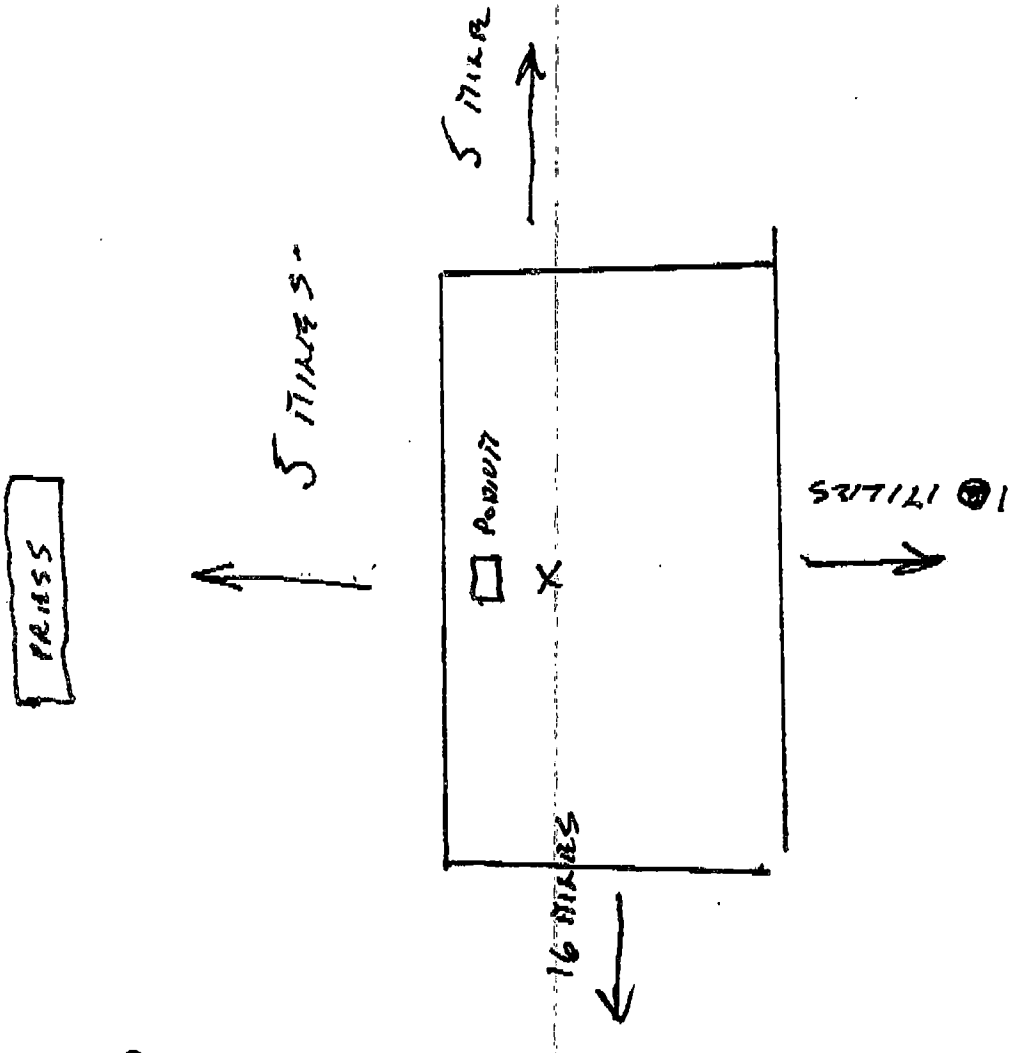
TIME: 12:15 P.M.

MESSAGE:

IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THE TRANSMISSION PLEASE CALL.

TELEPHONE NUMBER: _____

DAN, ANY INFO. YOU NEED PLEASE FEEL FREE TO CALL



PHYSICAL DIRECTIONS AND DISTANCES IN WHICH SLANESVILLE ELEMENTARY PULLS IN ITS STUDENTS. THIS IS IN RELATION TO WHERE THE PRESIDENT IS SPEAKING. POPULATION OF SLANESVILLE APPROXIMATELY (50 PEOPLE)

- D - R - A - F - T -

Not for release until April 10, 1991; 10:00 am

In An Awards Program
Now In Its 40th Year

READING SPECIALIST FROM APPALACHIA NAMED 1991 NATIONAL TEACHER OF THE YEAR

President Travels to West Virginia To Present Award

WASHINGTON, DC -- APRIL 10, 1991 -- A remedial reading instructor from West Virginia, chosen from among the nation's more than 2.5 million elementary and secondary public school teachers, has been named the 1991 National Teacher of the Year.

The award winner, Rae Ellen McKee, 32, teaches at Slanesville Elementary School in Slanesville, WV. President Bush travels today to her school where he will present McKee a crystal apple, the traditional symbol of teaching. McKee will then travel with the President back to Washington where national recognition continues in a series of events introducing her to the national educational and policy-making communities.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. The program, now in its 40th year, is sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc.

- More -

"My new title as National Teacher of the Year makes me prouder than ever to proclaim myself a teacher," said McKee, who is a fifth generation teacher. "I wear the armor of a professional. I am not embarrassed to vocalize the positive qualities of my profession, nor am I slow to defend it. It is not myself that I seek to champion, but the good that teachers do."

She was born and grew up in the small West Virginia Appalachia community of Levels, about ten miles from where she now teaches. Most of her ancestors, who settled in the region in the late 1700's, were teachers; in one branch of the family, 10 of the 13 offspring became teachers.

However, she credits her father, an elementary school teacher and administrator in the area for 40 years, with giving her the desire to teach and the special interest in helping disadvantaged children in rural areas. Through his example," McKee recalls, "I learned to be more than a teacher--I learned to be an educator. In my father's classroom, all children were equal because all had the ability to learn, perhaps not at the same pace or in the same language, but all could partake. Through his dedication, he showed me how much could be done to help all people, regardless of their situations, if interest and energy were directed toward alleviating barriers that kept them from reaching their full potential."

"He taught me that any job that demanded much time was not worth doing unless you were bettering the existence of another human being. He insisted that his students, of which I was one, never stop growing or learning."

• More •

A colleague of McKee's at the school credits her with reviving her own flagging enthusiasm for teaching. "In a brief year," she says, "I feel like a teacher again."

Through her use of such props as purple cows, popcorn and pizza, McKee's first to sixth grade students have discovered that reading can actually be fun and are motivated to read.

In her role as National Teacher of the Year, which will have her traveling across the country to speak before numerous educational and business organizations, McKee will stress the importance of all sectors of the community working together to bring about quality education for America's children.

"The school cannot be the only agent responsible for developing the skills and character of young people," she says. "The community, too, must seek to educate." This is why she also is involved in a welter of after-school activities. In addition to serving as a literacy volunteer, Sunday school teacher, and pianist and organist at her house of worship, she is also active in the local extension homemakers club, library foundation, Red Cross, American Legion Auxiliary, and many other community groups.

"While my children are very young, my primary support for the community must be to instill in my own the values that I can only hope to instill in my students," she says.

Married to John McKee, an electrical lineman, she is the mother of a seven-year-old daughter, Mollie, and a two-year-old son, Zachary.

The other finalists in the 1991 National Teacher of the Year program were: Beatrice Kramer Volkman, a special education teacher/arts facilitator at Old Shell Road School for the Creative and Performing Arts, Mobile, AL; Shirley A. Hopkinson, a Pre-Kindergarten teacher at Brightwood Elementary School in Washington, DC; and Shirley A. Rau, a 12th grade English teacher at Nampa High School, Nampa, ID.

This is the 40th year that the National Teacher of the Year has been chosen from among the State Teachers of the Year from the 50 states, five extra-state jurisdictions, the District of Columbia and the Department of Defense Dependents' Schools. The State Teachers of the Year are submitted to the Council of Chief State School Officers in Washington, DC, where a blue-ribbon panel of representatives from a 12 leading national educational organizations reviews the data on each candidate and selects four finalists. The selection panel personally interviews each finalist before naming the National Teacher of the Year.

Contacts for further information:

Jon Quam, National Teacher of the Year Program, CCSSO, Washington - 202/393-8168

Lisa Kendell, Encyclopaedia Britannica, Inc., Chicago - 312/347-7163

Carl Bakal, Encyclopaedia Britannica, Inc., New York - 212/725-0365

. . . . .

Thoughts on Teaching and Education

by

Rae Ellen McKee

1991 National Teacher of the Year

On her approach and style of teaching:

I teach little children to read. I hold the values of our culture and the history of our world before them like a sweet confection. I make them reach out and grab their education from me. I possess the power to lace their intake with arsenic or opium, creating their self-esteem or destroying it. I shudder under the burden of such a responsibilty.

*F*ew people in our society hold as much power in their hands each day as do teachers. We are mentors and molders of human beings, which is not a mechanical process, but the impact of mind upon mind and heart upon heart. Each child comes to a teacher with the equality of opportunity to enable him to make the most of the powers that are within him. We are guardians of that right.

On her philosophy of teaching:

I believe that the future of our nation depends upon our citizens' ability to think, rather than repeat learned information. Thus, education must motivate students to love the learning process. My classroom is a place where the learning process is practiced. Students learn to monitor their own style and pace, experiment with their own problem solving, and apply different strategies to better help them manipulate new information. Such an environment spurs creativity and generates excitement.

I believe that each child is special, a product of an often disadvantaged environment, whose needs are not determined by a state-adopted curriculum. His or her need on a given day may be that of an empathetic ear to the feelings he or she is experiencing or a pat on the back for a difficult task accomplished. My realm of support is not limited to intellectual development; I take time to educate the whole child and recognize the unique talents of each. My students leave my classroom feeling good about themselves.

I believe that a school's curriculum must be linked to the child's experiential background and tie that student to a future that he or she envisions for herself or himself. A child fascinated by snakes doesn't see the need for reading about rice farming in China. Yet, my lessons strive to intertwine the familiar with the new, to weave interest and intrigue into practice and problem solving. A simple, colorful book on snakes leads the same child into a study of environmental dependence, and he finds that snakes are a natural pest control in the rice paddies of China! My students see a relevance to their learning.

On educational issues, trends, and priorities:

*E*ducation doesn't catch anyone's eye. It isn't a sensationalized issues. The lack of media attention to the status of teachers in West Virginia, or any other state, is a reflection of our population's increasing apathy toward the role of education in our society; this is the major issues facing our profession today.

*T*his apathy has not developed overnight. It has been a gradual seduction into oblivion by the very forces that have changed our society over the last half century. Schools at one time lured students with that which was new and interesting: books with colored photographs, audio-visual gadgets, and well-read teachers. However, the ready accessibility of all forms of media communique, a materialistically minded economy and a mechanized society leave our schools with little ammunition for competition. When students who have grown up with satellites, computers, air conditioning and heart transplants turn into the voting populace, it is little wonder that it takes bigger and more fascinating issues than faculty renovation or "paper and pencil" money to gain their tax dollars.

If we as America's educators are loud enough with our outcry, the media will come to realize that the fight for democracy in Eastern Europe, the destruction of rain forests in South America, the political and economic struggles in the Middle East, the growth of Japan's economic superiority, and the drug-related violence of our own urban areas are the issues of education in America. Their cameras will be in our classrooms, but perhaps it will be too late.

*T*eaching is a nice profession. It makes one feel good to be nice to children. The time off in the summer is nice. It's nice to get twenty-six valentines every February. However, education needs to be a priority in the eyes of our nation's leaders, not because it's the nice thing to do but because it is mandatory for the survival of our culture.

On the perception of teaching as a profession:

*T*he "right stuff" is the urge in an individual to fulfill the paradox of the desire to give of yourself unselfishly in the selfish knowledge that you are doing something noteworthy. Teachers without this desire find the classroom boring, their students and the system failing.

*I*n today's changing society, being a teacher with the "right stuff" is more important than ever. Society needs education's product, well-honed minds, but it does little to encourage our system of production. Instead of encouraging the value of literacy, individualism, and integrity it propagates materialism, selfishness, and mechanization. Therefore, when students come to the workplace desiring benefits without possessing the needed skills, teachers get the blame. Part of having the "right stuff" is having the willingness to stand up for the education profession in the face of apathy and criticism.

*H*owever, where it is always appropriate to hold teachers accountable for doing their job, which is teaching, it is not always possible to hold them responsible for doing the student's job, which is learning. A student's ability to learn is influenced by too many factors outside the teacher's realm: his innate ability, his environment, his family's support, his peer involvement, and his reactions to the messages of society.

When I walk into my school building each fall and smell the freshness and sense the newness, I remember why I teach. It renews my spirit and gives purpose to my being. What other profession offers one the satisfaction of knowing you have lit a spark in the mind of the next generation and nurtured a fire that will burn long after you've gone? The power and warmth of that fire is its own reward; the power enables me to say to a little child, "Yes, I can teach you to read," and the warmth formulates her response, "I love you, Mrs. 'Kee."

9:00 AM - TUES

Bruno Mano Glenville, WV

Glenville Mustangs

ties w/ yellow ribbons in hall

map - passport to ~~trade~~ world = reading

ar. 9:20 a.m.
~ 9:30 - Mrs. McKee's classroom, 15 min.
9:50 - 10:15 Mr. Kidwell intro
~~toast chatter~~ bluegrass
present award

lv. 10:25 a.m.

Fish sand, Potato, Broccoli, milk

Andover

Australia
New Zealand
Spain (2)
Kenya
Bahamas
Hawaii

Fifth grade - pic of pen pal friend Lt. Hoffman
w/ Dan Rather + Staff Sgt. French

Hart Day Leavitt

113/847-3867

impatience w/ those who don't want

Mrs. Rowan Second Grade

8:30 - 9 Lit
9 - 9:30 Rdg
9:30 - 10 Rdg
10 - 10:30 Rdg
10:30 - 11 Workbooks / Free Rdg
11 - 11:30 Spelling
Lunch 11:30 - 12
12 - 12:30 ~~Morning~~ Lunch
12:30 - 1:30 Math
1:30 - 2 Eng
2 - 2:30 Writing
2:30 - 3 Soc St / Science
3:15 Dismissal

Rt. 29

Thos. Slane - cemetery
funhouse, store, P.O., few churches, few houses

Cynthia Rylant - "When I Was Young in the Mtns"
Caldecott Award Winner

Molly McKee - give book to POTUS

✓ Potomac Edison - computers all donated, no computers provided by grant.
community - parents, retired people

103/836-8589

I never saw a purple cow
I never hope to see one
But I can tell you this right now
I'd rather see than be one

background - school
banner
bleachers

Kidwell intro Alexander
Alexander intro POTUS
POTUS
award
Mrs. McKee - 2 min. remarks

from Diane Ravitch:

Ask any successful person who was the person that influenced them the most. Most of them will remember a favorite teacher. They will tell you about a teacher in the fourth grade who listened to them and encouraged them, or a teacher of history or chemistry or literature who first recognized their potential. They will tell you about the teacher who taught them to believe in themselves, the teacher who said "Reach for the stars. Push yourself as far as you can go. Go for the gold. You can do it." (Might help if the President recalled HIS favorite teacher).

If we are serious about reaching the nation's education goals--and we are--then we must recognize the important mission of our nation's teachers. We are counting on them to inspire our youngsters to be the best. We are counting on them to spread the message that anything is possible in this great land to those who work hard, study hard, and discipline themselves for success.

Our children understand that a sports team cannot win unless its members are dedicated. They know that successful athletes work hard toward their goals, and their goals are clear. And we all know that behind every great team is a great coach, teaching youngsters how to use their talents to the fullest and how to work with their teammates.

As we salute our teacher of the year, we thank all our dedicated, hard-working teachers. Day after day, they train

the minds that will shape the twenty-first century. They are the coaches who will make the American education system once again the envy of the world.

From Diane Ravitch
4/3/91

McGroarty/Dooley
April 5, 1991
3:00 pm
[TEACHER]

PRESIDENTIAL REMARKS: TEACHER OF THE YEAR AWARD
SLANESVILLE, WEST VIRGINIA
APRIL 10, 1991
XX:00 am??

Thank you, Mr. Secretary {Alexander}, for those kind words -- and thanks to all of you for this warm West Virginia welcome. I'm especially pleased today to be here with our new Secretary of Education, because **next week,** back in Washington, we're going to unveil our new **national education strategy** -- a strategy we hope will spark a nationwide movement that touches every school and every student in America. //

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Being here today to honor this special teacher reminds me of my own days in school -- all the way back to 1941. I remember my high-school history teacher: Dr. A.B. Darling. He was demanding -- disciplined -- and I learned from him. I don't know how much I remember of the history he taught me -- but I know I won't ever forget his example. // Years from now, you'll all remember Mrs. McKee the same way. //

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great things happen. // **Every day** -- these children, **your** children, take a step **forward, towards their future.** That's a testament to this teacher and this school.

And above all, it's a testament to the strength of this community and its values -- because kids learn from all of us -- not just the teachers -- and what happens **at home** and **in the neighborhood** matters just as much as what takes place **in the classroom.** //

I know that most of the kids here today learned to read with Mrs. McKee's help. I've just spent a little time with some of you in your classroom -- asking questions, watching you learn. // Let me tell you something I learned a long time ago: Reading is more than picking out the words on a page. Reading is one way we learn how to think.

Let me ask a question: How many of you have ever read a story or a book that's been made into a movie -- and then you watch that movie, and you say to yourself: the book was better. // When you read, the **power of your imagination** paints the picture **in your mind** -- and there isn't anything in the world stronger than the power of your imagination.

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share with all our schools the secrets to her success here in Slanesville. We need to learn from her how we can teach all kids just as well as she's taught you. //

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Once again, my thanks for this warm welcome, for the chance to spend some time in your classroom -- and for the opportunity to share this proud moment for Slanesville. // And now, I am honored to present this crystal apple to the 1991 Teacher of the Year -- **Rae Ellen McKee.**

# # #

Continuation of Victor H. Frank, Jr., as United States Director of the Asian Development Bank

November 3, 1989

The President today announced that Victor H. Frank, Jr., will continue to serve as U.S. Director of the Asian Development Bank, with the rank of Ambassador.

Since 1987 Mr. Frank has served as U.S. Director of the Asian Development Bank. Prior to this, he served in various capacities with CPC International, including corporate vice president of government relations, 1986–1987; corporate vice president of information resources, 1982–1986; special assistant to the chief executive officer, 1980–1982; vice president of the consumer diversified unit, 1978–1980; vice president for finance of the Best Foods unit, 1973–1978; and tax counsel, 1966–1973. In addition, Mr. Frank served in the private practice of law in New York City, 1954–1966.

Mr. Frank graduated from Yale University (B.A., 1950; LL.B., 1953) and New York University Law School (LL.M., 1960). He was born April 4, 1927. Mr. Frank served in the U.S. Navy, 1945–1946. He is married, has three children, and resides in Manila, the Philippines.

Remarks at the Bicentennial Convocation at Phillips Academy in Andover, Massachusetts

November 5, 1989

Thank all of you very much on this beautiful fall day. My thanks to our headmaster, Don McNemar. I was accompanied here by two Members of the United States Congress, fellow alumni of Phillips Academy, Congressman Tony Beilenson and Congressman Andy Ireland, who are out here someplace. But I just want to introduce them. And to the board of this great school, to our outstanding faculty, to the students, administrators, the entire Andover family and community, and friends, I am just delighted to be back here. I'm sorry Barbara isn't with me. I know that's why this crowd is so big. [*Laughter*] But she didn't feel so hot. She's doing okay, but she just had a bad day yesterday. And so, she couldn't make it, but she sends her love and affection.

I want to thank you for this chance to visit—and revisit—the site of so many wonderful memories for me and to celebrate such an historic moment in the life of this academy, because as Don said, it was 200 years ago to this very day that the founder of our country visited one of this country's oldest academies. And George Washington would later write fondly of Andover. And in that vein, legend says that he kissed a young girl at the Andover Inn. [*Laughter*] It is reported that she never washed that cheek again. [*Laughter*] But now, I can't bear living testimony to his visit, but I can speak very briefly of my time here. I loved those years. They did, indeed, teach the great end and real business of living. And even now its lessons of honesty, selflessness, faith in God—well, they enrich every day of our lives.

You remember, I'm the guy that said Pearl Harbor Day was on September 7. I want to clear that up—[*laughter*]—because it was right about here, where that guy in a red coat is standing, that I heard that our country was at war on December 7th, 1941. And it was over there, in Cochran Chapel, that in June of 1942 a graduate of Phillips Academy gave our commencement address—Henry Stimson. He was then Secretary of War, and he observed how the American soldier should be brave without being brutal, self-reliant without boasting, becoming a part of irresistible might without losing faith in individual liberty. I never

PHILLIPS ACADEMY CATALOGUE 1941-1942

CATALOGUE OF

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-FOURTH YEAR

1941-1942

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
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book, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

History 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the

students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

History 5—Contemporary History. This one-hour elective course for Seniors is designed to give a quick survey of recent affairs. For this purpose there are introductory discussions of the first World War, the period following Versailles, and events leading to the present crisis. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance, and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

Mathematics 1A. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review in the fundamentals and continues progressively throughout the Junior year in a program which generally completes Milne-Downey's *First Year Algebra* (American Book),

Ask any successful person who was the person that influenced them the most. Most of them will remember a favorite teacher. They will tell you about a teacher in the fourth grade who listened to them and encouraged them, or a teacher of history or chemistry or literature who first recognized their potential. They will tell you about the teacher who taught them to believe in themselves, the teacher who said "Reach for the stars. Push yourself as far as you can go. Go for the gold. You can do it." (Might help if the President recalled HIS favorite teacher).

If we are serious about reaching the nation's education goals--and we are--then we must recognize the important mission of our nation's teachers. We are counting on them to inspire our youngsters to be the best. We are counting on them to spread the message that anything is possible in this great land to those who work hard, study hard, and discipline themselves for success.

Our children understand that a sports team cannot win unless its members are dedicated. They know that successful athletes work hard toward their goals, and their goals are clear. And we all know that behind every great team is a great coach, teaching youngsters how to use their talents to the fullest and how to work with their teammates.

As we salute our teacher of the year, we thank all our dedicated, hard-working teachers. Day after day, they train

the minds that will shape the twenty-first century. They are the coaches who will make the American education system once again the envy of the world.

From Diane Ravitch
4/3/91

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We value your cooperation, especially at a time when we are exerting great efforts in order to achieve both economic reform and growth. Our cooperation in various economic fields is essential for achieving our goal of improving our economic performances and enhancing productivity.

In our discussions yesterday, Mr. President, as in our previous meetings in Washington, Cairo, and elsewhere, I have sensed the depth of your sentiments towards the friendship that binds our two countries. We in Egypt share those feelings. We are both nations that attach a great value to friendship and loyalty to our friends. Together, we have an opportunity to make the Middle East a much safer and more stable place, to the benefit of all its people and that of the entire world.

Let me, Mr. President, extend my invitation to you and to Mrs. Bush to visit Egypt when you find it convenient and at a suitable time for you, Mr. President and Mrs. Bush. We share with you a great vision of the future for a better and safer world which is within our grasp. We count on your partnership and on your leadership to sail together to that bright destination.

In conclusion, permit me to ask you, ladies and gentlemen, to raise in tribute to President and Mrs. Bush, who are leading this great nation in a new era of hope and dynamism, in tribute to all friends present here, and in tribute to each American on this land, and in tribute for the good friendship between the United States of America and Egypt.

Note: President Bush spoke at 9:35 p.m. in the State Dining Room at the White House. In his toast, he referred to President Mubarak's wife, Suzanne.

Remarks at the Presentation Ceremony for the National Teacher of the Year Award

April 5, 1989

Thank you, ladies and gentlemen, Governor, distinguished Members of the Congress. Well, it is my pleasure to welcome so many distinguished guests here to the White House, to honor a teacher who epitomizes excellence in education.

What goes on in the schools is important to me, and I like to get out of the office and talk with the kids whenever the chance presents itself. Last week I was over here in James Madison High in Vienna, Virginia, and had lunch in the cafeteria there. I found the students interested and well-informed, the teachers engaged and energetic, but the pizza—[*laughter*]. Enough said.

But to the business at hand. The 1989 National Teacher of the Year has made the journey to Washington from Bethel High School in Hampton, Virginia, many times before to give her social studies students a firsthand look at how government really works. But in a more important respect, the journey for this year's winner, Mary Bicouvaris, began almost 30 years ago and 5,000 miles away. Mary, or Mrs. Bic, as her students call her—and I will, too—was born in Greece, came to the United States as a college student, and then chose to stay. Ms. Bic was inspiring good citizenship in her students before she herself was an American citizen. And her secret is using the real world as her classroom: getting her students involved in programs like the model U.N. and in political campaigns and bringing people involved in politics in to speak to her students.

And so, now I'd like to ask Barbara to bring Mrs. Bic up here and present this award. Congratulations.

[*At this point, Mrs. Bicouvaris was presented with a crystal apple.*]

And now let me just take this opportunity, with so many distinguished educators, and Governors, Members of Congress present, to lay out a plan for what we on the Federal level can do to improve our nation's schools.

Six years ago this month, this report that all of us remember, "A Nation At Risk," was first published, and America awakened to the crying need for fundamental change in our educational system. We're at a point today where there's an emerging consensus on education reform and an energy of purpose to take up the challenge. The stakes could hardly be higher. Today's first graders will be high school graduates in the year

2000, a generation on the threshold of a new century. And so, we ask ourselves what can we do today to build accountability into our education system to make sure we don't pass the problem kid who need extra help up through the system, out of the schools and then into the society without the skills that they need? What can we do to make sure our children stay in school, graduate, and get that diploma instead of dropping out and falling into a cycle of chronic joblessness?

I had lunch yesterday with Secretary [of Education] Cavazos and talked about some of the problems in the severely disadvantaged areas and some on reservations and others where the dropout rates are simply intolerable. What can we do to make sure America has the additional 400,000 scientists and—the National Science Foundation say that we're going to need by the year 2000? What can we do to guarantee that graduates in the year 2000 have the skills and knowledge to make this nation competitive in the global marketplace? And all of these are good questions. And then there's the one I often hear when education is the issue and budget constraints becloud everything on the horizon. And the question is: Well, what are you going to do about it? A fair question. We're going to take action to make excellence in education not just a rallying cry but a classroom reality. And we can start by rewarding what works. We can help those most in need. We can promote choice and flexibility for parents and school administrators. And we can raise expectations and hold ourselves accountable for the results.

These four simple ideas—rewarding excellence, helping those in need, choice and flexibility, and accountability—are at the heart of the legislation that I'm sending to the Congress today: Educational Excellence Act of 1989. And I want to take a moment to detail this seven-point plan.

First, merit schools—if our aim is excellence in education, we've got to single out excellence and reward it, whether that means raising test scores, lowering that dropout rate, or making progress of another kind. My merit school proposal will provide cash awards to schools with a proven formula for success and serve as a powerful incentive to encourage other schools to follow their lead.

Second, merit awards for our top teachers—I'm asking Congress to fund a President's Award for Excellence in Education, to recognize first-rate teachers in every State and reward them for a job well done.

Third, science scholarships for our best high school seniors—these awards will go to 570 of the best young scientific minds, at least one from every congressional district across the country. National science scholars will receive up to $10,000 a year for 4 years, to be used at the schools of their choice.

Encouraging excellence means more than rewarding successful schools and teachers and students: It means introducing into our educational system elements of flexibility, choice, and competition that will help promote quality education. And that's the idea behind the next two initiatives: magnet schools and alternative certification for teachers.

Magnet schools are an important instrument of choice, a means of promoting healthy competition to attract students and create an incentive for educational innovation. My initiative calls for $100 million a year for each of the next 4 years to help with magnet school start-up or the expansion costs.

Alternative certification is a way to expand the pool of talented teachers and administrators. Not all people who can teach are teachers by training. Whether you're an acclaimed author like Alex Haley or John Updike, who aren't certified to teach the literature courses in which their books are read, or a businessman from Odessa, Texas, anxious to go into the classroom to share what you know, our schools ought to offer that opportunity. And that's why my education package includes $25 million to fund State efforts to encourage more flexible certification systems for teachers and principals.

Above all, our children deserve a chance to learn, especially the least advantaged among us. And the final two initiatives, then, are aimed at securing that change for children in schools plagued by the drug problem and for college-age minority youth.

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Drug-free schools—now, this initiative involves funding urban emergency grants to help our hardest hit school districts rid themselves of drugs. The plain fact is: Kids can't succeed in the classroom if there's drug dealing in the corridors. Our aim must be to get the drugs out, get back to basics, and let students and teachers get down to the business in an environment where learning can take place.

And the last and not the least of initiatives is expanded Federal help to these historically black colleges and universities in the form of matching grants to build the endowments at these vital institutions, endowments that are lagging far behind many other schools. Historically black schools have served as an avenue of opportunity for millions of young men and women, and they do deserve Federal help.

Each of these seven initiatives are going to make a difference. Let me just mention quickly three more efforts: one, Head Start program for disadvantaged preschool children; the tax-free college savings bond program to help our low- and middle-income families cope with the costs of sending a child to college; and the reauthorization of the Carl D. Perkins Vocational Education Act.

The budget I introduced a couple of months ago calls for a $250 million increase to expand Head Start so that more children from disadvantaged backgrounds enter school ready to learn. I'm pleased to say that the House has moved very swiftly to approve the increase. The college savings bond plan that I called for over a year and a half ago is already on the books, and that's a tribute to the foresight of many of the Members of Congress that are here today. And the legislation we will soon propose for voc-ed, for vocational education, will advance the principles of accountability and flexibility and excellence. Good work was done in the 100th Congress. The 101st can build on that work and advance education reform another step.

These education initiatives don't constitute a cure-all, a quick fix for whatever ails our education system. Real reform, lasting improvement, occurs one step at a time, one student at a time.

And I don't have to tell you about the current Federal budget situation. Money is tight. And we wish that more funds were available to spend on all levels of education. I'm one who recognizes the Federal role and, I think, got it properly in my mind that the States and local governments and private institutions across the country bear the significant responsibility. But the Federal Government has a role. It's important that we measure our success, though, not simply by the resources that we put into the effort but by the kind of students that our schools turn out. For our schools, that's the only test that counts.

I've said before that education is long-term planning at its best. And we'll see the payoff from the work we do in schools today years from now. But there are few tasks that demand more urgent attention than the education of our kids.

Let me share a story with you, a story about two ways to look at the future, told by the French. The master of a house was planning his garden and told his gardener to plant a certain kind of tree. And the gardener objected. And he explained that the tree was slow-growing and would take 100 years to reach its full growth. It's the master's response that I find interesting. "In that case," he said, "there's no time to lose. Plant it this afternoon." [*Laughter*]

And that's why I really do believe that's the way we ought to look at education. As the teachers here today know, the work you do, the seeds you plant, bear fruit across a lifetime. And there's no time to lose in shaping the next generation and no better time to begin than today. And so, we're taking a step forward, and I ask all of you to work with me to advance excellence in education in every possible way.

Secretary Cavazos, why don't you, if you would, sir, bring Senator Kassebaum and Congressman Goodling, and our distinguished Governors up here. And Mrs. Bic, if you'll join us, too. And we will sign this, and then I'll have a chance to say hello.

Note: The President spoke at 11:41 a.m. in the Rose Garden at the White House. In his remarks, he referred to Governors Thomas H. Kean of New Jersey, Michael N. Castle of Delaware, Rudy Perpich of Minnesota, and Gerald L. Baliles of Virginia. At the close

of his remarks, the President signed the message transmitting his legislative proposal to the Congress.

Message to the Congress Transmitting the Educational Excellence Act of 1989
April 5, 1989

To the Congress of the United States:

I am pleased to transmit today for your immediate consideration and enactment the "Educational Excellence Act of 1989," a bill to provide incentives to attain a better-educated America. I believe that greater educational achievement promotes sustained economic growth, enhances the Nation's competitive position in world markets, increases productivity, and leads to higher incomes for everyone. The Nation must invest in its young people, giving them the knowledge, skills, and values to live productive lives. The "Educational Excellence Act of 1989" would move us toward this goal.

The initiatives included in this bill embody four principles central to my Administration's policies on education and essential for further education reform. These principles are:

1) *Recognition of excellence.* Excellence and achievement in education should be recognized and rewarded.

2) *Addressing need.* Federal dollars should be targeted to help those most in need.

3) *Flexibility and choice.* Greater flexibility and choice in education—both for parents in selecting schools for their children and local school systems' choice of teachers and principals—are essential.

4) *Accountability.* I support educational accountability, and toward this end, I am committed to measuring and rewarding progress toward quality education.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. My proposals have distinct differences from current law, but complement in numerous ways the important work of the 100th Congress in pursuing educational excellence.

The Educational Excellence Act of 1989 includes seven specific legislative initiatives aimed at fulfilling these important principles:

(1) The *Presidential Merit Schools* program would reward public and private elementary and secondary schools that have made substantial progress in raising students' educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve their educational performance.

(2) A new *Magnet Schools of Excellence* program would support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans in applicant districts. Magnet schools have been highly successful at increasing parental choice and improving educational quality.

(3) The *Alternative Certification of Teachers and Principals* program would assist States interested in broadening the pool of talent from which to recruit teachers and principals. Funds would assist States to develop and implement, or expand and improve, flexible certification systems, so that talented professionals who have demonstrated their subject area competence or leadership qualities in fields outside education might be drawn into education.

(4) *President's Awards for Excellence in Education* would be given to teachers in every State who meet the highest standards of excellence. Each award would be for $5,000.

(5) Drug-Free Schools *Urban Emergency Grants* would provide special assistance to urban school districts that are disproportionately affected by drug trafficking and abuse. These funds would be used for a comprehensive rang
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The White House,
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I regret that another Passover is here with Leonid still in the Soviet Union. I wish that he were here with you in America so that he, too, could experience the freedoms we enjoy. And we ask that you convey a message to Leonid and all others who still await freedom: They are not forgotten.

The Nobel laureate—a friend to so many in this room—Elie Wiesel said: "Just as despair can come to one only from other human beings, hope, too, can be given to one only by other human beings." Zev, you have given us hope. For that, we admire you. And together, we look forward to the day when no nation interferes with the faith of any of its people.

So, thank you all for being here with us on this very solemn and special occasion. And once again, I rejoice in your happiness, and we're so pleased you're here. And now I will sign this.

Note: The President spoke at 10:50 a.m. in the Roosevelt Room at the White House.

Statement by Press Secretary Fitzwater on the President's Meeting With the Special Emissaries of Prime Minister Toshiki Kaifu of Japan

April 4, 1990

President Bush met with former Ambassador to the United States Matsunaga and Deputy Foreign Minister Owada, who are Special Emissaries of Prime Minister Kaifu of Japan. The Special Emissaries delivered a letter from Prime Minister Kaifu to the President which contained details on the efforts made by the Government of Japan since the Palm Springs meeting on March 2–4. The discussion focused on the progress made in trade and economic matters.

Agreements have been concluded on supercomputers, satellites, and telecommunications; and substantial progress has been achieved in the ongoing SII [Structural Impediments Initiative] process. In addition, Prime Minister Kaifu has said that he hopes an agreement will be forthcoming to resolve the forest products issue. The President was very appreciative of all of the work that has been accomplished over the last month. The President expressed his conviction that Prime Minister Kaifu deserves a very large share of the credit for settling the specific trade issues and for achieving substantial progress on SII.

The President emphasized that SII is an ongoing process and that he hopes both sides will take further steps in the final SII report in July and the resulting follow-on phase. Bringing about structural adjustments will not be easy on either side of the Pacific, but both governments are committed to achieving a positive interim SII report as well as a more comprehensive finished product in July. We have had very substantial success to date, but we must continue our efforts because neither the Japanese consumer nor the American public will be convinced until they see concrete results.

The President emphasized the vital importance of maintaining excellent relations with Japan not only in trade but with regard to security and the growing global partnership between the United States and Japan. In particular, the President complimented the Government of Japan for its assistance efforts in Eastern Europe and in Central America. In all of these matters, the President praised the forthright and assertive leadership demonstrated by Prime Minister Kaifu and credited him with having created a new spirit of cooperation between the United States and Japan.

Remarks at the Presentation Ceremony for the National Teacher of the Year Award

April 4, 1990

Well, to the Members of the Congress and Senate that are here today, thank you all for coming, and welcome to the White House. Secretary Cavazos, Senator Pell and Representatives Lowery and Hunter, and Bill Keene and Gordon Ambach, Robert Gwinn, Norman Brown, and specially to our distinguished Teacher of the Year, Jan Gabay, Barbara and I are honored to have you all here.

The kind of people Jan represents are ambassadors to the most powerful province

mankind might command, that great undiscovered realm right under your hat. For almost 40 years, the Teacher of the Year program has singled out the few, really because they represent the many. The program's goal is not to identify "the best" teacher but the best in all teachers. All teachers are different, of course, but the best have a special kind of energy that ushers ideas to minds, and ideals to souls. They unleash the imagination and turn young eyes toward brilliant constellation of human aspiration and experience.

Maybe it's the pace of history, the pulse of the natural world, or the power of reason; but whatever, America's best teachers are teaching. They all understand that learning is not a spectator sport. The value of knowledge is not in the having but in the sharing. And wisdom is not received: it is pursued.

You might have heard it said that knowledge isn't found in books. In one sense, true. There's nothing intrinsically helpful about a book—just black marks on a few white pages. But in hands that know how to hold them, how to embrace their ideas and deliver them whole, a book can change a life forever. Those who breathe life into ancient texts have seen that power, seen those words explode in brilliance in a young mind. Through teachers and their students, the ideas of the past are sustained, and the ideas of the future are defined.

And if the life of the mind is one of both work and wonder, I'd like to introduce a man among us today who's lived that life better and longer than anyone else. He was born in 1889, the son of a former slave. He served in the First World War, became fluent in 6 languages, earned 11 degrees, and taught school until he was 81. That alone would be impressive enough. But at the age of 100, he still practices law and still attends law school seminars with the eagerness of a first-year student. Try to praise him, though, and he'll bawl you out, saying, There's nothing extraordinary about me. And he told me that I was the second President that he's met; the first was Franklin Delano Roosevelt. [*Laughter*] But having met him, I know this is a risk to praise him, but I have to disagree with him. I hope you'll join me in commending a man who may be America's most seasoned scholar, John Morton-Finney. Would you stand up please, Mr. Morton-Finney? [*Applause*]

One lesson we might take from Mr. Morton-Finney is this: If he's still ready and willing to learn, so can we all be. And if he's always looking for new ideas and new ways of thinking, so must the entire system of American education.

A year ago this week, here in the Rose Garden, across the way, I sent legislation up to Congress to help reform and restructure America's schools. Today I want to appeal to the Members of Congress to move on those initiatives.

We've already moved in concert to bring a sense of direction to education reform. We've held the first-ever summit with the Nation's Governors, and we've set ambitious goals for our students, our schools, and ourselves—rallying points for the progress we all know is greatly needed now. But what we must remember, above all, is that education is more important than politics. And while our '91 budget request for education is the largest in American history, our progress won't be measured by bureaucracies built and dollars spent. It will be measured by results and by what our children learn and accomplish.

If we judge our students by their thinking, we must judge ourselves by our own. And there are cases of very creative thinking about education going on right now, ideas for reform that hold promise for the rest of the Nation.

In Milwaukee, Wisconsin, because of a grassroots movement made up largely of poor, inner-city parents, a new experiment in choice is applying the leverage of competition and stimulating change. Thanks to Polly Williams, once a welfare mother of four and now a State legislator, low-income parents can choose to send their kids to private nonsectarian schools, with money from the public school system's budget paying $2,500 in tuition for each student. Choice empowers people, and it puts competition to work, improving schools for every student.

In Kentucky, an entirely new philosophy of management is being put into place which is based on accountability. The school

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system is being decentralized, with local districts gaining control over our operations and individual schools gaining more autonomy overall. The State is managing a new system of rewards for teachers and administrators, including biyearly awards up to $8,000 and leaving curriculum questions to the local districts.

That kind of creative thinking is government's best role in education: setting goals, providing incentives, and then demanding accountability. But as crucial as good government is, we all understand where the real action is: it's in the hands of our teachers. And that's why we're here today: to recognize a teacher who represents our best.

Her story began with a little collection of books spread out on hardpacked earth beneath a wooden stairway, where she played school with her younger sister. To Jan Gabay, those books revealed an imagined life of seekers, sages, and students—a life Jan has since chosen to make real for herself and the students she teaches. Over the past 17 years she has developed her power to motivate minds, to give kids a sense of wonder and bless them with a life of possibilities unimagined in ordinary moments.

She says her goal is to help her students find and refine the "knowledge, skill, and talent that they do not know they have." But she understands that a real education goes far beyond acquiring skills: it instills a lifelong love of learning. "Accepting simple competence," she says, "is the antithesis of what I believe education really is: an unending quest to understand the world by using one's mind and to understand the self by knowing one's heart."

Jan always tells her students that she has succeeded because of them. In that spirit, it is also true that our schools will succeed because of people like her.

So, it is an honor to have you here, Janis Gabay, and to name you the 1990 National Teacher of the Year. God bless you for all you're doing for those kids.

Note: The President spoke at 2:15 p.m. in the Roosevelt Room at the White House.

Remarks on the Clean Air Bill at a Meeting With Members of the Senate and an Exchange With a Reporter

April 4, 1990

The President. Let me just say at the outset of this meeting that I appreciate everybody's coming down. And I want to congratulate the Senate on the Clean Air Act Amendment of 1990. Senators Mitchell, Dole, Baucus, and Chafee have shown real leadership in helping us at last break the legislative logjam on clean air. And at the same time, I think everyone here would agree that a lot of work lies ahead.

Last year I submitted a bill that ensures that future generations in this country will breathe clean air; and we propose to do this through cleaner factories and power plants, cleaner cars, cleaner fuels. And we felt, and we still feel, that we can achieve our goal without major harm to the economy and without a massive job loss. And our legislation and the agreement we've worked out was very carefully balanced. The bill passed by the Senate last night reflects and is based on bipartisan consensus in support of that balanced approach: that we can have cleaner air and a growing economy which continues to produce jobs for the American people.

In that respect, there is no question that the Senate bill is a major step forward, but it is only a first step. And more progress is going to be needed if we're to achieve the balanced bill that I feel is essential. We're going to work to ensure that the bill produced by the House, and ultimately by the conference committee, does not compromise the environmental benefits or the economic balance contained in my original proposal, and certainly contained in that agreement with the Senate leadership.

So, with our friends here, I just want to thank each and every one of you who has played a constructive role in what I think is a major breakthrough, Mr. Leader. And I know Bob and I have talked about it a lot, and I think we all agree to that.

Assistance for Nicaragua and Panama

Q. Mr. President, will you ask Senator Mitchell to break the logjam on Panama and Nicaragua aid?

I received this too late to use in the Westinghouse speech—

passing it on for anyone to use in the next science or education or volunteer event.

-cc

1124 Post Drive
Rockford
IL 61108

91 FEB 28 P2:37

February 28, 1991

Ms. Carolyn Cawley,
Office of Communications,
The White House,
Washington D.C. 20500

Fax No: (202) 456-6218

Dear Ms. Cawley,

Earlier this week, my daughter Rowan and I met with the publisher of 'Fortune' magazine, Mr. James B. Hayes, to discuss a new industry-college volunteer program called SMArT, for the Science and Math Achiever Teaming program, that she is piloting at Yale in the New Haven schools.

Mr. Hayes suggested that the White House might be interested in this program as a part of its Points of Light program, because it addressed the twin national needs, as he saw them, for more volunteers and for an effective, business-led, method of 'going national' with a program to fulfil the President's pledge for the U.S. to lead the world in this area by the next decade.

Rowan, as an ex-Westinghouse winner, was going to be in Washington D.C. this weekend, March 2 & 3, for the 50th Anniversary Science Talent Search Awards, and she knew the President would be involved in the STS functions. She therefore thought she should let the Science Advisor, Dr. Bromley, know about SMArT, because we had submitted an article to 'Fortune' in the form of an open letter to the President and because the White House might be interested in this initiative.

I faxed her letter and FedExed the material to Dr. Bromley's office yesterday, but, in following up today, found that it hadn't reached anyone yet. Accordingly, I contacted your office and, per your office's request, am faxing herewith her letter, the draft article and a Yale Daily News article on the New Haven/Yale pilot program she is running for your information. I have also faxed this material to Ms. Janice Howell at the Office of Science and Technology Policy.

If you feel the White House may be interested in this, please give me a call at (815) 226 7913 (business) or (815) 397-0584 (home) and I would be pleased to discuss it further with you.

Thank you for your interest.

Yours sincerely,

John G. Lockwood

Scientists Help Youngsters Get SMArT

By Bob Datta
YDN Staff Reporter

Rowan Lockwood '93 wants kids to get SMArT.

Lockwood's efforts don't involve Max and Agent 99, but the Science and Math Achiever Teaming program. SMArT, which will begin next semester, will allow students at Troup Middle School to research fundamental science with help from Yale student mentors, Yale professors and New Haven industrial scientists.

Twice a week after school, the Yalies will visit Troup to help the students design and reseach their own science projects. The Troup students will also receive guidance from professors and scientists who will let the students visit their labs and workplaces.

The students will work in all sorts of fields, ranging from solar power to DNA research to dinosaurs and evolution, using the lab space at Troup.

"I want the kids to get a good view of what science really is, and know what it is all about," Lockwood said.

Students are frequently turned off from science by bad textbooks, or "a single lousy math or intro-science class," she said, adding that hands-on experience can teach students as much as can classroom time.

"There is this misconception that in order to do real science you must have five years of study," she said. "I think that you learn the most as you go along, picking up skills along the way"

Bruce Guenin, a scientist at Olin and a volunteer for SMArT said the program will do much more than make the kids interested in science. "It enhances their self-esteem if people are interested in them," he said, adding that industry should play a role in New Haven education "to give kids an idea of the skills they have, and need, to succeed."

Lockwood said the idea for SMArT came from her experiences in high school. "I did research at a local college, published a paper, and I learned a lot from the experience," she said.

She spent most of her summer working closely with the New Haven school board and with Dwight Hall to get SMArT rolling, she added.

Jack Hasagawa, coordinator of Dwight Hall helped her to design SMArT this summer. "I know that unless someone does something about getting children interested in math and science, American society will go down the tubes," he said.

Kasagawa pointed to recent demographic surveys which indicate that American children get good science grades until the fifth grade, when a "bottleneck" occurs. "At the upper levels of eduation,

See SMArT, Page 4

AARON BANDLER — YDN

Marian Harris '93 and Rowan Lockwood '93, co-coordinators of the Science and Math Achiever Teaming program plan how to get middle school students interested in science.

Students, Scientists Work With City Youth

SMArT, from Page 1

there is a devaluation of math and science in our schools," he said.

The program will begin in January, when the second semester at Troup begins. For the first week, the SMArT student volunteers will present a "smorgasboard of science" to offer the kids the broadest possible picture of what they can do.

The students themselves, with a little guidance from their SMArT mentors, will then choose the sort of project they would like to do.

"This program is, and has to be,

of SMArT, concurred. "The kids' attention span will determine how much work they do," she said. "The projects will, for the beginning, only last a semester. It will give the kids a feeling of getting something done," Harris said.

The Troup school already has pretty good science facilities, Lockwood said, because it is a math-science magnet school for the sixth grade, and because NASA gives it resources for its Young Astronaut program.

SMArT is be partially funded by the Howard Hughes grant, which is

P.O. Box 2285 Yale Station
New Haven
CT 06520

February 26, 1991

The Hon. D. Allan Bromley,
Assistant to the President for Science and Technology,
Old Executive Office Building,
17th. St. & Pennsylvania Ave. N.W.,
Rm. 358,
Washington D.C. 20506

Dear Dr. Bromley,

Earlier this week, I met with the publisher of 'Fortune' magazine, Mr. James B. Hayes, to discuss a new industry/college volunteer pilot program we have started in the New Haven Troop school, which is funded by the Hughes grant. It is called SMArT, for the Science and Math Achiever Teaming program.

This weekend, I will also be attending, as a 1988/89 Westinghouse alumnus, the Westinghouse Science Talent Search Reunion in Washington D.C. on the occasion of the 50th STS Awards, where I am also hoping for an opportunity to make a presentation on SMArT.

Given your Office's interest in science and mathematics education and the efforts this Administration is making to encourage volunteerism through the Points of Light program, I thought that you may be interested in this program. I am enclosing an article my father and I have written on it and submitted to 'Fortune', along with materials on the New Haven/Yale pilot program.

The program was jointly devised by my father and me. I drew on the latent interest I thought college science students would have in increasing their hands-on involvement in science. My father, who works in international business development and innovation for a company in Rockford IL., drew on the franchising techniques of the Junior Achievement organization that he felt strongly had to be applied to math and science if an effective national effort was to be mounted.

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I am very grateful for his interest to Mr. Hayes, who was, I think, enthused by both ideas; the first that college students could supply the numbers of volunteers that are needed but are lacking in industry, and the second that SMArT could be 'seeded' rapidly and effectively throughout the nation, using incentivization, formularization, and franchising business techniques. I am also grateful to Dean Kagan, Dean Judith Hackman and Jack Hasagawa at Yale, who have been very supportive of the program.

If you are interested in following up on this, my telephone number at Yale is 203/436-0801. However, it may be easier to contact me through my father, Mr. John Lockwood, at my home address, 1124 Post Drive, Rockford, Il 61108, (tel. 815/397-0584), or at his business telephone, 815/226-7913. During my stay in Washington this weekend, March 2 and 3, I will be staying at the Washington Hilton 202/483-3000.

Thank you for your interest in the program and for your time.

Yours sincerely,

Rowan Lockwood

Rowan Lockwood (Ms.)

P.S. We have changed the front page of the attached article from the copy we faxed earlier. I regret any inconvenience.

FRANCHISING SCIENCE AND MATH ACHIEVER TEAMS - A SMArT GAMEPLAN, MR. PRESIDENT.

Telephone: Bus. (815) 226-7913
Home (815) 397-0584

The State of the Union addresses of the past two years have been long on educational goals but short on specifics. Of particular interest to business is just how our students are supposed to lead in the big world league of math and science by the year 2000? Clearly Mr. Bush wants to coach a team effort, with business a prime player, but where's the drawcard for the kids? Where's the game plan?

Commentators place long odds on a win whatever the gameplan. To them, simply increasing science education spending will not stem the decline in numbers and skills of teachers and students alike. The problems are universal, the solutions piecemeal. To meet Mr. Bush's goal, a national classroom program must reconcile too many institutional interests in government and the educational establishment in too short a time. Always pitching short, the experts leisurely walk the players.

Outside the classroom, however, at the local level, science education is more fun than a pickup game at recess. All over the U.S., unsung but effective, ever more players - industry volunteers as mentors, college students as tutors - are inventing ever more plays to help out - science clubs and fairs, enrichment and application programs, internships, field trips. The rush of industry support could fill a grandstand. Outside the classroom, it is clear that opportunity and achievement, those uniquely American values that once built the little red schoolhouse and made Johnny run, still endure.

But to win in ten years, the U.S. needs a drawcard, a gameplan and a players league at the national level. One drawcard with that potential is the opportunity for kids to try out in science offered by the Science and Math Achiever Teaming (SMArT) program being introduced at Yale for New Haven schools, funded by a Hughes grant. Its gameplan is to build early achievement in science: its 'league' will be franchised community volunteer teams with their own organization and awards.

SMArT aims to motivate middle and high school pupils in science and math through early achievement in original, long-term, research projects, supported by volunteer teams from industry and academia. Team techniques, as developed, will comprise a rulebook for franchising new teams. Teams will be sponsored by industries and colleges cooperating with the pupils' schools, and, importantly, will be open to all comers.

Offering opportunity to all in science is important. Early effort counts more than perceived ability. Science programs have to look hard at their mission through kids' eyes or risk attracting only those already drawn to science. SMArT wants the many with potential in science to try out, not just the few committed to it. Science is one discipline, (languages another), where a hard grind sharpening the tools of learning usually precedes any fun in using them. Its future in the U.S., now the baby boom is over, depends on motivating the many.

Learning by doing is also key to math and science. If achievement is to spark motivation in those subjects, then it must be meaningful, and result from long-term, original research projects that require more effort for longer than, say, the average science fair project, and correspondingly reward participants with a greater sense of discovery.

Finally, achievement, to thrive in science as in life, must start with taking control and end with recognition. All SMArT projects will be chosen and controlled by the junior team members and will be eligible for local incentive awards and entry in national competition.

The SMArT guidelines reflect these concepts:

- Projects will be devised and managed by the school pupils and must involve original or creative work in results or methodology.
- Projects will be not less than one school year in duration and require a pupil/parent written commitment to timely completion.
- Industry volunteers will commit to provide project guidance, research resources and logistics support for the students involved.
- College volunteers will commit to provide hands-on help to, and pursue sources and technical resources for, the school pupils.
- Cooperating industries will provide schools liaison, project resource, logistics support, and local incentive awards.
- Cooperating colleges will provide project source access, staff advisory services and incentives complementing the industry awards.
- A national center will provide organizing help, project resource, program research and a state and national awards structure.

The core SMArT concept is its three-way, volunteer-based teaming of schools, industry and colleges. This expands the resources needed for an effective program and creates important complementary benefits. Colleges can directly address their declines in enrollments and graduations in math and science while their students take advantage of volunteer service, job opportunities, hands-on research and teaching experience well beyond the lectureroom and lab. Industries and universities can cooperate more in recruiting, innovation and contract R & D, while contributing significantly to competitiveness. Industry volunteers will find working with youth recharges their on-the-job energies, and, should they flag, the college students can bring their own youthful enthusiasm to bear. Science teachers can have some respite and their pupils can have a foretaste of their college and workplace futures. Even the local science fair - now dreaded alike by students without ideas, parents without time and teachers without help, - can become an opportunity instead of a chore.

In 14,000 schools, a national model for this program already exists. Junior Achievement, the leading business-education partnership in the country, has drawn students to business for over seventy years. The name Junior Achievement came from the original JA concept of business volunteers helping students achieve success by starting their own businesses on their own time. Millions of parents know how effective that wellspring of achievement has been in motivating their children. Equally effective but less well known has been JA's pioneering use of that quintessentially American business tool, franchising, to expand its winning concept across the U.S. In this, JA has not only played to an American business strength but has demonstrated the potential in private bodies 'going national' with innovations in education. The SMArT gameplan draws on the same national strengths, opportunity, achievement, volunteerism in higher education and in business to offer a real chance at a come-from-behind world victory in science and math.

How about a tryout then, Mr. President, Coach, Sir? Call on the heavy hitters on your science team from industry and academia. How about a tryout for SMArT as America's farm team in the big league of world science and math education?

****

ROWAN LOCKWOOD, (Ms.),

Home address: 1124 Post Drive, Rockford, Illinois 61108, U.S.A.
Home tel.: (815) 397 0584. Birthdate: 7 June 1971

EDUCATION

1989-91 **Attending Yale University, New Haven, Connecticut, U.S.A.**

My first year courses primarily consisted of the inter-disciplinary Directed Studies Program (Western civilization philosophy, history and literature), but also included Evolutionary Biology and Chemistry. My second year studies have included Mineralogy, Geology, and Anthropology courses, directed towards a double major in Geology and Anthropology, along with History and French.

1986-89 **Charter Class Member, Illinois Mathematics and Science Academy (IMSA),**
1500 W. Sullivan Rd., Aurora, IL 60506-1039, U.S.A.

IMSA is a three-year, residential, state-supported high school with competitive admission for all Illinois sophomore-level students.

1985-86 **Completed Grade 9, Rockford East H.S., Rockford, IL.**

ACADEMIC ACHIEVEMENTS

1989-91 - Publication of paper, "Evidences of Bipedalism in (Larger) Pterosaurs Derived from a Biomechanical Methodology" in BASE journal, Vol. 8 No. 1, (Spring, 1990)

- Admitted to the Yale Directed Studies Program, (1989)

1986-89 - Winner, the Illinois State Academy of Science Frank H. Reed Award, best Westinghouse report, (May, 1989)

- Winner, 48th. Annual Science Talent Search for the Westinghouse Science Scholarships, (January 1989).

- Presented abstract at the annual meeting of the Society of Vertebrate Paleontology at Drumheller, Alberta, Canada, (Oct. 1988).

- Interned in the Dept. of Paleobiology, the National Museum of Natural History, Washington D.C. (Aug. 1988).

- Presented INTECH 88 paper to the DOE location research team for the U.S. Super Collider facility, (May 1988).

- Won First Prize, the INTECH 88 Science Competition for Chicago High Tech Corridor Area Schools and the American Nuclear Society (Chicago Section) Award for an energy-related project, (May 1988).

- Admitted to the Charter Class of the Illinois Mathematics and Science Academy, (1986).

- Rockford East High School Academic Honor Roll (1985-86).

ATHLETICS & EXTRACURRICULAR PARTICIPATION

1990-91 - Won Dartmouth Diving Meet 1M & 3M Events (Feb. 1991)

1989-90 - Varsity Letter, Yale Swimming & Diving Team.
- Won Harvard-Yale Diving Meet 1M Event (Dec. 1989)

1988-89 - 17th. place, Illinois High School Association (IHSA) State Diving Meet, (Nov. 1988).
- Won IHSA W. Chicago Sectional Diving Meet, (Nov. 1988).
- Captain, IMSA Diving Team.
- Section Leader (Flutes), IMSA Concert Band.
- Cast Member, IMSA Drama Club 1989 production.

1987-88 - 5th. place, Scholastic Women's 1M Diving Competition, Prairie State Games, (July 1988).
- 18th. place, IHSA State Diving Meet, (Nov. 1987).
- 2nd. place, IHSA Waubonsie Valley Sectional Diving Meet, (Nov. 1987).
- Certification in Advanced Lifesaving and CPR.

1986-87 - 5th. place, IHSA Waubonsie Valley Sectional Diving Meet, (Nov. 1986).

1985-86 - Elected Student PE Leader for Sophomore year.
- NASTAR Silver medal in skiing, (April 1986).

COMMUNITY WORK SERVICE

1990-91 - Conceived and initiated the New Haven/Yale Science and Math Achiever Teaming (SMArT) pilot program at Troop public school in New Haven. SMArT is a volunteer program designed to encourage students in math and science and funded by Yale from the Hughes Foundation.

1988 - Volunteer lifeguard at Rockford College pool, Rockford, IL, for summer swims for children and the handicapped.

1986-88 - IMSA work-service, including Foreign Language Department assistant, lifeguarding and other duties.

PERSONAL STATEMENT

At Yale, I am pursuing a double major in Geology and Geophysics and in Anthropology. However, I would like to supplement these courses by undertaking interdisciplinary work involving paleoanthropology and paleontology.

PUBLICATIONS & PRESENTATIONS

"Evidences of Bipedalism in (Larger) Pterosaurs", (with Dr. Virginia Naples, Northern Illinois University), presented at the 48th. annual meeting of the Society of Vertebrate Paleontology at Drumheller, Alberta, Canada, October 1988; abstract published in the Journal of Vertebrate Paleontology, Supplement to No. 3, Vol. 8, Sept. 23, 1988.

Frederick Douglass

programs, you have returned to a focus on the League's orgininal concern -- employment opportunities for minorities. But, as Steven Sims [Director of Planning] has pointed out very firmly, all of your employment programs are integreted with education. Mr. Sims has said that skills must be brought into line with aspirations, and the New York League provides for the acquisition of skills so that each person's aspirations can be met.

The theme of education as liberation has repeated itself throughout history, but it has had very dramatic illustrations in our sweet land of liberty. These include two of my personal heroes -- one a Black man and the other a white woman.

I find the example of Frederick Douglass as powerful an inspiration as any I have had in my life. This literally self-made, self-taught, self-reliant man took himself out of slavery to become one of America's great orators, publishers, statemen, entrepreneurs. He was also a staunch believer in goodness of America for all its people. And it all began when a brutal master made him understand that "slavery and education were

imcompatible." Douglass said, "if a man is...without education, he is...at best half a man.... Education...means emancipation; it means light and liberty."

And, during the same period, a woman whose early enslavement was of a very different sort, said "[Books]...are my Utopia. Here I am not disfranchised [sic]. ...I have depended on books not only for pleasure and for...wisdom..., but also for that knowledge which comes to others thourgh their eyes and their ears. ...my darkness has been filled with the light of intelligence." That woman's name was Helen Keller.

As Henry Brougham ["Broom"], a British friend and colleague of Douglass's, said, "education makes people easy to lead, but impossible to drive; easy to govern, but impossible to enslave."

A century later, it is shocking to discover that tens of millions of American adults are functionally illiterate. It is especially disturbing because we Americans expect a great deal of ourselves, and our standards get higher with every advance of our highly advanced society. And while illiteracy does not

c: SC
Jean Becker
Julie
Anna

Herbert Hoover Library

West Branch, Iowa 52358

November 14, 1990

The White House
Ms. Susan Porter Rose
Chief of Staff to Mrs. Bush
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Ms. Rose:

By now you should have received the Moon Bag and dog dish so generously loaned to us by Mrs. Bush for our exhibit, "Mrs. President: From Martha to Barbara." No object among the nearly 200 on display drew more interest or generated more curiosity than these.

You might be interested to know of an incident in which one of our docents, winding up her tour, asked a group of schoolchildren what they already knew about our current First Lady. Someone volunteered that she had a famous dog named Millie. Someone else said that she and her husband owned a big house by the ocean. A third youngster, no more than eight or nine, said that Mrs. Bush had a special cause - illegitimacy.

We corrected him on that. He was just one of 82,000 visitors who went away from "Mrs. President" enriched in their knowledge of American history and the changing role of women in our society. Please extend our deepest thanks to Mrs. Bush for helping to make the exhibit such an overwhelming success.

With warm regards,

Sincerely,

RICHARD NORTON SMITH
Director

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Cover

FAIRFAX COUNTY
PUBLIC SCHOOLS

White Oaks Elementary School
6130 Shiplett Boulevard
Burke, Virginia 22015

November 14, 1990

Mrs. Bush's Office
The White House
Washington, DC 20500

Dear Mrs. Bush,

One of our goals at White Oaks is to promote and encourage every child to become a lifelong reader. We know you share that goal. Dale Johnson, past president of the International Reading Association, once wrote: "Literacy represents more than a reading score, a statistic, or a percentile. It is an individual's hope, a dream for the future, a ladder to an individual's success."

To help achieve this dream, our students are participating in the school-wide reading incentive program called "Dream No Small Dreams." Our goal is to read a million pages.

We would be honored if you could come to our school to emphasize the importance of reading by speaking briefly at an assembly for our upper grade students and reading a short story to our primary children. We realize your schedule is very tight and we would welcome you to our school at any time. We have 840 students and house a center for gifted students as well as six sections of learning disabled students in addition to our base school. Our population is quite diverse.

We look forward to hearing from you.

Sincerely,

Wendy Papalas

Wendy Papalas, News Liaison
(703) 644-9447

THE WHITE HOUSE
WASHINGTON

If a man
empties his purse
into his head no
man can take it away
from him. An
investment in
knowledge pays the
best interest.

Ben Franklin

that used symbols for the individual sounds of a spoken language. That great invention evolved many times over the centuries—from the original Proto-Semitic, which has been lost in antiquity, through the North Semitic to the Canaanite to the Greek, from which evolved the Latin—and we still use it. We call it an *alphabet*.

The alphabet is a set of symbols—letters—each of which stands for the most elementary units of sound, *phonemes*. The letter *a* is a phoneme, as are *b*, *c*, *d*, *e*, and the rest. The problem is, the system is imperfect. Adapted from Latin for English, our alphabet is badly flawed. Too often things just don't fit right. To begin with, spoken English has more sounds, or phonemes, among its various dialects than the twenty-six letters of our alphabet. We're missing at least six such phonemes, the sounds we can hear at the end of words like *cling*, *flash*, *path*, *lathe*, *rage*, and *such*. To accommodate, often we write *digraphs*, pairs of letters that combine to express a simple sound: the *ng* in *cling*, the *sh* in *flash*, the *th* in *path* and *lathe*, the *ch* in *such*. But unfortunately, we're not consistent. The *g* in *rage* is not a digraph, and it sounds nothing at all like the *g* in *get*. Similarly, the *ch* in *such* is pronounced *k* in *chorus*. The *sh* sound in *flash* is *ch* in *chiffon*, *ti* in *station*, *c* in *ocean*, and *s* in *sugar*. We're taught that there are five vowels in the English language—*a*, *e*, *i*, *o*, *u*—which seems simple enough until we consider how different *a* sounds in *bar*, *bat*, *ball*, *skate*, and *many*. Listen to the *e* in *seat* as opposed to the *e* in *bet*, the *i* in *light* and in *mitt*, the *o* in *boat*, *ought*, and *root*, the *u* in *suit* and in *butter*. To confuse matters further, we have no need for the letters in some words. We could drop the *a* in *weather*, the *e* in *height*, the *s* in *island*—and on and on.

Is it any wonder that millions of Americans have difficulty learning to read? For anyone fortunate enough to unravel these paradoxical puzzles in childhood, it might be easy to

forget the ordeal of the classmate at the next desk who couldn't grasp the alphabet as quickly, who fell behind. A few minutes with Sonia Linton, of Hyattsville, Maryland, might help us to remember and understand.

Sonia is a divorced mother of two whose large brown eyes sparkle, whose smooth brown cheeks widen quickly to a smile when she speaks. Now in her early forties, she has supported her family by working as a maid, a seamstress, and a nurse's aide. Born and raised in Jamaica, where she failed to learn to read, she emigrated to England when she was fifteen and lived there for nearly fourteen years, arriving in the United States when she was twenty-eight, in 1974. Though she herself was illiterate, she insisted that both her children learn to read and graduate from high school, which they have done. Sonia estimates that when she sought help from the Literacy Council of Prince George's County, three years before this interview took place, her reading skill was at about a first-grade level. Today, reading at a level at least four grades higher and rising, Sonia is working toward a GED—a high school equivalency diploma—and studies with her tutor two nights a week. Vivacious and passionate, she has become an inspiring leader, a Pied Piper, a founder of support groups for adults in Maryland who cannot read. Her joy is contagious, but perhaps its height is best measured in contrast to the depths of pain and shame she has endured.

"I was raised in Jamaica," she says, "the only child in a family of five who couldn't seem to learn to read. Worse for me, not only could my two brothers and my sister read, they could read well. I was frustrated, ashamed. I was a slow learner when it came to reading, which was odd, because there was so much else I seemed able to do. Also, because I was a star athlete, a sprinter, I was very popular in school. So I got by. I learned very quickly to pretend to be a reader and at the same time to persuade others to read

for me. My mother would write out anything I needed. Other students would fill out papers for me—but that once led to a terrible joke. A girlfriend wrote terrible things about our teacher on a paper I had to hand in. She thought I'd laugh, then throw it away. Of course, I couldn't read it. So I innocently handed it in—and I was caned hard. When I grew older, if I had to go to a job interview, a family member would accompany me and fill out the forms. I hid my problem for years, and though I tried many times in Jamaica, later in England, and finally in the United States to learn on my own and in schools, I always managed to quit."

How did you feel?

"I'd fool people, educated people; then I'd cry. I'd find what I call my silent place, a place hidden deep inside me, and I'd cry, alone, because I could not read. After I was divorced, I had a boyfriend in England who was well educated, a college graduate. He read constantly. I'd watch as he enjoyed a book—sometimes he'd laugh aloud at something he had read—and I'd want to strangle him. What I felt was anger—no, *rage*. I remember how humiliated I felt when someone passed around written jokes at a party. I laughed the hardest, pretending I understood the little piece of paper in my hand.

"Then there was the time my friend's son had written a beautiful report that his teacher had praised. My friend gave it to me, then noticed that I was crying. Confused, she asked why.

" 'Oh, this is so beautiful,' I said. 'It is just so moving, I have trouble reading it. Will you read it to me?' And she did. Of course I had lied, and I was crying because I couldn't read what my friend was so proud of."

Later in this book we'll hear from other adults who have learned to read. Their lives and their paths to literacy are

varied, but like Sonia, none of them was able to grasp the written sounds of English as a child—and neither did any escape what Sonia describes as her silent place. To be illiterate in the United States in the twentieth century is painful, a cold reality that emerges clearly when Sonia recalls the event that inspired her finally to admit her illiteracy and seek help.

"I was sitting alone, very frightened, in a hospital room, waiting to have a major operation, when a nurse came into the room and handed me a sheet of paper.

" 'Read this, then sign it,' she ordered.

"Very slowly, I tried to make the words out. I couldn't, and the nurse became impatient.

" 'Today!' she said.

" 'Could you read it to me?' I asked.

" 'No,' she said. '*You* have to read it, then sign it. *Now*, please.'

"I started to cry. I was dying inside. Then I told her, 'I can't sign this. I'm signing my life away.'

"She left, and the doctor came in. 'What's the matter?' he asked.

"I told him that I couldn't sign what I didn't understand, and as much as I needed the operation, I wasn't going to undergo surgery unless someone could explain to me what was on that piece of paper.

" 'I'll read it to you myself,' he said.

"It turned out to be a simple form, and when he finished reading, I signed it. I also made a silent vow: *Somehow, I'm going to learn to read.*"

At the beginning of the twentieth century in the United States, little pieces of paper like the one that was so frightening to Sonia did not exist. Things were different then. No

one had seen a color movie or an airplane, heard a radio broadcast, listened to jazz music or rock 'n' roll, watched a television, lunched in a cafeteria, walked through a supermarket or shopped in a mall, eaten frozen yogurt, or paid income tax. As late as 1944, when I was born, there were still no personal computers, nuclear submarines, soft contact lenses, birth control pills, digital watches, hand calculators, fax machines, electronic copiers, plastic garbage bags, disposable diapers, polyester sweaters, CAT scans, laser surgery, heart transplants, space rockets, or satellites.

The editorial director of Condé Nast magazines, Alexander Liberman—an eminent artist and sculptor who has written about Cézanne, Picasso, and Matisse, a man whose ability to reduce complex ideas to clear images is legendary—notes that in the rapidly changing world of the late twentieth century, we are submerged in messages, from blinking traffic lights to billboards to television. He suggests that "a new language is being invented as we speak, perhaps even a new alphabet. The invention of the computer has inspired new words, but even more significant, when we take a closer look at the letters on a computer screen, we find signs that didn't exist only a few years ago. Even the shape of the computer letter, I suspect, is different in its impact on the eye."

Because of the diversity in our lives today, it's easy to forget that for most of the history of humankind, change came slowly. Until about a century ago, people cooked food over open fires, and the only way to light a room at night was with a flame.

If, as some scientists suggest, human beings first appeared on earth about 100,000 years ago, then what we call civilization probably has existed for less than a tenth of that time. It's likely that the cave-dwelling teenagers I mentioned at the beginning of this chapter would have lived no differently from the generations who preceded them and many of the generations who followed.

What helped to accelerate change for our species was the invention three to four thousand years ago of the alphabet, the device, though flawed, that allows us to record our ideas and our discoveries and thus to communicate with precision over time and distance. Astonishingly, this invention was nearly discarded in Western Europe. During the period from A.D. 500 to 1000, sometimes called the Dark Ages, only a few hundred people, mainly Benedictine monks, learned to read—and it was they who preserved in their monasteries much of what we know today as the past. These monks laboriously copied manuscripts day after day, year after year, century after century, filling their libraries with what later generations would know as the classics.

If Sonia had lived in 990, at the tail end of the Dark Ages, instead of in 1990, reading would not have mattered to her. But she lives, inescapably, in the present, in a time and a place where reading is indispensable. Of course, there are other ways to communicate, but none of them will help a patient alone in her room to decipher a hospital form. The value of reading can only grow in a modern society—a point underscored by a friend, a sensitive man who successfully teaches children to communicate without words.

Jacques D'Amboise, one of America's finest classical dancers and the founder of the National Dance Institute, joined George Balanchine's New York City Ballet when he was fifteen and later was a principal dancer for more than three decades. He also appeared on Broadway in shows like Shinbone Alley, *in movies like* Carousel, Seven Brides for Seven Brothers, *and* The Best Things in Life Are Free, *and on television in* The Bell Telephone Hour.

3

To Be Another Person

I remember a misty summer morning thirty-five years ago, when I was ten, walking with my Uncle George through some woods on his dairy farm in Malta, New York.

"Look behind you," he told me.

Curious, I turned, then asked, "What am I looking for?"

"The way back," he said.

"What do you mean?"

"When you go into the woods it looks a certain way—"

I followed his arm as he pointed.

"—but when you try to find your way back, it won't look the same. See the other side of that maple, and over there, the birch . . ."

I nodded, and I began to understand.

If we apply the wisdom of my uncle to the field of literacy, if we look around and behind us, the first thing we'll notice is that we're not alone. The trail we follow has been hewn by others: *Most of what we know, we've learned from someone else.* A new path always can be created, of course, a new way found—but the wise scout listens first to the trail

blazers, leaders like the legendary Frank C. Laubach, who have gone before.

To get a better sense of the man who created Laubach Literacy International, an organization determined to help people throughout the world learn to read, I asked Dr. Norman Vincent Peale to tell me about his late friend Frank C. Laubach. Norman, the distinguished minister who preached in Manhattan's Marble Collegiate Church for many years and who wrote *The Power of Positive Thinking*, described him this way:

"One Sunday morning, while I was seated on the pulpit platform, my eyes ran over the congregation. The sun seemed to spotlight a man far to the side whom I could see only in profile. The thought came to me that this man had a saintly look, and I was fascinated. He was apparently taller than average and rather rugged of stature, but there was holiness in his total aspect. When he turned full in my direction, I recognized the man, Frank C. Laubach, a noted missionary and the greatest exponent of literacy in the twentieth century. Frank was instrumental in teaching millions to read, and his primary textbook was the Bible: As a person learned to read, he would absorb the teachings of the Holy Book.

"I had the privilege of knowing this great man rather well. I was a member of a group that included Frank and several other Christian leaders prominent at the time, and we would meet in Washington each year on New Year's Day to pray together and to think about how a deeper spiritual commitment could be made, by us personally and by our country generally. I recall how he reiterated that we should never take part in politics but that we should pray daily for our leaders. Frank was a profound believer in prayer, and he

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Charles Gillikin

Charles Gillikin of Morehead City, North Carolina, is in his late fifties, a robust, burly man who is quick to smile, gregarious, broad-shouldered, and self-confident. When he was fourteen, with only a fourth-grade education, he left home to work as a deckhand on a dredge, the large and complex machinery that moves earth under water. Three years later, when he was seventeen, he operated equipment. By the time he was twenty-three, he was working Venezuela in charge of dredging. Eventually he returned to the United States, became a field engineer, and directed operations around the world for a dredge-building firm, ultimately becoming superintendent of dredging for a company that had a contract with the Army Corps of Engineers. When he retired after a number of operations for a serious back injury, he was that company's general superintendent. A licensed ship captain who ran his own dredging consulting firm, Charles was functionally unable to read six years before this interview, when he first enrolled in a Laubach reading program in South Carolina. Five years later, after he had moved to North Carolina, he received his high school equivalency diploma on the same day his daughter received her bachelor's degree. Like the navigators who, centuries ago, circumscribed the globe, Captain Charles Gillikin could read the stars but not words.

"Dredging is a job that has not been written," he states. "It's a craft handed down from father to son. My dad and my uncles were dredge operators. When I came along, I fell in with the same group, and I just wanted to be the best. I received my captain's license the same way I received my driver's license. There was a grandfather law in effect for those of us who could not read. I remember we went up on a ridge, and one of the company men who could read went over the written rules with us. Then we went down —and we all aced the exam."

How were you able to read a nautical chart?

"I could chart a course to any spot in the world. I know figures, how to use a compass, and I have a watch. If I know the speed of a vessel, I can get anywhere. Because I went as far as fourth grade in school, I could make out some names, and I could find an island on a map. I could figure out maps and charts and find drawings, pictures, and numbers. Then, using what else I knew, I'd navigate a course. If there was something that I had to read for navigation, I'd go to someone who could read, 'Hey, I don't read so fast. I'll be here all day reading this. Read it for me, will you?' They would—and nobody ever minded."

Were you embarrassed that you could not read?

"More later, as I was learning to read, than before. Let me explain. When I couldn't read, I didn't see that I had a real disadvantage. I had to support a family, and I didn't think I had the time to learn. Plus, because I had started working so young, I didn't fault myself a lot for not having learned to read. Also I had my captain's license and was a successful dredger; I was a good money-maker for the company, valued for what I was able to do, for my skills, and I was proud of that. What put me back in my seat sometimes, though, was when someone with a college background was promoted over me. I wouldn't get angry—although I wasn't pleased when that

happened—because usually the fellows they promoted couldn't last very long. It takes years and years of experience to really know dredging and how to dredge when there are complicated problems. Anyway, as I said, because I was good at my business, supported my family, and could excuse myself for not reading, I was only a little embarrassed at times. When I started to learn to read, though, I kept my time with my tutor a secret, and I worried whether my neighbors knew. You see, the more I learned to read, the more important reading became to me. The thing was, some folks knew I couldn't read, but there were even more people who didn't know. I was very much aware of how others put you in a category, stereotype you, when you can't read."

When did you begin to learn to read?

"It has taken a long time. About eighteen years ago, when our youngest son was a small boy, he had trouble reading, so my wife hired a tutor at $10 an hour to help him. Well, as I watched the tutor work with our son, I got into it, and I determined that I would learn to read, but then, with my responsibility at the company, I wasn't able to do it. I just didn't have the time, and I couldn't relax enough to learn. It was another twelve years before I was able to begin in earnest, and that was about six years ago."

Do you still have problems?

"Sure, particularly when I read out loud. Sometimes I switch words, reverse them, or I insert a word that's not there. Then, because I've gotten myself off track, I begin to stagger my words, or because I can't fix the mistake I've made, I jabber along. When I read silently, I correct it all."

You lack the confidence to be imperfect . . .

"Yes, that's true."

. . . because you believe that a reader reads every word perfectly and you do not.

"Absolutely!"

Do you think experience will help you be a little easier on yourself?

"I think so—and I hope so."

What happens to you when you read?

"I get into a book and I travel places. I can actually see what the writer is writing about. I read someone else's fantasy, and I put my dreams into it. There's a whole world there, right in a daily newspaper!"

It allows you to imagine—

"A world of beauty!"

When did you know you could read?

"Actually, I surprised myself. I read a book and I thought, 'I must have missed a lot of words,' so I read it again. And again. Then it struck me: *I read a book!*"

Did you cry?

"Yes, I did. I can't describe more than that what I felt, but I felt a lot."

What would you like to do now?

"I don't know if I'll be able to finish college at my age, but I want to try, now that I have my GED. I'd also like to learn another language. And maybe as much as anything I can think of, I'd like to learn to read well enough to be a tutor myself. A tutor inspires. A tutor is very special."

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Karolyn Cleveland, also of Morehead City, North Carolina, a 1929 graduate of Marion (Indiana) High School who attended Battle Creek College in Michigan for a year, was a seventy-three-year-old great-grandmother only recently widowed when a friend suggested to her in 1984 that she volunteer as a tutor to fill her time, to help ease the ache.

"Because I had lost my husband," Karolyn explains, "my

friend thought that becoming a tutor might help me to
out of myself, to start thinking about somebody else,
that I might enjoy it. So I took the training, and sho
thereafter, in the summer of 1985, my friend, who was h
self a literacy volunteer coaching an adult named Chan
Gillikin, moved away, and I was asked to be his tutor."

What have you gained?

"First, I'd have to say that I've gained some wonderf
friends, not only Chuck but his wife and children too. A
I've learned an awful lot. I really have. I'm seventy-eig
now, and I can tell you that so much of what I've learn
in the past four years has been eye-opening. I don't th
I'd recognize a dredge if I stepped on one, but neverthele
it has been quite an education working with Chuck—a
maybe, little by little, I'm learning how to be a better tu
Look, you can study all the statistics in the world ab
literacy—and a lot of people do—but the truth is, all t
fades when you see one adult actually learn to read. It i
fulfilling.

"I asked Chuck once during a session what he h
learned, and he told me that he could now read the s
along the road. 'And,' he said, 'I can read a menu.'

" 'What did you do before?' I asked.

" 'I always ordered steak,' he replied.

"So, what have I gained? As I said, friendship first. I
cried a little, and I've laughed a lot. Chuck and his fami
have helped to fill the emptiness left by my husband's death
I think I've become more perceptive about people, and
better understand a variety of different problems. But y
know what it really is, what I can't seem to describe ju
right? It's that warm feeling inside me that maybe, may
I make a difference, even now, at seventy-eight.

"Chuck came at a time when I needed somebody, and

inds me of my husband. He fills quite a gap in my life.
amily is like a second family to me. I went to a class
on last summer, and the funniest thing I heard was
a woman who had just had a great-grandchild, her
st one. Somebody was asking her how she felt about it,
and she said, 'It was perfectly wonderful until all of a sudden
happened to think that I'm the mother of a grandfather.'
Well, that's me too. I have four grandchildren and three
great-grandchildren. My life is full, and being a tutor is right
up there near the top. It has been an immensely rewarding
experience for me, and I am grateful. Yes, *grateful*, glad it
wasn't too late for me."

Why wasn't it too late for Chuck?

"Because he didn't want it to be. He has tremendous
desire and a genuine willingness to learn."

Why were you able to help him?

"Maybe because I love learning. I've been curious all my
life, and I think that's what Chuck is—curious. Many of
the tutors in our literacy program here have undergraduate
degrees; others have advanced degrees in reading and
speech therapy. I think some of them can recognize prob-
lems that I might not see right away. I attended college for
only a year, so if I had more of an education, I might have
done better. But I really believe, after working so long with
Chuck, that the most important aspect of all this is not
degrees or courses at all. What matters most is for a tutor
to be standing there with the student, really *with* the stu-
dent, and *caring*."

Have you worked with other students?

"No. Only Chuck, for four years."

Are there particular moments that come to mind?

"Several. Just this morning he had me laughing. I've been
trying for so long to get him to shut his eyes and try to see

the words we're working on. I said, 'Now look at that word, then shut your eyes and tell me what you see.'

"When he closed his eyes tightly, I asked, 'Okay, what do you see?'

" 'Pretty women!' he told me.

"Like I said, he gets me laughing so hard at times. Just the other day, though, there was a different kind of moment. Chuck described to me how, for the first time in his life, he was able to visualize a word. I was thrilled. What a sense of accomplishment for him!

"I remember one day when he wasn't doing so well and he looked through the window at the water—my home is right on the sound—and he said, 'I bet the fish are biting. Let's go see.' The next thing you know, he had fishing tackle out. We walked to the water's edge, and sure enough, we caught seven or eight gray trout. I've never caught that many fish before or since. We had a wonderful time, and I'll remember it as long as I live.

"In addition to such good moments, though, there have been some frustrating ones, mainly when Chuck hasn't done his homework. He'll tell me, 'Oh, someone called, and I couldn't get to it' or 'I had to check the stock market.' Something creative each time. But I understand. He drives himself. When he's ready, he moves. I could never push him as hard as he pushes himself. The best I can do is to be there when he needs my help, and to be supportive. He's so advanced now, I don't think he needs me—but he tells me he does, and he still pops in twice a week to go to work."

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Cathie Yennie, who is today the president of the Carteret Literacy Council in Atlantic Beach, North Carolina, the mother of six, grandmother of ten, was fifty when she read in a church bulletin, five years before this interview, that a local literacy council was forming. Intrigued, the 1953 graduate of Osnaburg High School (East Canton, Ohio), who studied nursing prior to her marriage and later took courses at various local colleges, decided to find out more.

"We had always been a reading family," she says. "I read to the children when they were small, and we always had books in our home. Our youngest son had some difficulty reading, and I worked with him. So when I met my first student, my mind flashed back to our youngest son, and I suspect that has a lot to do with why I'm involved. Now, having been at it for five years, I can say that the rewards are absolutely immeasurable, especially the friendships that build. There's a light bulb you see turn on when you teach someone to read. There's the first time you place letters on a table and watch an adult make words out of them. It's hard for me to describe how thrilling, how fulfilling that is to see. And through it all, the tutor learns. Every student you meet teaches you something.

"From Chuck Gillikin, I was reminded again how difficult it is to be an adult who cannot read. Chuck felt real pain. Fortunately, though, he had a wonderful, patient tutor, Karolyn Cleveland; she and Chuck asked me to help tutor him for his GED exam. I remember that on the first three dates we scheduled the test for, he was so anxious that he took two trips and made an appointment with the dentist instead. I believed he'd pass the test if he could just get over that threshold. So I asked the school to allow me to sit in the classroom with him when he took the exam. I was given permission. Well, that made Chuck more comfortable. He took the test, completed it, passed it—and later graduated with his daughter."

Have there been disappointments?

"Sure. And the deepest disappointments have not been the students who have quit, though that can hurt, but those

students who sincerely strive for more than they can reach, who want to do more than they may be capable of doing. For example, consider a retarded student, an adult with abilities just beyond trainable but not quite educable. He sees what appears to him to be the most glamorous job, but it requires some facility with written language. Now, he thinks, 'All I have to do is improve.' So he tries. And tries. And tries. He *really* tries. His effort is heartbreaking. But the results don't come. There's a sadness in this that hurts more than any other."

How have you handled the hurt?

"I'm not sure I've handled it all that well. When I faced this very problem with a student of mine, a young woman, I blamed myself. I kept thinking, if only I could find the key, the right way to communicate with her. Then, after several unsuccessful efforts, I began to think, 'If only I knew more.' I ended up crying, frustrated. Then, after my student was observed by someone else, I was told to terminate her training. It was explained to me that she could go no further. I was assured that I had done all I could. It still hurt, and it does to this day."

Why be a tutor?

"For the pleasure of seeing a nonreader learn how to read—and the rewarding feeling you get when you help someone. Right now I'm working with my fifth student, a young man who is twenty-three, a high school graduate from Alabama. I started with him when I finished the GED training with Chuck. This young man is about to enroll in the Grassroots English course at Coastal Community College in Jacksonville, so that he can go further with business courses. He reminds me that it takes great courage for an adult to come forward and say, 'I can't read.'

"Now, let me tell you about Truie Pettaway, the mother of two girls, who was my second student. She's thirty-three

today, the same age as our oldest daughter. She was thirty when the county social services department recommended her to the literacy council. When I started as her tutor, she was at a second-grade reading level, and seven months later she had her GED!"

How did that happen?

"We worked and worked and worked. She was so intelligent. When that light bulb came on for her, she was like a sponge. I remember one day when we were at her house, a week after I had given her a lot of work, work we did not review. I had not gone over the material again with her on purpose. What I was really doing was testing her retention. So I presented completely new material to Truie, then tested her on what she had previously learned. She remembered it all, everything!

" 'Truie,' I told her, 'you have so much in your head. I don't think you realize just how intelligent you are.'

"At the time we were working together three days a week, two hours each session. It was then that I gave Truie a book that I knew was beyond her ability. Yet even though there were words she could not recognize, she understood what she read, the gist of the book. I decided to work with her one day more a week, for four sessions. Truie asked for five days, five hours a day.

" 'Why?' I asked her.

" 'I've promised myself a Christmas present. I want to give myself a GED for Christmas.'

"I agreed, but to be honest, I didn't think anyone, Truie included, could accomplish such a feat. But as we got into it—five days a week, at least five hours a day—I slowly began to believe that she could do it. She ran me ragged. And by Christmas she had her GED. That was the most remarkable gain I've seen."

Did she go further?

"Yes. In fact, she's enrolled in a community college in Baltimore now, where she's studying to be a medical assistant. She works in a hospital there. Truie started in the lowest possible job in the hospital and, not surprisingly, worked her way up, at the same time trying to organize a literacy council to help those employees who cannot read. Both of her daughters are straight A students, and one of them has already been awarded a college scholarship."

What motivates Truie?

"She's an extremely talented and perceptive person, and what bothered her more than anything in the world was that she was on welfare. She wanted to get off it. Her experience was different from Chuck's. He's a worldly man, and though he had to leave home very young and work very hard, he was tremendously successful at business. He could take pride in his achievements, although he could not read. His heartaches were real, and they hurt—make no mistake about that—but they were different from Truie's. He was white, male, independent, relatively secure in his work. Truie was black, female, dependent on welfare, raising two children alone.

"I just had a close-up experience this week of what Truie must have faced in the welfare system. I attended a three-day conference in Raleigh that was sponsored by the food stamp authorities, the same people who forward clients to us at the literacy council. As part of the seminars, they decided to work with role-playing. I was asked to participate as the literacy person. In rehearsal they had a person approach me with what was supposed to be the demeanor of an illiterate person. The person walked as if she were club-footed, twisting her hands and arms as if she were severely retarded, then crossing her eyes. I was horrified, and I told the participants that their actions were offensive: 'You look

at these people, and you assume they are stupid or retarded. How wrong you are. They are people like you and me—only they can't read.' As I spoke, I pictured Truie, who worked herself off the welfare rolls and away from that terrible stigma, and I thought about Chuck and *his* courage, and I hoped that the people at that seminar could hear me, really hear me."

7

Rose Marie Semple

Rose Marie Semple, of Pennsville, New Jersey, is a mother of five children in her mid-forties. Her light brown hair falls easily above her blue eyes, and her white skin is creamy and unblemished, cut only by laugh lines and a wide smile. A first marriage, from which she reported physical abuse, ended in divorce when she was much younger. She'd been married for thirteen years to her second husband when she enrolled as a student with the Literacy Volunteers of New Jersey. When she started with her tutor, her reading ability was measured at a second-grade level. Now, four years later, she reads at a seventh-grade level; her overall comprehension is higher, at an eleventh-grade level. Additionally, she has been certified for cardiopulmonary resuscitation, has qualified for the Red Cross Multi-Handicapped Unit, works for Easter Seals as an aide to the handicapped, is studying to acquire a GED, the high school equivalency diploma, and hopes to achieve a college degree as a physical therapist's aide. Passionate and eloquent, Rose Marie Semple is a human being whose character has been tested by dark days, disappointment, and near-crippling insecurity. Her story is about human values and character, and finally it's about self-discovery.

"I was raised in Carlisle, Pennsylvania," she begins.

"When I was about fifteen and in the eighth grade, we moved to New Jersey. I was one of eight children, the oldest of five who were still living at home with my mother and my stepfather, and I had to drop out before the ninth grade to care for my mother, who was an asthmatic, and the others. I had to give up school so the little ones could go. Might as well, I figured. I had already been placed in a special class anyway.

"I'll remember all my life the day the teacher told me that I would never be able to read or write, that I would never amount to anything. But, she said, because I was entitled to an education, she would do the best she could with me. It was easy for me to believe the worst of what she said: that I'd never be anything, that I was there only because the state said I had to be there, that I wasn't as good as everyone else. Yes, I believed her. I had no friends, because I wouldn't allow anyone to get that close. I'd talk to no one. I'd even avoid parties. Other kids, as you might expect, thought I was stuck up. Understand, it wasn't that I didn't want to be popular or loved—I did! What terrified me was my fear that kids my age would find out that I couldn't read or write."

Did your mother know you could not read?

"Yes. I found out only recently that my mother herself was illiterate. She had a great memory, and she made sure that I had a great memory, teaching me all that her mother had taught her. Now I understand that our problem goes back three generations. The problem has to stop with me. I have a seven-year-old daughter who is going to read. I don't want her to have to face what I've lived through. We're going to break the chain that's been in my family for too many generations. It stops *now*."

What got you started?

"I was forced into it. My son became an addict and was jailed; when he was released, he started in Alcoholics Anonymous. We attended a support group for him called Al-Anon, where a little blue book was passed around during the meetings. When it was handed to me, I'd just pass it along. One day a woman told me, 'You really have to read this book.'

" 'I can't,' I admitted.

"She laughed.

" 'I can't!' I said again.

"Suddenly she stopped laughing. She understood. 'But you're so smart,' she told me. 'You have great ideas.'

"I said, 'That may be true, but I still can't read.'

"She wrote out a telephone number, the local number of the Literacy Volunteers of America, and she handed it to me. I put it away and held it for two months, because I was afraid to dial the number. I knew if I called LVA and they couldn't teach me, then my eighth-grade teacher would be proved right and the worst nightmare of my life would be true. As long as I didn't know for sure, I was okay.

"But I couldn't let it go. I kept thinking about my seven-year-old, how I had never been able to read to her or to any of my other children, how I had always made excuses until finally my husband, who knew I was illiterate, would read to them. I wanted to read so badly to my daughter Rebecca. I knew she was the last child, and the last chance I'd have. My need to read a little book like *The Three Little Pigs* was so great that finally I called the telephone number, and I was told to go to the library two blocks from my home. I did, but I just sat in the car. I broke out in a cold sweat. I wanted to go home, to say the heck with it, but something stopped me. I just stayed there, frozen in the car, neither willing to open the door nor willing to drive away. Then, in an instant, I did it. I opened the car door and walked into

the library. But when I saw the books, I couldn't breathe. I couldn't breathe! It was as if a hand were squeezing my heart. I hurt. It was terrible. I turned to race from the room when a woman suddenly stopped me, calling, 'Rose Marie!' And that's how I met Betty Husarik, who would become my tutor and be my friend to this day."

What happened next?

"Betty asked me to follow her into a room at the rear of the library, and she told me, 'I don't know how well you can read or write, but I'm here to help you the best that I can.' "

How well did you read?

"At a second-grade level. I could distinguish the ABCs and I could write my name and some words that I had memorized—but if those words were taken out of context, I'd be lost. Using my memory, I had also developed a system in which I'd read every other word on a page, sometimes jumping five or six words to find a word I knew, then say what the book was about. That ability blew Betty away. She had never seen anything like it. My memory had become very strong, in the same way that the other senses of a blind person strengthen. You do what you have to do."

How difficult was it to learn?

"The first year was hard, but everyone was supportive. My husband chipped in, gave my daughter her baths, and he helped in other ways. We had two foster children, and they helped too."

After the first year?

"Things began to change. My husband began to object. I had always been the type of wife who never left the house. I had had no friends—my life had been solely my children, my family. My husband would go camping, fishing, or hunting with his friends on the weekends, and I'd stay home with the kids. Because I'd also never finished anything in

my life—I had always found it easier to quit, to give up—my husband expected me to quit again. When I didn't quit, when I kept going at the end of that first year, we started to argue. Even more surprising, I started to stand up for myself. 'I want to learn to read,' I said, 'and I'm doing something about it.' My husband didn't like that. He said he was sick and tired of me not being home two nights a week, that he didn't want me to go out anymore, that I didn't need to learn anything else, that I knew enough already, that if I wanted to, he'd let me get some kind of part-time job when the kids were older."

What did you do?

"I continued to see my tutor, and I joined a support group. I learned that I had rights. And some of the girls there volunteered to watch my daughter. I thought that would help."

Did it?

"No. It got worse. My husband told me that I was being brainwashed, that I was not the girl he had married years earlier, that I was different. He said I'd have to choose between him and the LVA. That's when I told Betty that I'd have to stop. What else could I do? Having never held a job, how could I support myself? I had to quit.

"About this time, though, a woman in my support group asked me to do her a favor, to bake some brownies she needed for an anniversary. Like my mother, I had no recipe book. Everything was memorized. I tried to figure out brownies, and nothing came to me. So, while shopping at the supermarket, I found a package of brownie mix, and I brought it home. After I baked the brownies, both my husband and my stepfather said they were delicious, the best brownies they had ever eaten.

" 'How come you never made these before?' my stepfather asked.

" 'I didn't know how,' I said.

" 'Then how did you make them this time?'

"Suddenly it came to me. I picked up the telephone and called Betty, and when she answered I announced, 'I can read!' I described what I had done—I had *read* the recipe. We had been working together for a year and a half. It was then, in that moment, that I knew I could not quit. No longer was it a matter of reading *The Three Little Pigs* to my daughter. It was more. It was my life. I thank God to this day that that happened, because I was going to quit LVA."

How did your husband respond?

"He kept insisting that I had to choose between him and my lessons. Then finally, when I didn't quit, he left. That was very difficult for me, particularly the first year. Later I was accepted into a vocational school for some training I needed to work with handicapped people. Betty helped me. I thought I'd learn something in the course, but I didn't think I'd actually be certified, because I was still thinking the old way. It turned out that on the final exam I had only three wrong out of fifty questions. Not only did I pass, but that meant I would be certified! When the teacher called my name, I couldn't move. I just sat there. The nurses in the class encouraged me: 'Get up, get up!' Finally I did—and I lived one of the proudest moments of my life. In time I went further, studying the multihandicapped, even working for an association for retarded citizens."

Was there another turning point for you?

"Yes. I was asked to speak at a meeting of literacy volunteers in Atlantic City, and I was seated next to a man who was wearing a jogging suit and a baseball cap. We started talking, and I found him very interesting. We were deep into a conversation when I realized who he was—Wally 'Famous' Amos, the cookie millionaire.

"I exclaimed, 'You're Famous Amos!'

"He laughed and said, 'And you're Rose Marie Semple, and I can't wait to hear you speak today!'

"Later he gave me a copy of his book *The Power in You*, which is the first book I ever read. Wally's wise words inspired me, helped me to become more determined. When the time came for me to face a job interview, I acted on the advice he had written in a chapter about selling yourself, and I was hired. Now I have a job, even benefits. I pay my bills. For the first time in my life, I have dignity.

"I know I can't change my husband—and it's clear we're heading for divorce. Divorce hurts, but I thank God that I won't be spending another twenty years in a relationship that's wrong for both of us. Like I said, I know I can't change the way my husband is, and neither can I change my son's addiction. What I can change is *me*. By changing me, I change my world. Maybe someday I'll have somebody in my life who believes in me. That would be wonderful, but if it never happens, I can live with it—because I believe in me. For the first time in my life, *I believe in me*. I have dignity."

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Betty Husarik was sixty-two, a Pennsville, New Jersey, housewife, a former dietetics major and a graduate of Saint Joseph's College in West Hartford, Connecticut, a mother of four, and a grandmother of six when in 1984 she read a small item in a local newspaper about a newly formed group called the Literacy Volunteers of Salem County. "I have no formal experience teaching," she thought, "but I'd like to teach." She called the telephone number published in the article.

"I was told I'd be contacted when there were enough people to start a class," she says. "Subsequently, through the Literacy Volunteers of America, I was trained. Initially

it was fifteen hours, divided into five three-hour sessions, once a week for five weeks. About a month later I attended the final three-hour session to complete a total of eighteen hours of training. The final three hours are usually scheduled after you've had a student, encountered some problems, or had some experiences you can share with the others in the class."

Was Rose Marie Semple your first student?

"No, I had another student before Rose Marie. It did not work out, and I was devastated. I was as full of enthusiasm as all new tutors are, and like most new tutors, when it fell apart, I blamed myself. I felt terrible, certain that another tutor could have done better. Later, with more experience, I could look back and understand better. I had tried my very best. The student was a woman with a background similiar to Rose Marie's. She was in her forties and had had a very hard life, and at that time she had three generations living in the same house, a small house, no privacy, no way to do homework or find the necessary time. She was working nights, and she met with me in the morning, after her shift ended. She didn't drive. While we were meeting one morning her electricity was turned off, because she hadn't paid her bill. She had mountains of problems, and she just couldn't handle all of them. She couldn't learn to read at that moment, but I kept thinking she could, and I convinced myself that I was the one who was going to make it possible. So when she quit, I was disappointed. Then I got another call. I was told to go to the library to meet a new student."

That was Rose Marie?

"Yes, and she told me about her family, how her children had gone to school, how she had done her best to bring them up, and it was now her time to learn to read. She said she was tired of hiding it, tired of not being able to read.

She had come to the point where she was going to do something about it. I believed her."

What have you gained from her?

"Confidence, and friendship. I also think that Rose Marie was such a good student, so eager to learn, to do her best, that she made me a better teacher. I had to be fully prepared for each lesson, which I like to be—but Rose Marie was so demanding a student, she made me work even harder. Her comprehension is beyond her ability to read. The teacher who told her she would never be able to read could not have been more wrong. After working with Rose Marie these last couple of years, I believe that if she had had the chance to stay in school and apply herself, she could have been a valedictorian. She has a very good mind—that's why her comprehension level has always tested higher than her actual reading level. She comprehends, and she remembers. What a memory! I have no doubt she'll obtain a GED. I am so proud of her. She has worked very hard for everything she has. Getting to know Rose Marie has been a very special gift for me."

Is that why you continue to tutor?

"I continue because I, like so many tutors, have been able to feel a satisfaction that can't be equaled, a feeling of having helped someone in a way that no one else has. It is something wonderful that you can actually see happening. When it's working, the relationship between a student and a tutor is magic. Today, because I also teach tutors, I believe more than ever that being a tutor is something you do from your heart. It's not like writing a check, mailing it off somewhere. What you do as a tutor does not come out of your billfold but out of yourself. I don't think I can ever give up being a tutor after the experiences I've had—and I know my future students will not be Rose

Marie, but each will have her own qualities. And that's the beauty of it, isn't it?"

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***Wally** "Famous" Amos, the renowned "cookie man," is the author of* The Face That Launched a Thousand Chips *and the coauthor, with his son, Gregory, of* The Power In You. *His trademark Panama hat and embroidered Indian pullover shirt are on permanent display at the Smithsonian Institution in the nation's capital. He is the recipient of the Horatio Alger Award, the Napoleon Hill Gold Medal, and the President's Award for Entrepreneurial Excellence, and is host of the national* GED on TV *series, produced by Kentucky Educational Television. He has been the national spokesman for Literacy Volunteers of America for more than a decade.*

"I wouldn't be as fortunate as I have been if it weren't for hundreds of people throughout my life who have lifted me, guided me, or pushed me forward," he explains. "We are all connected. I've come to see life as a relay race, in which every one of us at some point is handed a baton. When it's your turn, I believe you have to use all your skills, all your abilities, to give back what you have gotten. Look, we do not climb alone. The other day I was listening to a minister, O. C. Smith—who, you may remember, recorded the song 'Little Green Apples'—use a phrase that will stick with me forever. He said, 'We are each other.' His words clicked for me, because as I suggested, I've learned that we live in this world to serve one another. The most important question any one of us can ask is 'How can I serve?' When we give to others, we give to ourselves. I know, as I've said many times, that volunteering is reaching with your hand into the darkness to pull another person's hand back into the light, only to discover that the hand you hold is your own."

Do you remember Rose Marie Semple?

"I sure do! We met in Atlantic City, and I remember
she made me cry when she stood up to speak. Her
made everyone cry. The pride in her voice as she told
story, recounted how she had learned to read, moved
audience beyond description. There wasn't a dry eye in
place. Now, Rose Marie's experience is another good
ample of why reading is so important: It is the foundat
on which a person builds a life. If you cannot decode
language, you are its prisoner; you are a slave, at the m
of everyone else around you."

Whom have you helped?

"What's incredible is that when I first became invol
with Literacy Volunteers of America, I said I was going
help the organization, its students and its tutors. It
out, the person I helped most is Wally Amos. How
describe what the experience has meant to me? In Da
port, Iowa, a seventy-four-year-old gentleman who had
passed the GED exam after watching the *GED on TV*
stopped me to say, 'Wow, I've spent many a day
you, Wally Amos.' There's nothing—no money, no gl
nothing—that can replace what he gave me, how his wo
made me feel. *I made a difference.* When a student tells
he's in a literacy program because he heard me speak
radio or on television—well, then I *know* I'm passing
baton, I'm making a difference."

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"Why?" I asked her.

"You'll never be an academic student," she explained, "and you should learn a trade so that you can earn a living."

"I'm not stupid!" I declared.

"I didn't say you were," she replied. "In fact, I think you can show how smart you are by volunteering for vocational training."

"How much do you know about me?" I demanded.

"I know your *grades*," she replied.

Functionally illiterate adults are unable to use reading skills in everyday life for a variety of reasons. Some, like Captain Gillikin, left school early. Others, like Elaine Williams, have language-learning disabilities. There are those who need eyeglasses or hearing aids, who have physical or emotional disorders, or who, like Percy Fleming, have been taught by ineffective teachers. People like Robert Mendez and Diana Davies simply may not have been ready or able to learn when reading classes began. As Linwood Earl Johnson discovered, social problems such as poverty and racism can diminish the opportunity. Sometimes, as with Rose Marie Semple, illiteracy passes unintentionally from parents to children. Or it can be encouraged, as one of television's most distinguished personalities, *20/20* co-host Hugh Downs, explains: "Ignorance is more dangerous than poverty. If you are born poor, you will always strive to escape poverty. But if you are ignorant, you are likely to scorn learning. I remember a story my grandfather told me about a cranky farmer he knew who refused to allow his sons to learn to read. 'Book-larnin',' the farmer warned his children, 'ruins your shootin' eye!' So in fact he condemned his sons to ignorance. And ignorance keeps you in poverty for keeps."

Although the causes of illiteracy are many and varied—and are often hidden as well as I hid my real reasons for

failing in high school—common threads do emerge. Fear, vulnerability, and humiliation persist as painful themes in the lives of adults who cannot read—but so too is the visionary declaration of Frank C. Laubach validated when they learn: "A literate person is not only an illiterate person who has learned to read and write, he is *another* person." The lives of the adults cited in these pages have been changed—and so too have the lives of their tutors been changed, as markedly as that of dental student Brian Kistenmacher, as tenderly as that of Karolyn Cleveland, who at seventy-eight can say, "I make a difference." The student-tutor relationships are founded in, and forged by, a single dynamic understanding: Each depends on the other.

Martha Maxfield underscores the power of the alliance when she describes the remarkable struggle of Elaine Williams: "I think a precious gift that Elaine gave me, one I'll carry with me forever, is the example of her perseverance in the face of the inadequacy of the system she and I were applying. Most people would not, could not, endure what Elaine did. She hung in there. Not only that, she participated, she helped to discover how to help herself. We found the solution *together*."

Elaine's disability went unrecognized, but as Martha suggests, her ordeal was no isolated tragedy: "Elaine's life experience from the earliest years illustrates what a shame it is when dyslexic and other learning-disabled students are pushed into high school, whether they stay or drop out, and no one helps them define what their problem is. They fall through the cracks. Because their disability is not identified, it's misunderstood, and they never receive the right approach. Kind, well-meaning people may try to help, but that often frustrates the students more, increasing their insecurity and diminishing their self-esteem."

The World Federation of Neurology calls dyslexia "a dis-

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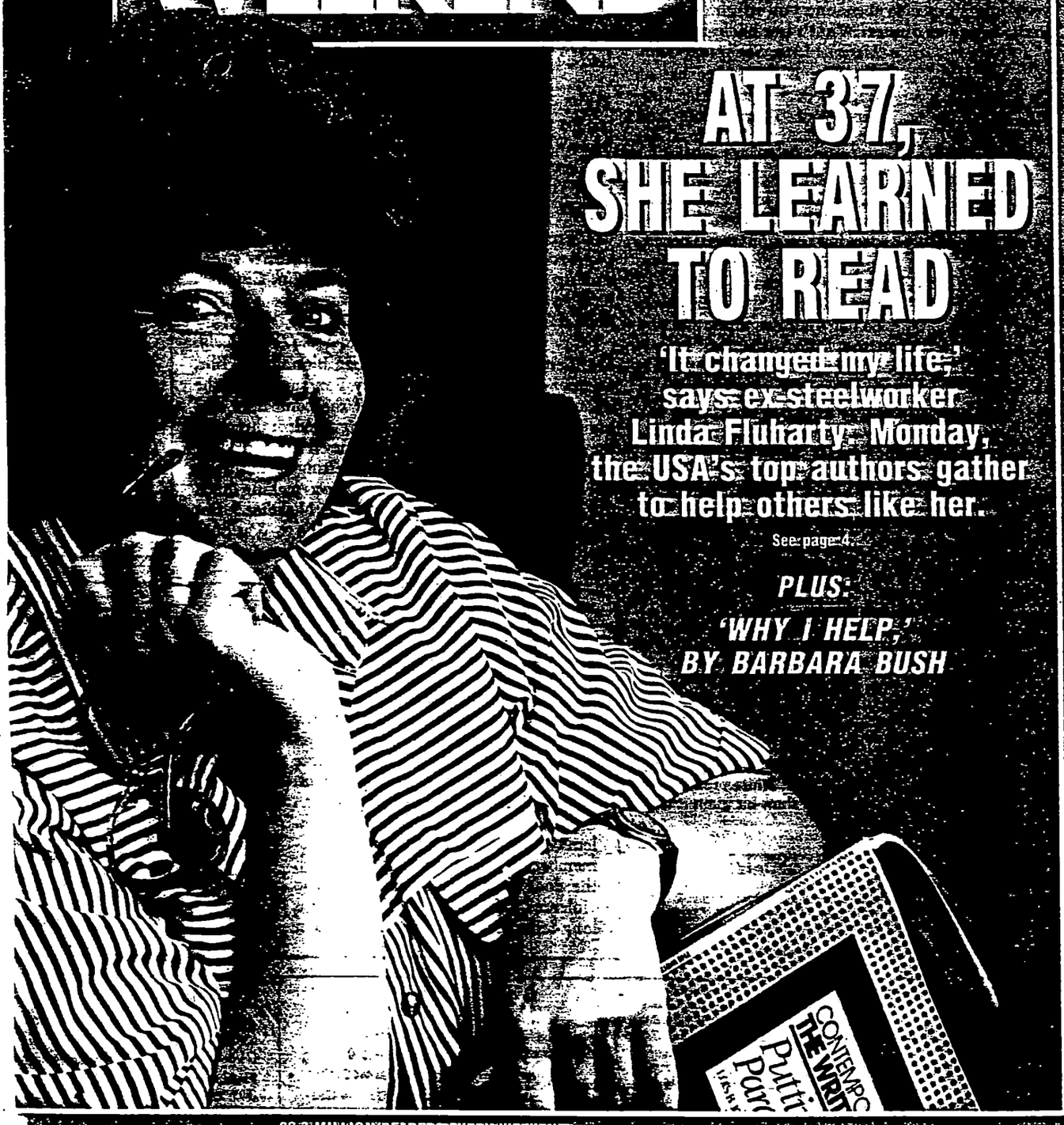
MAY 12-14, 1989

USA WEEKEND



AT 37, SHE LEARNED TO READ

'It changed my life,' says ex-steelworker Linda Fluharty. Monday, the USA's top authors gather to help others like her.

See page 4

PLUS:

'WHY I HELP,' BY BARBARA BUSH

28.3 MILLION READERS EVERY WEEKEND

26 MILLION CAN'T READ THIS STORY

Monday, Barbara Bush joins top writers at a fund-raiser in New York City. The goal: Push literacy up the list of national priorities. And create more success stories like Linda Fluharty and John Goosby.

BY LAURENCE JOLIDON

Linda Fluharty, at 37, could read and write only a few simple words.

That was good enough for a job in a steel mill. But the mills shut down. Then her life seemed to shut down.

"I felt like I was a blank in the world. Like I didn't belong. Like I was in the dark." That was before she grasped the power of words and, with that power, the importance of her own life.

Now, after four years in a Beaver County, Pa., adult literacy program, Fluharty has a high-school equivalency certificate and a new confidence.

No longer trapped in the blurred world of the barely literate, she realizes mastering a language and feeling she matters as a person are as inseparable as the two sides of a leaf.

"I'm not a back-in-the-shadows person like I used to be."

In this country, we carve the objects of our caring into neat, trendy categories: the homeless, the jobless, the loveless, the childless.

Today, many are choosing to help the most invisible group: the wordless.

The issue is moving to the top of the national agenda. It's as though a note has been taped to a White House refrigerator saying, "Fight Illiteracy," as Barbara Bush makes it her personal cause.

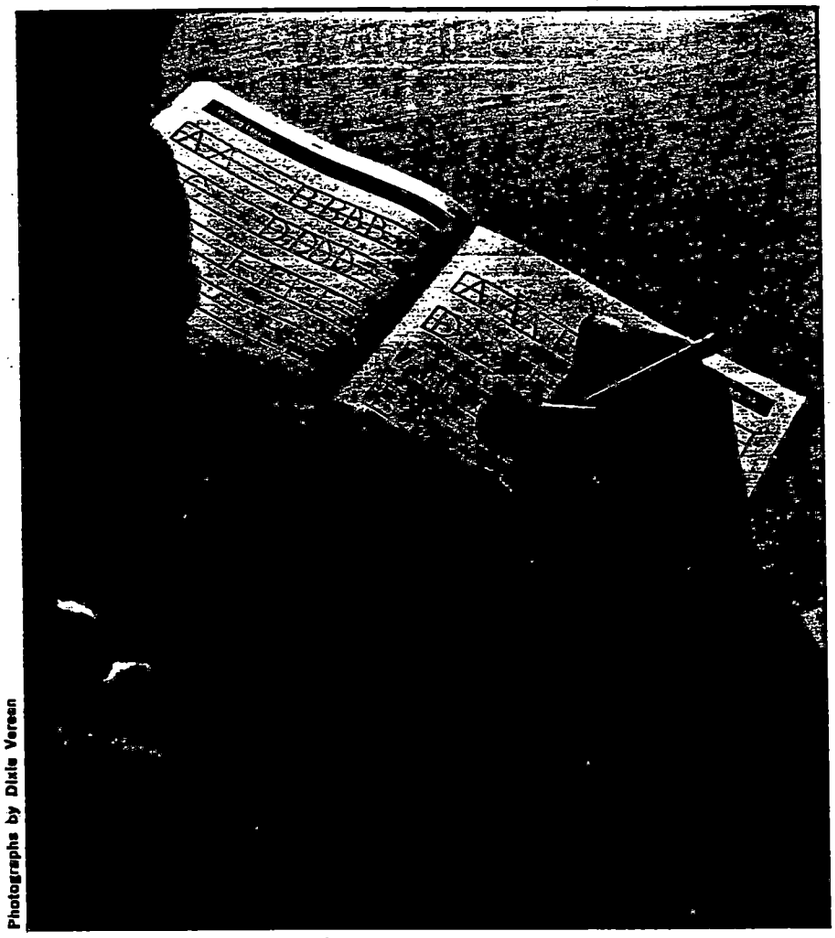
Monday, the first lady is an honored guest at a fund-raiser for Literacy Volunteers of New York. Some of the nation's best writers — Larry McMurtry, Joan Didion, Fran Lebowitz, Tom Wolfe — will read aloud from their own works to a theater full of people who've each given $150 to the cause.

A conservative estimate says 26 million adults, about 1 in 7 of us, read at or below elementary school level. Illiteracy costs the economy $225 billion a year, takes a devastating toll on human fulfillment and exacts a delayed price from the children of illiterates.

Jonathan Kozol, author of *Illiterate America* and one of the first to bring illiteracy into the mainstream of concerns, says "the good news is this issue is on the map." Most of all, "we recognize the devastating damage that it does to human beings."

And the literacy movement is newly unified, with hundreds of thousands of people helping.

Besides scores of community-based programs in many states, the battle against illiteracy is waged by the federal government (Adult Basic Education programs enroll millions each year); Laubach Literacy Action, the largest private organization, with 85,000 volunteers tutoring 125,000 students; and Literacy Volunteers of America, which reaches 20,000 in 19 states.



Photographs by Dixie Vereen

HIDDEN PROBLEM: John Goosby is so outgoing that not even wife Sandra suspected he couldn't read. Now, she tutors him in Beaver County, Pa. Above, he practices writing on his own.

At the local level, "We're on the cutting edge of things that can turn this whole nation around," says Nancy Woods, who directs the Beaver County literacy program.

Beaver County, population 187,000, in the green hills of western Pennsylvania, is in the illiteracy mainstream.

Woods' fervor and some grassroots gumption by hundreds of volunteer tutors show how even a declining community can find the resources to attack the problem of adult literacy.

While the collapse of the steel industry pushed people like Fluharty onto welfare, Woods began fighting back.

First as a tutor in a Lutheran Church Women's program, now as a fund-raiser, speaker and organizer of networks matching students with tutors, Woods puts words in people's mouths, and into their lives.

She found the first step is to overcome the shame, the stigma, of being wordless in a world where "doing your ABCs" usually is a child's task.

"We call it 'brushing up on your skills,' not 'learning to read.' That can sound so harsh. It's about human dignity, not just numbers. The illiterate is a next-door neighbor, a friend, someone who goes to church with us. All of us know a non-reader, but maybe never realized it."

Linda Fluharty's escape from a wordless life came as she searched for a passage from the Bible to be read at the baptism of her daughters, Sharry, 11, and Patricia, 12. She struggled over the sacred pages. Finally she gave up, tell-

ing her minister she couldn't do it by herself. He suggested Woods' program.

"The Bible's hard to read," Fluharty recalls. It can be. She still has no job, but has completed a security guard training course. She's more outgoing, bravely submitting applications wherever she hears they may be hiring.

"I was so alone ... before. I was afraid to go out. I never left the house. I feel a lot better because now I know I have some qualifications." And can help her children with homework.

Woods' volunteers reach out to their community's most isolated corners.

In Project Projects, students and tutors went door-to-door in public housing to seek out students and tutors. Retarded non-reading adults — who bear a double stigma and are considered unreachable and unteachable by many programs — are part of Woods' effort.

The quiet plague of illiteracy reaches every corner of the land, from farm-region migrant shacks to Indian reservations, from Bronx projects to St. Louis slums to Los Angeles barrios. Illiteracy is blamed on historical neglect, as in the rural South, and more recent neglect, as in urban cores.

In Macon, Ga., which has one of the highest illiteracy rates in the nation, a network TV documentary on illiteracy 18 months ago was a catalyst.

Alarmed citizens hastily organized Project Read, for non-readers 16 and older, with the help of the public school district. The response, says director Cheryl Kelly, was eye-opening.

About 100 chose individual tutors, but just as many attend classes with computerized instruction. "Everyone who comes in the door has a different story. I was worried they would resist being in a classroom with so many others, and we did it one-on-one, trying to keep it private. What we're finding, though, is they help each other."

As volunteers gear up, the task grows ever larger. Every new wave of immigrants includes many needing English instruction. And each year, 1.5 million more functional illiterates drop out or graduate from high schools with reading skills below eighth-grade level.

For years, we were lulled into thinking of the USA as a super-literate nation because "literacy" was linked to completing the eighth grade. "Five years ago when I started writing about this," recalls Kozol, "most people looked at me with a straight face and said America is 98 percent literate."

Now literacy is defined in "functional" terms, what it takes to live and work successfully day-to-day. By that measure, in an increasingly technical world, we're like pole-vaulters racing toward a bar that keeps being raised higher.

Decades ago, says literacy expert Evelyn Rothstein, "people with meager literacy skills could get factory work, be a seamstress or a tailor. Virtually none of that world is left. Any person with meager literacy skills has no way of entering the job market."

Many non-readers, says Woods, develop amazing memories, writing notes using stick-figures and simple codes.

John Goosby, 40, a student in Woods' program with a recognized but untapped talent for drawing, was one of the legions of "secret" non-readers.

When he entered the literacy program, he wrote: "I one to a art." Woods translated it: "I want to be an artist."

Goosby is so outgoing and charming not even his wife, Sandra, now his tutor, suspected he couldn't read.

"I just tried to imitate my dad," says Goosby. "He got along with everybody. That's what I tried to do."

Goosby is confident he'll make it to art school one day. But without a "support person" who reads, even poor readers with excellent people skills can't fill out job forms, read a newspaper, help their children with homework or read grocery labels.

NANCY WOODS: Reading leader

And their earning power suffers. Studies show non-readers earn less and save less than the rest of us.

One study added unearned paychecks, lost productivity, lost tax revenues, welfare and unemployment payments linked to illiteracy. Annual price tag: $225 billion.

William Kolberg, president of the National Alliance of Business, tells students, "If you drop out of school, you commit economic suicide. If we don't learn to educate all our young people and ensure they continue to retrain for jobs in the next century, the results won't show dramatically. They won't be burning down cities. But people will suffer and our society will be much worse off."

Today, says Kolberg, "the top 25 percent of our work force is the best in the world. Our universities are the envy of the world, our post-graduates the best, brightest, most innovative." But the bottom 25 percent can't compete with Japan and emerging countries.

Some say the problem goes much deeper than a lack of skills.

Richard Ohmann, literacy scholar in Wesleyan University's English Department, says "crisis" is the wrong term because it "suggests something suddenly happened and has gotten worse. The condition of literacy in our country is poor, but it has been for some time. What's happened is, the fact has come to the attention of pundits, experts and the White House."

Continued on page 6

To give or get help: The National Literacy Hotline, 1-800-228-8813, can direct you to local programs.

Continued from page 5

The USA's illiteracy, Ohmann believes, is tied to inequality. "Kids at the bottom quickly understand there's not much of a future for them, so they don't learn. They go to lousy schools, there's not much incentive." A high illiteracy rate "is a political problem, part of the same package as fewer than 50 percent of us voting for president."

Whatever the cause, the solution is costly. Even volunteer tutors need training and books to be effective. As community efforts blossomed, Pennsylvania's government took note and offered state funds to buttress private grants.

But most important, says Woods, is recognition for achievement. An adult's learning to read should be cause for celebration, just as much as a high school or college graduation.

For those wanting to help others learn to read, Elinor Tate, one of Linda Fluharty's tutors and an eight-year volunteer, advises: "You have to have compassion, caring, and you have to be able to concentrate on the student, because most of them have problems besides not knowing how to read."

Many, says Tate, "just need someone to talk to. Not family, an outsider they can just talk to. A tutor has to be willing to take all this in and not be judgmental. You have to be willing to go the extra mile." Literally an extra mile, in the frequent cases where students lack transportation.

The first time a neighbor's child confessed that his father couldn't read enough to help him with his homework, Tate laughed in disbelief.

"We had no idea how many here needed help until the mills closed. We all became enlightened."

Tutors arrange to meet their students wherever it's convenient. In Beaver County, say Woods, that has included offices, restaurants, bars, churches, the jail, library, pool hall, the Navy recruiter's office and a good many kitchens and living rooms.

Kozol, now doing research among the homeless, believes the most desperate cases are people whose illiteracy is buried beneath a pyramid of problems. "A lot of people we want to reach are homeless, involved with drugs. Many are in despair."

For them, not only the benefits, but the very tools of society — simple ones most of us take for granted — are hidden behind a maze of markings.

"If you can't read enough to fill a job that pays better than minimum wage," says Kozol, "you can't pay the rent in America. It's as simple as that."

'WHY I HELP'

By Barbara Bush

SPECIAL TO USA WEEKEND

I always loved to read, for as long as I can remember. When I was a little girl, one of my favorites was *Little Women.* As I grew older, I loved any book written by Emily Brontë. During the campaign (I always packed my books first), Tom Wolfe's *Bonfire of the Vanities* entertained me from coast to coast.

It breaks my heart, then, to see people who can't enjoy a good book. How tragic to never know the magic of *Alice in Wonderland* or the suspense of Agatha Christie.

But the problems of illiteracy go far beyond good books that will never be read. Maybe I can best explain by telling why and how I got involved in the literacy campaign.

About 10 years ago, when George was preparing to seek higher office, I knew I should find a special cause. I always had been a volunteer but now I had an opportunity to concentrate my efforts.

The list of problems troubling our world was long — crime, drugs, unemployment, child abuse, teenage pregnancy — but I couldn't help noticing at least one common thread. Many of the victims or people involved had little or no education. Many of them could not read.

I had my cause.

With experts leading the way, I've learned so much and met so many wonderful people. But the students have touched my heart the deepest — both because of their pain and their successes.

I remember a young man who couldn't read who told me he would never have children. He didn't want to pass on his "affliction."

And there was the elderly lady who was deeply religious, but never had been able to read her Bible.

I wish I could tell you about all of them, but let me mention a few of my favorite stories:

- In San Francisco, a radio reporter stuck a microphone in my face and asked me to tell his live audience my most touching story about literacy. I drew a blank. So he told me his story: When he and his brothers and sisters were growing up, they always took turns reading the newspaper to their father. He told them it would help them with their school work. Not until he got to college did he realize his father couldn't read.
- In Pittsburgh at an awards program, I sat next to a woman who was to be honored for learning to read. She was so nervous and shy about getting up on stage. She was even too tongue-tied to talk to me, until I asked her about her family. She couldn't help but tell me all four of her children were honor roll students. She was proud, and so was I.
- In St. Louis, I was honored to appear on stage with a retired construction worker who had learned to read at age 62. Together, we read the Preamble to the Constitution.

Even after 10 years, it's always special for me to read to a group of children, or meet a mother who wants to learn to read so she can help her children with their homework, or talk with an unemployed laborer who's gone back to school so he has a better chance at life.

Everyone can share that feeling. That's because anyone can get involved with literacy programs — either by donating their time, energy or resources.

Once in Boston, I saw a blind man teaching two little boys how to read. I'll never forget it, and I hope you won't either.

"The problems of illiteracy go far beyond good books that will never be read . . . crime, drugs, unemployment."

By Carol Powers, the White House

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NEW YORK CITY TRIBUNE

FRIDAY, SEPTEMBER 7, 1990

EDUCATION

An Open Letter to My Child's New Teacher

BY JOSEPH WALKER
Special to the New York City Tribune

You and I have never met, but within a few months we'll probably feel like we know everything there is to know about each other. I'll know all about your priorities, prejudices and peccadilloes; you'll know about mine. Or at least, we'll think we do. And all because we have just one thing in common: my daughter.

My wife and I have been trying to teach her for almost nine years now. Other teachers have been involved with her at school and at church. It hasn't always been easy, and we haven't always been successful. But now it's your turn. You get nine months to work your magic on Andrea.

She's excited. And believe me, no one wants you to succeed more than I do. The way I see it, we're on the same team. We just have different roles. You're in charge of math, science, history and how to turn a standard sheet of paper into the world's largest and most unusual snowflake. My wife and I are in charge of character development, values orientation, nutrition and personal hygiene.

The lines seem pretty clearly drawn. But they do overlap from time to time. For example, I'm not going to be able to help Andrea much with math or science — but I can diagram a mean sentence. And even though I wouldn't want you to teach Andrea how to pray, I do hope you'll attempt to correct any dishonesty, selfishness or thoughtlessness you encounter in her along the way.

See what I mean? Teamwork. And if we're both conscientious and do our part, we can help turn this bright, energetic, enthusiastic little girl into a dynamic, capable woman who is well prepared to make a significant contribution to society in whatever career she chooses — including homemaking.

But we could also mess things up for her, which is why I wanted to write to you.

Maybe if we work a few things out right now at the start of the school year, we can avoid some of the difficulties that we might otherwise encounter. Think of it as a Parent-Teacher Contract, with both of us making reciprocal promises — and with Andrea eventually emerging as the chief beneficiary.

I promise to take it easy on the sugar-coated cereals and sweet rolls for breakfast. How can you be expected to teach someone who is bouncing off the walls on a sugar high? Meanwhile, you promise not to sugar-coat the educational process. The "Learning Can Be Fun" approach is great as long as the accent is on the learning, not the fun. Don't be afraid to make her sweat a little. Let her struggle through some tough problems on her own. And please don't let her use the calculator until she knows how to do the calculations on paper.

I promise to keep the television off before school. And no TV in the afternoon or evening until the homework is done. You promise not to rely too much on the television in the classroom. Sure, I know it can be a helpful tool. But it seems to me that an important part of the educational experience is the give-and-take of human interaction. And I'm concerned that it's undermined the more we rely on TV as the Great Dispenser of Information. If the educational program you want to show can take Andrea places where she's never been and show her things she's never seen, fine. But if it's just another talking head, I'd rather she hear it from you.

I promise to see to it that her religious instruction is taken care of at home and at church. I won't expect you to fortify her faith, or to avoid subjects that might challenge her thinking. You promise not to assault her faith, or to make her feel embarrassed because she believes that the world started with something more than a Big Bang.

I promise to teach her how to be a good citizen. We'll concentrate on things like sharing, being honest, working hard, respecting authority and getting along well with others. You promise to do everything you can to see that she isn't taken advantage of by classmates who don't have the same teaching at home.

I promise to ignore half of what she tells us about you. You promise to ignore half of what she tells you about us.

I promise not to question your authority or disciplinary decisions until I've had a chance to talk to you about them. You promise not to question my authority or child-raising decisions unless you honestly believe there's a problem at home that is affecting her performance at school. And then, please, come talk to me first.

I promise not to be defensive when you talk to me about a problem Andrea is having. You promise to be honest enough to let me know when there is a problem, and not to be offended if I choose to handle it in a different way than you suggest.

I promise to make sure she's at school every day possible, and that she's ready to learn. That means I'll make sure she gets plenty of rest, the kind of food that she needs and clothes that will keep her warm and won't distract her fellow students. And I promise, no keeping her home to babysit or attend some frivolous outing. You promise to be there for her when she needs you — educationally and emotionally.

I promise to respect you. You promise to respect my child.

So, what do you think? Have we got a deal? Can we pull together to make a difference in the life of this one little girl? Nine months isn't very long, you know. But it's plenty long enough for parents and teachers who communicate. And who care.

Joseph Walker is a bishop in The Church of Jesus Christ of Latter-Day Saints.

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rooms and less formality, but Comer put more structure into running a school.

He set up in each school a "governance team" led by the principal, and including the elected representatives of parents, teachers, professional staff, and, in some cases, custodians. Its job was identifying the school's needs, coming up with a plan to meet them and measuring the progress. The components of the plan may range from improving vocabulary skills, to boosting attendance, to organizing social events that will draw parents to the school.

Belinda Brown acknowledges that she was "very hostile" when she first visited her son's third-grade classroom in Benton Harbor, Mich., to see why he was complaining. The teacher invited Brown to work with one particularly disruptive child who had fallen behind in math, reading and spelling. Now, the 30-year-old mother of three is on the school system payroll, working part time at minimum wage — such positions being a standard feature in the Comer process.

Brown says the Comer process has given her "a burden to get other parents involved, because I see what happens when they don't."

Mistrust and cynicism can exist on both sides, particularly in troubled schools that have been buffeted by one reform fad after another. "There were some schoolhouse people, I think, who were afraid that parents would take over everything. . . . There were parents who believed this would be a passing thing," Stocklinski said.

In the economically depressed Benton Harbor area, the Comer process has had mixed reviews and produced uneven progress on achievement tests.

"If you looked at it generically as a school improvement plan, used all the components, followed the guidelines, it's almost foolproof," the official said. "But you generally have not had a strong commitment on the part of the principals. For a lot of people, it's a pain."

In some school districts, resistance has been so strong that Comer's consultants have opted not to even try the program because they knew it would fail, said James Boger, coordinator of the Comer program at the Yale Child Study Center.

Still, he said he had seen a marked rise in interest in the last few years.

"People are beginning to understand . . . that a student will not achieve unless he or she is in a warm and caring environment," Boger said. "Schools are beginning to understand and appreciate that parents are the primary teachers."

Comer draws many of his ideas on child development from his own experiences growing up in East Chicago, Ind., during the 1930s and 1940s. He recalls attending an integrated school with three other black youngsters, all of whom had similar backgrounds and abilities. One ended up in jail, another died of alcoholism and a third lived much of his life in mental institutions. Comer graduated from medical school.

"Why did my life turn out better?" he has written. "I think it was largely because my parents, unlike those of my friends, gave me the social skills and confidence that enabled me to take advantage of educational opportunities."

Speech Clippings file

It's International Literacy Year...

Why Reading Matters

S6/KS

Photos by Gwendolen Cates

Mr. Rivera was a forceful symbol of what can happen when a young person fails to learn to read

Alex Haley found in Joseph Rivera—at right, with his wife, Angela, and daughter, Maria—a man who managed to turn his life around.

This is International Literacy Year, and next Saturday is International Literacy Day. All across America, newspapers will be publishing articles focusing attention on the problem of illiteracy in America and around the world, and what can be done about it. Thus, we asked the distinguished author Alex Haley to explore the significance of literacy in our society today.

WHILE SHOPPING IN A KNOXVILLE SUPERMARKET recently, I was startled when a smiling, personable clerk came up and grasped my hand. "My tutor just assigned me an article about you that's in my study book," he exclaimed. "Sir, I'm studying to learn to read."

The young man, who identified himself as Joseph Rivera, said he'd bluffed his way through high school until he finally dropped out to work full-time because he saw no pressing need for reading or writing.

The coincidence struck me as remarkable, since PARADE had just asked me to write an article about the critical nationwide need for a higher level of literacy and reading. The obviously capable Mr. Rivera was an immediate and forceful symbol of what can happen when a young person fails to learn to read—and, fortunately, he also symbolizes how those in need can take themselves in hand and do something about it.

We talked a little more, then bade each other goodbye. I was fascinated by our conversation, and intrigued. There were a few more things I wanted to ask him.

Functional illiteracy is the inability of an individual to use reading, writing or math skills in everyday life. While no one knows precisely how many Americans cannot read, many major agencies and programs that focus on the problem have estimated the number at more than

1 OF 2

BY ALEX HALEY

27 million. Illiteracy connects to all sorts of problems, ranging from poverty to relations with spouses and children to the simple inability to fill out a request for a fishing license.

Several nonprofit organizations develop and establish programs to overcome illiteracy. They also train volunteers to tutor adults and young people. Two leading organizations are Literacy Volunteers of America and Laubach Literacy Action, both based in Syracuse, N.Y. And the First Lady heads The Barbara Bush Foundation for Family Literacy, which identifies successful programs, awards grants and supports training for teachers.

In addition, many newspapers across the country support literacy programs. In 1988, more than half the Fortune 500 companies offered literacy programs to their employees. The most important thing to recognize, as these programs teach us, is that the person we are talking about might very well be living right next door. And I believe that, by helping him or her, we help ourselves.

Much also is being done in public libraries across the country to awaken the joys of reading for individuals like Joseph Rivera.

In Harrisburg recently, I visited the "Propelling Reading" program developed by the Dauphin County, Pa., library system. This is clearly one of America's outstanding models of how first-graders are "propelled" into a love of books and reading.

Richard A. Bowra, director of the Dauphin County library system, noted that *every* first-grade classroom in the program contains a shelf of specially selected books, and that teachers, parents, older students and school library staffers read aloud to the first-graders every day.

"We've found that our vital link to our program's success is the immediate presence of the books in the classrooms," said Bowra. "Also we publish tips for parents about new books, and we have family-reading nights." The program has achieved such success, he said, that one of the nine branches has increased in use *seven* times since it was built in 1976.

"Mainly, it has worked so well because our program fits into an ordinary elementary school's curriculum and because it's fun for the kids, parents, teachers—especially because the kids feel their reading was *their* idea."

Another major success is in Fairfax County, Va., whose first library was a bookmobile that roamed the streets in 1939. That system today has 22 branches, a $19.7 million budget for 1991 and plans to build or expand 11 libraries. In some young people's departments, the libraries offer special attractions such as resident gerbils.

These unusual enticements evoke a warmth in me because they lead me to recall how my parents and grandparents came along with something different on the occasion of my fourth birthday in my dusty little cotton-farms hometown of Henning, Tenn. Sixty years later, I still remember vividly how they presented me with a foot-thick slice from a big California redwood tree. Small white markers were stuck in it at different places. With our family all solemnly gathered, my father used a pointer to illustrate how the tree's growth rings had come one each year, that each white marker represented some event, and the markers were situated at points corresponding to those years in the growth of the tree.

I was told that, if I'd read all I could, whenever I found something notably historic, then that could become another marker in my slice of tree. From then on, I read every book I could handle, along with my grandpa's newspapers for black people, which came by mail. Today, I absolutely believe that the reading inspired by the tree slice greatly influenced my becoming an author. It is also why I like most of all to write about historical subjects.

Those questions I had in mind about Joseph Rivera continued to tug at me, and finally I returned to the supermarket. I wanted to know more about how he had reached adulthood actually unable to read and what his life had been like as a result. We went to breakfast with his wife and baby daughter.

As I listened during our breakfast, Rivera told me the story of illiteracy far more vividly than all the statistics I'd read.

Joseph Rivera was born in New Orleans on Oct. 26, 1961, one of four sons of a Puerto Rican father who could neither read nor write English, "but he could repair any washing machine ever made," Rivera said, "and he could assemble an automobile's engine from its parts."

"My mind was on hustling for some spending money when I started school," Rivera said. "I'd stick a book up before my face or make pencil marks on a tablet to look like I was reading or writing, and when I got too big to be in that class, the teachers would pass me on.

"All the time, I was learning many ways to bluff it, so nobody would know I couldn't read or write. One good result was I learned to listen *very* closely to what other people said, because that fed me with clues to help me cover up if somebody asked me something. Maybe it might involve something printed on paper. Well, I'd glance at it real fast before I'd say, 'Yeah, right!' By this time, I'd learned I had to be real careful whom I'd let know I couldn't read, because plenty of people reacted as if you were afflicted with some catching disease.

"But by now I'd learned to fake. For example, if I took a date to a restaurant, always I'd order for myself something I knew they had, like maybe the original New Orleans Po' Boy sandwich, which is fried oysters between French bread.

"Working in a warehouse, if somebody handed me an order list, well, at least I knew my ABCs enough that I could carefully compare the letters on the list and match them up with the letter on a box in the warehouse.

"I mean, I could do just about anything I wanted to do, except to *read*."

It was around age 22 that he and Angela got married, Rivera said. She was from Knoxville, she worked for a music company, she could read like a whiz and she thought he was teasing when he told her he couldn't read.

"Then I took a job at the Schwegmann supermarket," he went on. "After a while I rose to assistant floor supervisor. Then they next offered me a chance to train to be a store manager. Man, I could taste having that position, but I knew that every day a manager had to be reading all different kinds of stuff. My heart ached, I wanted that position so bad. But I told them I didn't feel I was ready yet.

continued

"The company's officials knew something was wrong. Of course I could tell that, you know, from how they looked and acted when they happened to be anywhere around me. And that's about when I started coming home, real uptight and upset, and I'd holler at Angela.

"One evening, she hollered back, 'You can *do* something about it, if you really want to!'

"'Do *what*?'

Finally, they ended up going to a teachers' supply house and got a cassette and a book.

Rivera had brought along that first lesson to show me. The book's first page contained a sketch of a bird and four words: "This is a bird."

"Do you want to believe I couldn't have read that to save my life?" Rivera flipped through subsequent pages of the book. "This is a dish... This is a girl... This is a hand."

He said, "All of this was about five years ago. And after this book, then, finally I did go to a reading tutor. That was the hardest thing I have ever done in my life —to go and admit to that woman, face-to-face, that I had a problem, I couldn't read, and I really had to do something about it."

Rivera paused. "At least that got me seriously started." He looked across the table at Angela, who was holding their daughter of 8 months, Maria.

"I'm going to tell you the truth. Over four years with tutors, I had come along a good way. But when Angela told me she was pregnant, when it meant that I was going to be the father of a baby, all of a sudden I knew what I had to do with the rest of my life. No more faking, no more bluffing my way. And from that day to this, I have been reading my head off. There is no way I'm not going to read at least an hour every day to that little one you're looking at! Just like reading, and just like her mother, this daddy's little girl has made a big difference in my life. I mean, they've all opened up for me a whole new world."

Joseph Rivera fell silent. His eyes had become moist with his emotion. I thought that it was maybe the ideal time to give him what I had brought. I withdrew from my bag a copy of *Roots*, which I opened on the table, and signed—writing rather slowly—with him and his wife watching: *"To Joseph, Angela and Maria Rivera, with Brotherly Love."*

Then I handed it to Rivera. Such were the messages we both felt to be conveyed, such were the significances—about the great meanings and values of literacy, and of reading—that he and I both quite openly had moist eyes.

For more information, write to Literacy Volunteers of America, Dept. P2, 5975 Widewaters Parkway, Syracuse, N.Y. 13214; or Laubach Literacy Action, Dept. P, Box 131, 1320 Jamesville Ave., Syracuse, N.Y. 13210.

The National Teacher of the Year Program

National Teachers of the Year - 1952-1991

1991 **Rae Ellen McKee** - Remedial Reading
Slanesville Elementary School, Slanesville, West Virginia

1990 **Janis Gabay** - English
Junipero Serra High School, San Diego, California

1989 **Mary V. Bicouvaris** - Government/International Relations
Bethel High School, Hampton, Virginia

1988 **Terry Weeks** - Social Studies
Central Middle School, Murfreesboro, Tennessee

1987 **Donna H. Oliver** - Biology
Hugh M. Cummings High School, Burlington, North Carolina

1986 **Guy R. Doud** - Language Arts
Brainerd Senior High School, Brainerd, Minnesota

1985 **Therese Knecht Dozier** - World History
Irmo High School, Columbia, South Carolina

1984 **Sherleen Sisney** - History, Economics and Political Science
Ballard High School, Louisville, Kentucky

1983 **LeRoy E. Hay, Ph.D.** - English
Manchester High School, Manchester, Connecticut

1982 **Bruce E. Brombacher** - Mathematics
Jones Junior High School, Upper Arlington, Ohio

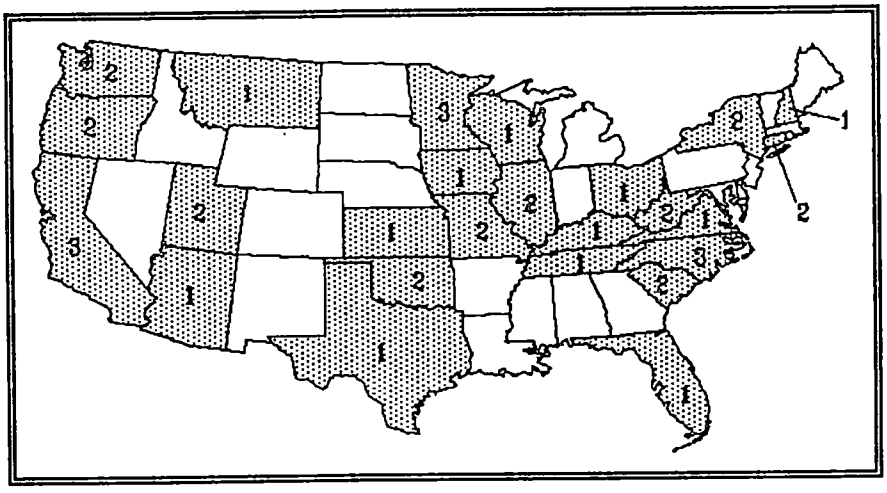
1981 **Jay Sommer** - Foreign Languages
New Rochelle High School, New Rochelle, New York

1980 **Beverly J. Bimes-Michalak** - English
Hazelwood East High School, St. Louis, Missouri

NATIONAL TEACHER OF THE YEAR PROGRAM

Forty Year Facts

States with National Teachers of the Year
1951-1991



Thirteen National Teachers (31%) have taught at the **Elementary** Grade level.

Three (9%) National Teachers have taught at the **Middle** or **Junior High** School level.

Twenty-five (60%) National Teachers have taught at the **High School** level.

In 1957 two National Teachers were named 1 elementary and 1 high school. This is the only year in which this occurred.

In the forty years of the program **60%** (26) National Teachers have been **female** and **40%** (15) have been **male.**

All National Teachers that remain in the workforce are still directly connected with teaching, either in the classroom, administration, higher education, or as education consultants.

The first National Teacher retired in 1989.

The National Teacher of the Year Program Sponsors

The Council of Chief State School Officers
in partnership with
Encyclopaedia Britannica, Inc.

The Council of Chief State School Officers was founded in 1927 and since 1948 has been headquartered in Washington, D.C. The Council is a nationwide non-profit organization comprised of the 57 public officials who head the departments of elementary and secondary education in the 50 states, five extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents' Schools. Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and the national influence that accompanies this unique position. The Council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. The Council creates and coordinates seminars, educational travel and study programs that offer many opportunities for the professional growth and development of chief state school officers and their management teams. In addition to providing professional development opportunities for chief state school officers, the Council undertakes projects which address areas of concern at the state level and are designed to strengthen public education through each state education agency. Herbert J. Grover, Superintendent of Public Instruction in Wisconsin, is the 1991 president.

Encyclopaedia Britannica Inc, publishes the 32-volume *The New Encyclopaedia Britannica*. Introduced in 1768 *The Encyclopaedia Britannica* is the oldest continuously published reference work in the English language. The recent major revision of the landmark 15th edition is considered among the finest reference works of its kind. In addition Britannica publishes *Compton's Encyclopaedia* and other reference works. Encyclopaedia Britannica, Inc. is one of the world's largest producers of education films through Encyclopaedia Britannica Educational Corporation. The film catalog of Encyclopaedia Britannica Educational Corporation includes more than a half century of educational films and is the most extensive of any film producer in the world. Other elements of Encyclopaedia Britannica, Inc., include Merriam-Webster, Inc., publishers of Merriam-Webster dictionaries, and American Learning Corporation, which operates approximately 100 prescriptive learning skills centers in many major metropolitan markets. The company publishes other learning materials, including computer software which like its educational films covers a multitude of subjects. American Learning Corporation's *Britannica Learning Centers* offer both basic math, preschool reading, scholastic aptitude test preparation, college learning skills, and *Evelyn Wood Reading Dynamics* and *Study Dynamics*. Encyclopaedia Britannica, Inc., is headquartered in Chicago, Illinois.

GENERAL INFORMATION

The **National Teacher of the Year Program** is the oldest and most prestigious awards program to focus public attention on excellence in teaching. The program, now in its 39th year, is sponsored by the **Council of Chief State School Officers** in partnership with **Encyclopaedia Britannica, Inc.**

Each year every chief state school officer is invited to nominate a candidate from his or her jurisdiction. Method and materials used to select the state candidate may vary. Scrapbooks or portfolios are not required at the national program level.

Candidates are expected to be skilled and dedicated teachers in any state-approved or accredited school, pre-kindergarten through grade twelve, who are planning to continue in an active teaching status. Since the purpose of the program is to recognize the contributions of the classroom teacher, supervisory and administrative responsibilities are of secondary consideration. The candidate should inspire students of all backgrounds and abilities to learn. The candidate should have the respect and admiration of students, parents and colleagues and should play an active and useful role in the community as well as in the school.

Since 1980 the National Teacher of the Year has been released from classroom duties during the school year. This has allowed the Teacher to travel throughout the country, and increasingly throughout the world, speaking before a variety of business, community and education groups. Therefore, the candidate must be poised, articulate and possess the energy to withstand a taxing schedule.

A selection committee of national educational leaders selects four finalists from all nominations received. The four finalists are brought to Washington, D.C., for individual interviews with the National Selection Committee who subsequently select the national winner.

Each year the National Teacher of the Year is honored and introduced to the nation at a White House ceremony and at other special functions in Washington, D.C. All state Teachers of the Year receive engraved citations signed by representatives of the National Teacher of the Year Program sponsors.

1991 BRITANNICA
STATE TEACHER OF THE YEAR PROGRAM
GRANT AWARDS

The **National Teacher of the Year** and the **State Teacher of the Year** programs are the premier teacher recognition programs for the United States. The **Britannica State Teacher of the Year Program Grant Awards**, sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc., is a competitive grants award program designed to enhance State Teacher of the Year programs by making available funds to increase the visibility of the State Teacher of the Year during the year of their recognition.

These grants are to cover the State Teacher of the Year's expenses for presenting at and participating in conferences and events (ie. meetings with editorial boards, organizations, community groups, business leaders or school visits, teacher preparation institutions, education forums, seminars, workshops) that enable the teacher to share talents with colleagues, the public at large, or prospective teachers and to give greater recognition to the Teacher and the teaching profession. Grant funds may not be used for administrative purposes, substitute teacher reimbursement or by anyone other than the State Teacher of the Year.

Approximately 20 grants will be made ranging in size from $3,000 to $10,000 depending of the population of the state. Application may be made by any state education agency that participates in the National Teacher of the Year Program.

Review is based on the quality of the current State Teacher of the Year Program and of the project plans, the level, quality and commitment of assistance provided by the state education agency to the teacher of the year and by the teacher's local education agency; and the characteristics of the state in terms of size and the area served.

Information may be obtained by contacting the National Teacher of the Year Program, 379 Hall of the States, 400 North Capitol Street, NW, Washington, DC 20001-1511, 202/393-8168.

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