

Eugene Williams
is a pen pal.

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You ARE SPECIAL

A Child's Guide for Successful Living

by

Dr. Mary H. Johnson

illustrations by Walt Carr



P.O. Box 6745
Washington, D. C. 20020
February 22, 1997

Ms. Pauline Abernathy
Office of The First Lady
THE WHITE HOUSE
1600 Pennsylvania Avenue, N. W.
Washington, D. C. 20050

Dear Ms. Abernathy:

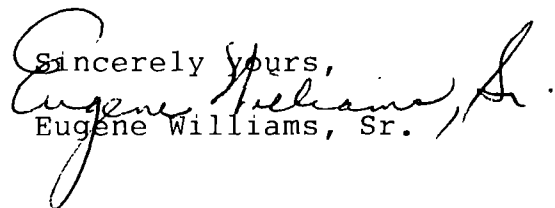
Impressed with the visit made by President Clinton and The First Lady to Garrison Elementary School, I would like to share a guide that all parents in the city should have to enhance their effectiveness in parenting children to become readers and high test scorers on examinations like the PSAT and SAT.

IT'S A READING THING:HELP YOUR CHILD UNDERSTAND could be provided all parents in the District of Columbia. With a limited budget, Comptex Associates, Incorporated, a non profit organization, of which I am executive vice president, has made some copies available to parents. Do you think The First Lady would be interested in having some copies distributed to parents in the District?

If there is any interest, we may meet to discuss ways to make this a reality.

I look forward to meeting you in the near future.

For additional information, please telephone (301) 599-9222.

Sincerely yours,

Eugene Williams, Sr.

2/4/91
Washington Times

profile

Eugene Williams Sr.

Occupation

Educational consultant and executive vice president, Complex Associates Inc. (nonprofit educational resource)

Birthday

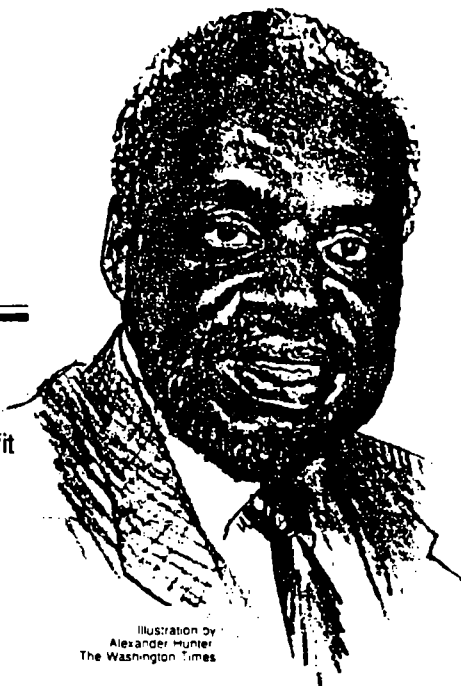
Nov. 23

Hometown

Orange, Va.

Family status

Married; three children



Self-portrait Serious, academic, deliberate, passionate, direct, demanding, innovative, productive

Motto "I can do all things through Christ which strengtheneth me." (Philippians 4:13)

Walter Mitty fantasy To stamp out illiteracy

Inspiration My wife, son and stepdaughter

Greatest feat Developing an educational program to increase the number of national merit and achievement scholars in the D.C. public schools

Bad habits Snacking between meals

Pet peeves Incompetent administrators becoming annoyed with competent, productive employees

Hobby Reading

Luxury defined A million dollars to establish a school for academically inclined students in the District

Favorite restaurant Four Seasons

Most like to meet Bill Gates
(living or dead)

Vacation spot Hilton Head Island, S.C.

TV program "Cosby," "60 Minutes"

Favorite books "You Are Special: A Child's Guide for Successful Living," Mary H. Johnson; "Reflections of a Con-fused Middle Class Black Youth," Eugene Williams Jr.

Last words "I made a positive difference in the lives of people, especially young people."

Homework That Parents Need to Do

Eugene Williams Sr. saw a lot during his 13 years in D.C. public schools. He was a teacher, an assistant principal and director of academic enhancement at the old Center for Systemic Educational Change.

Williams tutored students in his Potential Merit Scholars Program, and some of them went on to earn perfect scores on both the PSAT and the SAT college entrance exams.

Even as his job was about to be ended by the budget cuts, Williams was praised by author Ellis Cose, in the book "Colorblind," as a man with a plan for helping black America get its children out of the educational mess they are in.

Williams is working now on a couple of books himself. But he still serves as a volunteer in D.C. public schools. And what he thought was the school system's biggest problem when he first got there more than a decade ago remains the biggest problem today.

"No matter how much 'reform' we do to the system—and I applaud the superintendent for what he is doing—until we make the students a priority, the results we

to that end, Williams believes that there can be no substitute for parental involvement in the education of their children. No amount of building repair or wholesale reassigning of school staff and supplies will make a lasting difference, he said, until children arrive at school willing and ready to learn.

"Many times I have walked out of a school hanging my head in shame at the way our students behave," he said. "They use abusive, derogatory language in front of adults, threaten their peers and teachers and dare you to make an issue of it. They are not only hurting themselves but all of those who want to learn."

For years now, the District has shown a willingness to wrangle with the more public issues of school funding and staffing. Reported instances of mismanagement have led to a takeover of the city schools by a retired Army general, and plans are underway to fix, sell, close and otherwise improve the facilities.

But the thornier issue of parent and student responsibility in the educational process has never been addressed with the same frankness. Williams, a product of a one-room country school with a stove and a leaky roof who went on to become director of student teaching at Howard University, thinks the time has come.

"What is the point of a 'safe and secure' school if you bring in students who don't care about safety, security or learning?" Williams asked. "I have been in classrooms where students essentially dared the teacher to teach. And I have seen good teachers eventually succumb to the defiance."

Williams said he believes that every principal knows who the school's disruptive students are. He said strong school leaders are needed to kick out the troublemakers and have them sent to alternative schools. He noted that both Spingarn and Ballou senior high schools have night-study dropout-prevention programs and that similar programs could be started for the hardheaded.

COURTLAND MILLOY

What Parents Must Learn

MILLOY, From B1

"We put so much emphasis on money and materials that I sometimes wonder if it's because we are afraid to have a frank discussion about the real issue: our children," Williams said. "Who is the urban child? I don't think many of us have the foggiest idea. Too many of us don't really believe that the child can learn. We don't believe they have character worth developing or potential that can be realized through hard work and discipline."

But before teachers come to believe, the parents themselves must be convinced.

Currently, PTAs at some District schools are virtually nonexistent for lack of parent participation.

In 1987, D.C. voters overwhelmingly approved Initiative 25, which established as a matter of public policy that funding for public schools in the District be of the highest priority.

Ten years later, per-pupil spending in the District is among the highest in the nation, but it has become painfully obvious that parents must do more than pull a lever in a voting booth.

"Many parents need encouragement and some rudimentary strategies for helping a child do homework," Williams said. "We need to be creative about this, like getting some parents together and

letting them hear the story of Ben Carson, the famed brain surgeon from Baltimore. His mother couldn't read, but she managed to find ways to help her son learn without letting on to her shortcoming."

Williams said he has been encouraged by the way many parents have responded to Hillary Rodham Clinton's participation in District affairs.

"Just watch the faces on people when she shows up," Williams said. "When the first lady talks about parenting being the most important job in her life, people listen."

For his part, Williams is producing two teaching tools for parents and children. One book, with Art Whimbey, author of "Intelligence Can Be Taught," is a writing guide that employs sentence reconstruction exercises about leaders in black history.

A second book, written with his son, Eugene Jr., helps parents and children learn to read together. The book examines the meaning of nearly 500 words that appear both in the King James version of the Bible and on the verbal portion of the SAT.

"The book is aimed at those churchgoing parents who really make up the backbone of our city," Williams said. "They want their children to make it. They just need a little help."

EDUCATION



▲ Skylar Byrd of Washington, DC, gives a thumbs up to her perfect score on the SAT. Only 25 of the 1.8 million students who took the test last year made a perfect score.

D.C. Junior Makes Perfect Score On SAT

To say that Skylar Byrd is smart would be like saying Michael Jordan can play a little basketball. It just wouldn't really capture the point, especially when you consider that this 15-year-old junior high school student recently earned a perfect score of 1,600 on her Scholastic Assessment Test (SAT).

To fully grasp the magnitude of this achievement, it is important to understand that only 25 of the 1.8 million students who took the test nationwide last year scored 1,600, says the Educational Testing Service, which administers the tests. What's more, no student from the

Washington, D.C., public school system has made a perfect score since the early 1970s.

But even before the Benjamin Banneker High Schooler knew the results, she had a feeling that she had done well on the standardized tests. But a 1,600? No way.

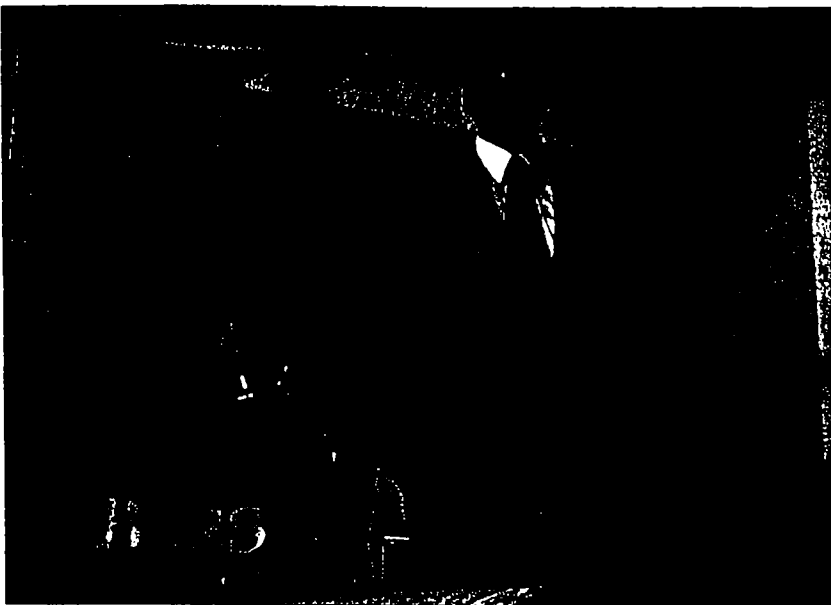
"When I first saw the scores I really didn't believe it. But then I realized it was *my* score," says Byrd, who is a member of the National Honor Society. "I was happy. I told my sister...and my parents...and we just all started jumping around."

Officials in the D.C. public school system are also ecstatic about Byrd's test scores. "This is really phenomenal and I think the world should know it," said Dr. Eugene Williams who oversees the National Merit Scholars, a summer program for the city's brightest juniors-to-be, of which Byrd was a participant last year.

With perfect test scores in hand—as well as a grade point average of 3.76 out of 4.0—Byrd is planning for college. "I'm not sure of my first choice yet," she told JET. "But I am looking at several Ivy League schools and some that aren't in the Ivy League."

Wherever she chooses to go she knows three things for sure. Her father, Thelon, a professor at Bowie State University, and her mother, Rita, an information specialist for a private company, and officials at her school will keep her headed in the right direction. Up.

L I F E S T Y L E



Thinking about thinking: Williams watches over students whose eyes are on scholastic prizes

Teaching Kids to Be Smart

Education: Is there a method for producing achievers?

By ELLIS COSE

INTELLIGENCE CAN BE TAUGHT" THE phrase is posted on bulletin boards throughout Banneker High School, located in a working-class neighborhood in northwest Washington, D.C. It is the unofficial motto for a citywide program for public-school students who hope to become National Merit Scholars. It is also a defiant cry of hope, rejecting the notion (resurrected in last year's best-selling "The Bell Curve") that intelligence is largely fixed at birth and virtually immune to human intervention.

For Eugene Williams, the project's director, the issue is not merely academic. If a shaky intellectual start portends a lackluster life, many of his students are already doomed—particularly those who come from communities where survival, not scholastic achievement, is the essential priority. Williams, however, insists that intellectual deprivation can be overcome. And his superiors are gambling that he is right. This fall Washington's school administrators plan to expose all entering high-school students to Williams's techniques, which place a premium on analytic and abstract reasoning. The exposure, school officials

hope, will trigger an explosion of accomplishment in a school system known mostly for mediocrity.

Williams's track record leaves ample room for optimism. In 1988, for the first time in more than three decades, the city's public schools produced no National Merit Scholars. Deeply embarrassed, the then school superintendent Andrew Jenkins charged Williams, an assistant high-school principal, with turning things around. "I didn't know how we were going to do it," recalls Williams. He had heard, however, that Xavier, a small black college in New Orleans, was dramatically boosting student performance on various tests highly correlated with IQ.

Xavier's secret was a four-week, 12-hour-a-day, intensive summer program—dubbed SOAR, for Stress on Analytical Reasoning—for high-school upperclassmen and recent graduates. SOAR treats problem solving as a step-by-step process. Students are given word problems like: "Cross out the letter after the letter in the word 'pardon' which is in the same position in the word as it is in the alphabet." But instead of being allowed to guess at answers, they are forced to focus on such pro-

saic issues as what "the same position in the word" means.

Students are given verbal analogies ("Oven is to bake" as "Dishes are to dishwasher" or as "Carry is to automobile?"). And they are forced to identify the logical relationships between words before being allowed to solve the problem. They are given jumbled sentences and told to rearrange them in logical order. They are encouraged, in short, to think a lot about thinking. Arthur Whimbey, a consultant to Xavier and the author of a book entitled "Intelligence Can Be Taught," claims average SAT increases of more than 100 points during SOAR's four-week program, proving, he asserts, "that the problem is in the educational system, not in the students' genes."

Williams brought Whimbey to Washington and adopted many of his methods, techniques that, in Whimbey's words, aim to teach students "how good thinkers . . . reason." In practice, that means students are divided into teams and instructed to work through math problems out loud—as their partners critique their thinking. And instead of just memorizing vocabulary lists, they are taught to create mental images of new words—often with the help of a game called

pictionary. The game forces competing students to draw images that represent selected words on a blackboard as team members vie to identify the images. The winner must define and use the word.

Over the past several years, Williams has watched with growing delight as Washington served up one National Merit Scholar after another (four in 1995). The vast majority have come through his six-week special summer program. To win admission, students must test at least in the high average range and get a principal's recommendation. They must also have the active support of their parents.

Mediocrity is not acceptable: Williams credits Xavier for coming up with an antidote to educational failure. Without question, the little-known Roman Catholic college is doing something special. It has become America's leading producer of black medical students. (Xavier expects to send 74 to medical school this year.) And it has become a major source of black science graduates. Over half its nearly 3,500 students pursue health or science degrees.

The effort to make Xavier a science-education powerhouse goes back two decades, when Xavier president Norman Francis asked a young chemistry professor,

L I F E S T Y L E

J. W. Carmichael, to improve prospects for the school's premed students. Only about five a year were then getting into medical schools. Part of the problem, Carmichael concluded, was that too many were entering college underprepared. So he created SOAR. At the heart of Carmichael's approach is a commitment to the idea that analytical reasoning can be taught like any other skill.

Now Maxine Bleich, president of the nonprofit Ventures in Education, is attempting to replicate SOAR's success in disadvan-

tagged high schools—rural and urban—across America. Early results are encouraging. Bleich is quick to concede that Xavier's techniques are not a cure-all. Though they seem to have raised the SAT scores among Xavier's students, the average for SOAR participants—around 1,000—is still not in the elite range. Also, SOAR's efforts, like Williams's, have focused on highly motivated students. Carmichael is uncertain how well the methods will work with students who don't care—or when used by teachers who

would prefer a more traditional approach.

But even if the Washington initiative collapses—under the weight of bureaucratic inertia, poor implementation or lack of student interest—Carmichael and his allies have already made a powerful point about the folly of giving up on human potential. Though many are quick to condemn the educationally disadvantaged to a life of wretchedness, Carmichael and Co. remind us that the status quo is not destiny but merely a difficult situation to change.

The Washington Post

AN INDEPENDENT NEWSPAPER

William Raspberry

Tips to Help Your Youngsters Learn

Eugene Williams Jr. and Robin Bennetfield, recent college graduates, are waiting for the calls that could launch their careers—his in theater, hers in journalism.

But they're not just waiting. They've joined in putting together a guide to help parents improve their children's test scores.

The two 23-year-olds met a few months ago in the office of Eugene Williams Sr., a testing specialist with the D.C. public schools.

"I'd worked with Dr. Williams last summer, and I became intrigued with his work on techniques for improving SAT [Scholastic Aptitude Test]—scores," Bennetfield said. "I had done okay on tests—had done well enough to get into a good school [Swarthmore]. But then I saw all these things Dr. Williams was doing, and I found myself saying, 'Boy, I wish I had known that!'"

When she met the younger Williams, who was helping junior-high youngsters with their test-taking skills, they started to talk.

"I had done well with standardized tests," she said, "and so had Gene, who was a National Merit Semifinalist. 'We started talking about the things our parents had done that had helped us do well on the tests—some deliberate, some not—and we thought, why not create a guide to help other parents do the same thing.'"

The senior Williams gave them a lot of technical help, and the result is "It's a Reading Thing . . . Help Your Child Understand" (Complex Associates, P.O. Box 6745, D.C. 20020).

It is an interesting piece of work, less involved with test-taking strategies and techniques than with tips for helping youngsters to improve their base knowledge.

Don't talk down to your children. Read to—and with—them. Make up stories with them. Take them to exhibits and plays and concerts. "Nothing" is not an acceptable answer to the question: What did you do at school today? "Didn't you have history today?" might trigger an important, knowledge-reinforcing discussion.

"The thing Robin and I discovered is how much of the knowledge they test for on the PSAT and SAT is learned outside the classroom," Gene Williams said. "I remember some really bright people saying they had trouble with vocabulary, and I could see why. Just as it's a lot easier to recognize a phrase like 'barometric pressure' if you've watched the weather on TV, it's a lot easier to recognize 'aria' or 'maestro' if you've been inside a symphony hall."

But the key, the authors agree, is reading: for fun, of course, but also for specific content. Robert and Geraldine Bennetfield used to have the whole family make a weekly trip to the library to check out their weekly reading. Eugene and Helen Williams insisted that Gene read the newspapers and worthwhile books and also to vocabulary tapes.

lies managed to make it fun.

"That's really the way you have to go about it," says the senior Williams. "You can go just so far with strategies and techniques. At some point there

The key is reading for fun and content.

has to be some content, and there just is no substitute for reading to produce that content."

"It's a Reading Thing . . ." goes beyond just reading, however; it offers a specific reading list of novels and short stories "for verbal enhancement." Drawing on the work of Sharon Smith and Walter Dewar, it even pinpoints those works that include a large number of PSAT/SAT vocabulary words. (Hawthorne's "The Scarlet Letter" has 168; Dickens' "Great Expectations" 152; Shakespeare's "Romeo and Juliet" 34.)

While Gene and Robin hope their effort might produce some sales and

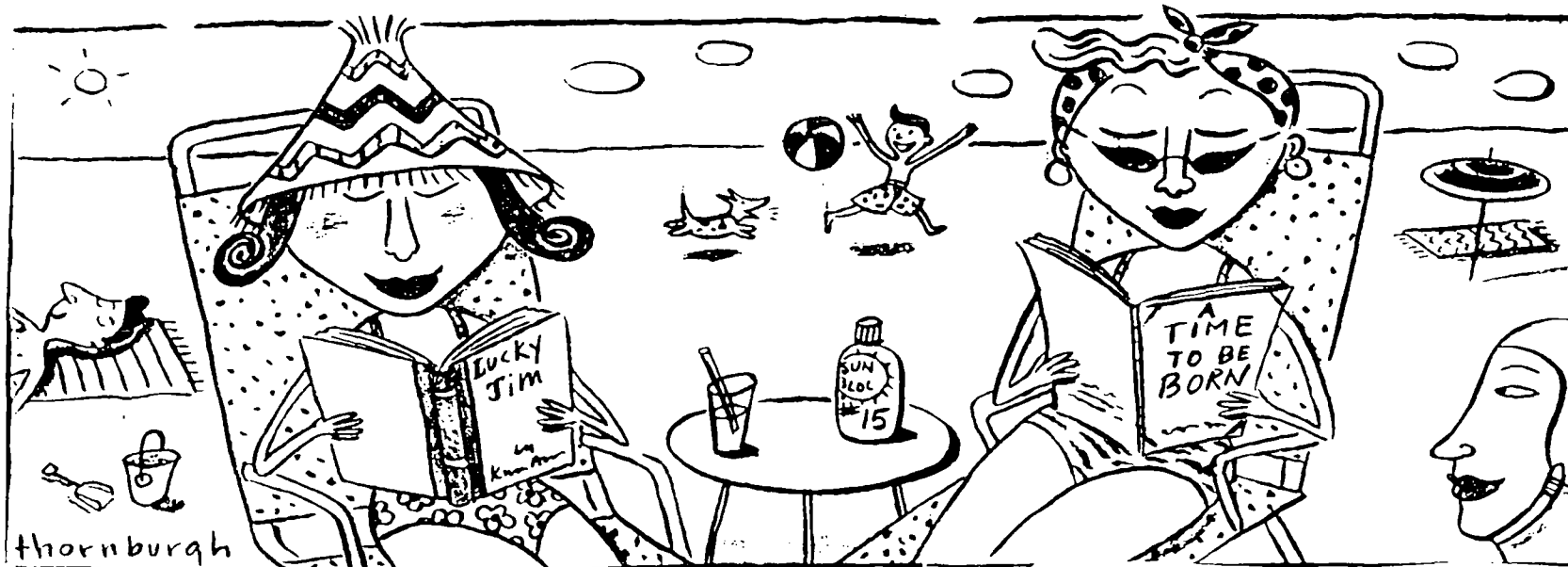
perhaps a few offers to put on test-preparation workshops, they fully expect to get on with their chosen careers. Robin has a master's from Medill School of Journalism at Northwestern University. Gene has acted in commercials and documentaries and spent close to a year on the soap "Search for Tomorrow."

"It's a Reading Thing" was just something to do while they're waiting.

Maybe something truly useful. Test-taking tricks, reading comprehension techniques, analogy drills help—and indeed have spawned an industry. But by late high school, when most youngsters take the PSAT/SAT, it's already too late to do the necessary catch-up reading.

The point of "It's a Reading Thing" is to help parents get their children reading the right stuff when it matters most—in elementary school and even earlier. The techniques, reading lists and tips to parents seem an excellent way to produce not just higher-scoring children but brighter ones as well.

THURSDAY, JULY 8, 1993 C5



Kids: Lazy Days, Busy Minds

By Barbara Mathias
Special to The Washington Post

School's out and the furthest thing from most kids' minds is test scores and reading assignments. But educator Eugene Williams believes the lazy summer days are the perfect time for parents to help their children find a book that will help them build their verbal skills and improve their testing scores. As director of a summer enrichment program for potential National Merit scholars, and as a D.C. public school administrator now on furlough, Williams has often seen the need for students to read more than what they are assigned in school.

"I discovered in working with some of the brightest youngsters in the public school system that they were not reading as much as they should, specifically the classics. . . . We are finding that many English teachers

are assigning one or two novels a year. That is fine, but it isn't getting the student motivated to run out to the library."

Bothered by this, Williams authored a parent's guide called "It's a Reading Thing . . . Help Your Child Understand" (Complex; \$9.95). The book, written with his son, Eugene Williams Jr., and Eugene's friend Robin Bennefield, provides lists according to age, as well as suggestions on how to improve vocabulary.

The single most important aid, Williams emphasizes, is the interest and participation of the parent in suggesting books and making them available.

Parents also need to listen closely to what their child's interests are so they can discuss books and issues that are relevant. "You can pull out the newspaper or magazines—it doesn't have to be a novel," says Williams.

Some parents, he says, have the best results with science fiction.

The following is a partial list for children designed by Williams particularly for the summer, when teachers aren't around for guidance but parents are nearby to read, listen or discuss:

Preschoolers (ages 2-5):

"Curious George" by H.A. Rey
"Here Comes Niya" by Darla Powell
"Blueberries for Sal" by Robert McCloskey

"Dinosaurs Are Different" by Alike
"One Fish, Two Fish, Red Fish, Blue Fish" by Dr. Seuss

Early years (ages 6-8):

"Beauty and the Beast" by Mariana Mayer, illus. by Mercer Mayer
"Mike Mulligan and His Steam Shovel" by Virginia Lee Burton
"Rumpelstiltskin," adapted and illus. by Paul O. Zelinsky

"A Chair for My Mother" by Vera B. Williams

"Millions of Cats" by Wanda Gag
Middle years (ages 9-12):

"Mufaro's Beautiful Daughters: An African Tale" by John Steptoe

"One Summer at Grandmother's House" by Poupa Montaufer

"Nothing's Fair in Fifth Grade" by Barthe DeClements

"Dear Mr. Henshaw" by Beverly Cleary

Young adults (ages 13-17):

"Sounder" by William Armstrong

"The Contender" by Robert Lipsyte

"Red Badge of Courage" by Stephen Crane

"Things Fall Apart" by Chinua Achebe

"The Pearl" by John Steinbeck

"A Separate Peace" by John Knowles

"Animal Farm" by George Orwell

"I Know Why the Caged Bird Sings" by Maya Angelou

To order copies of "It's a Reading Thing" send \$9.95 plus \$2 shipping charge to Complex Associates Inc., P.O. Box 6745, Washington, D.C. 20020. For more information call 202-986-4680.



Photo by Roger Richards/The Washington Times

Rochelle Holmes and Shawnteska Dean team up in Donna Ashaka's Ballou High School reading class.

Problem-solving approach enhances kids' reading skills

By Barrington Salmon
THE WASHINGTON TIMES

Parents know the best way to get a child to take medicine is to sweeten it up a little.

D.C. educational consultant Eugene Williams Sr. and his friend, college professor Arthur Whimbey, figured out that studying the lives of heroes like Michael Jordan, Bill Cosby, Oprah Winfrey and Maya Angelou is a good way to help students learn to better and think clearly.

A new reading program that introduced to Jefferson Junior High and the Ballou Match Science Technology Academy during Black History Month is bumping up the students' reading, writing and reasoning abil-

ity, Mr. Williams said.

The material focuses on problem-solving and reading. Students, for example are given a jumbled paragraph of sentences to sort out. The object is to reconstruct the sentences so they are in the proper order.

"Text reconstruction is three years old," said Mr. Williams, an administrator in the D.C. school system until last August. "Students are just enamored over it. They love it because it's different. Instead of getting topic sentences and developing paragraphs, they're organizing and coming up with solutions to problems."

The educators also have the students copy passages from authors they admire. This is not busy work, Mr. Williams said. It's

a way to give them a feel for the way words go together.

"Once children [copy] a paragraph or composition, they feel it's theirs. Then they get to read it. Discussing the pros and cons of, say, a story about Michael Jordan improves reasoning and reading," he said.

Mr. Whimbey said the way children and college students are taught to read and write excites no one.

"When I was teaching psychology in college, I found a number of students having problems reading," said Mr. Whimbey 56, an Albuquerque, New Mexico, native.

When he moved on to Xavier in New Orleans, he set about correcting the problem.

"I had a four-week pre-fresh-

Class acts

man program. Using sentence combining and text reconstruction helped improve SAT scores by 120 points," said Mr. Whimbey.

Merely having a teacher tell a student to read a chapter in a book one day, and then the next day ask them to talk about symbolism and imagery leaves many students lost. He calls this the "literature approach."

"They don't get quick feedback [to find out] if they understood what they read," he said. "The literature approach dominates elementary and high school. It's all very remote, very detailed and not immediate."

He is also a fan of "text reconstruction." "It's powerful," he said.

In some exercises, students are paired off and are given the same set of jumbled sentences to read. Working independently of each other, they then number the sentences according to how they think the story should flow. Then each partner explains why they ordered the sentences as they did. Finally, they write the paragraph the way both think reads best.

"You can go off in a lot of different directions," Mr. Williams said. And it will improve children's reading by at least one grade level."

Vera M. White, principal at Jefferson Junior High and two-time Presidential Award recipient, is sold on the program.

"In learning to walk, children need a physical object to hold on to for support. Similarly, in learning to write well, students need a structure for support. This program provides that structure."

■ "Class Acts" appears weekly. Send news of outstanding teachers and students in the metropolitan area to "Class Acts," c/o Bernard R. Dagenais, The Washington Times, 3600 New York Ave. NE, Washington, D.C. 20002.

The Washington Times March 7, 1997

FAX

FAX

TO: Ms. Pauline Abernathy

Office of First Lady Hillary Rodham Clinton

FAX NUMBER (202) 456-2878

FROM: Dr. Eugene Williams, Sr.

Faxed is a WASHINGTON TIMES article that may be of interest to you.

(301) 599-9222

Number of Pages-2

P.O. Box 6745
Washington, D. C. 20020
February 22, 1997

Ms. Pauline Abernathy
Office of The First Lady
THE WHITE HOUSE
1600 Pennsylvania Avenue, N. W.
Washington, D. C. 20050

Dear Ms. Abernathy:

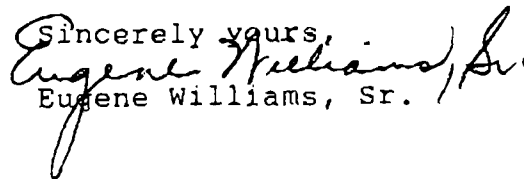
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If there is any interest, we may meet to discuss ways to make this a reality.

I look forward to meeting you in the near future.

For additional information, please telephone (301) 599-9222.

Sincerely yours,

Eugene Williams, Sr.

**Suggested Initiatives for First Lady
Hillary Rodham Clinton**

To Improve Education in D.C.

1. Establish Reading Centers In Each Ward Of The City

Centers would be for remediation (children and adult non readers). Centers should also have an enrichment component to promote life long readers. In each center, a parenting center could be a significant unit. This unit could provide parenting skills, including parenting skills on how to be a reading role model for young children.

2. Establish Math Centers In Each Ward Of The City

Centers would be for remediation (children and adults) and mathematics enrichment. Programs for children gifted and talented in mathematics and science could be provided. This early intervention could motivate urban youths to enter the fields of mathematics, science, and technology. The remediation component could be a diagnostic/prescriptive one modeled after successful centers like The Success In Learning Math Centers, established and operated by Dr. Mary H. Johnson, the principal of the Ballou Math Science Technology Academy of the D.C. Public Schools.
See news articles.

3. Establish SAT Preparation Centers In High Schools In The City

These centers would provide mathematics and verbal (reading, writing , and reasoning) tutoring and SAT preparation.

Centers could be located in schools in easily accessible areas where transportation is provided by Metro. Centers could be staffed by volunteers and teachers after they experience quality staff development.

4. Revitalize Vocational Centers In Some Of The Senior High Schools

This initiative could be modeled after such centers that were once a part of many of the system's senior high schools. Armstong High, the first such vocational school for Blacks, is currently closed and not used. Students in the system need these centers badly; the involvement of many of the non college bound students in these centers might help decrease the crime and violence in our city.

10. Make Available To Parents Literature On Their Roles In Improving Reading

IT'S A READING: HELP YOUR CHILD UNDERSTAND and other related literature could be provided parents with corporate funding. This material could be distributed to parents by each school principal. A copy of IT'S A READING THING was provided Mrs. Clinton when it was first published while she was still residing in Arkansas.

11. Encourage Local Religious Leaders To Establish Reading And Math Centers In Their Churches

12. Appear On Local Radio And Television Shows Sharing Hopes and Dreams For Washington, D.C.

Appear on a regular basis with nationally known child development, reading, parenting, and math experts discussing the importance of these issues with parents. Local experts may be more appealing to the parents and children. The First Lady and Mr. Clinton could read to children also through a children's story (reading) hour.

13. Encourage The Secretary Of Education To Visit Local Schools

The Department of Education is located in the District of Columbia, but few, if any, principals have visited the secretary for educational chats. He and educational experts may be encouraged to have meetings with principals and other designated educational leaders on a regular basis at the Department of Education.

14. Encourage The D.C. School Administration To Enforce Stricter Discipline Policies

15. Provide Additional Funding For Alternative Schools For Students With Behavior Problems

16. Establish A Campaign To Beautify The Grounds Of D.C. Public Schools

With corporate, community, and volunteer support, flowers could be planted to beautify the front yards of schools.

17. Share Knowledge And Expertise On Education Standards And Teacher Competency

The knowledge and expertise gained from Mrs. Clinton's Arkansas expertise could benefit the school system greatly, including that on establishing education standards and teacher competency requirements. Perhaps, Mrs. Clinton could be an honorary member of committees dealing with these issues.

18. Replicate The HIPPY Program

This home instruction program for youngsters and their parents would help our youngsters and their mothers. Welfare recipients could be strongly encouraged to participate in such a program.

19. Encourage School Administrators To Have An Active Reading Is Fundamental Program

20. Recognize Teachers, School Administrators, And Central Administrators For Outstanding Work With Students And Parents

21. Initiate A Corp Of Reading Teachers

Retired elementary school teachers and former English teachers could become a part of a corp of reading teachers who would visit schools, libraries, churches, and community centers to read to children upon request.

22. Encourage City Administrators To Open All Library Branches That Are Currently Closed For Financial Reasons

23. Commence A Reading Campaign For The City: WASHINGTON, D.C. READS

The campaign could be patterned after BALTIMORE IS A CITY THAT READS initiated by Mayor Kurt Schmoke some years ago.

24. Establish Educational Centers For Teenage Mothers In Each Ward Of The City

Currently young teenage mothers are enrolled in regular, comprehensive senior high schools. They bring a multitude of problems-social and academic. While these schools have child care centers, quality services can be more effectively provided the young mothers and their young children in educational centers away from the regular school as was the case years ago. These centers could provide the necessary classes and related experiences needed to graduate from high school and the appropriate services for the teenage mother and her child

Dr. Eugene Williams, Sr.
(301) 599-9222

It's A Reading Thing...

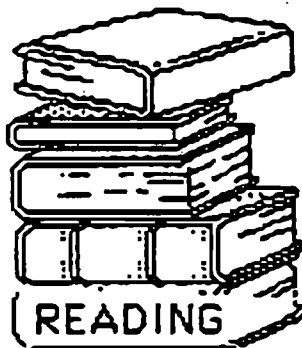
Help Your Child Understand

Parent Guide to Improving Students' Verbal Performance on Standardized Examinations Like the PSAT and SAT

Dr. Eugene Williams, Sr. * Robin M. Bennefield * Eugene Williams, Jr.

It's A Reading Thing...Help Your Child Understand is an excellent guide for parents, who want to be more active in their child's education and particularly to improve their child's performance on the verbal sections of standardized tests such as the Scholastic Aptitude Test (SAT). Co-author Dr. Eugene Williams, Sr., director of a successful summer enrichment program for potential National Merit Scholars, has built a strong commitment to improving test scores of all public school children as a District of Columbia Public School administrator.

This guide, written with the help of free-lance writers Robin Bennefield and Eugene Williams, Jr., no strangers to issues in education, is designed for the parent on the go. The large graphics and the clear and concise text provide parents with proven methods to



build their child's verbal skills.

Step-by-step procedures for verbal and vocabulary enhancement, reading lists, and advice from teachers, students and parents are also a featured part of the guide. But parents will most want to use the comprehensive catalog of materials for verbal improvement. The catalog gives a description of the materials, where they can be purchased and cost. The materials detailed include everything from workbooks to video games.

Every parent, interested in building their child's verbal and vocabulary skills, should have a copy of

It's A Reading Thing... Help Your Child Understand. It is the greatest guide to increasing verbal test scores and catalog of the best and latest materials for verbal enhancement; all at your finger tips. Don't Miss Out!

Columnist William Raspberry of The Washington Post Hails the Guide:

"The point of 'It's a Reading Thing' is to help parents get their children reading the right stuff when it matters most-- in elementary school and even earlier. The techniques, reading lists and tips to parents seem an excellent way to produce not just higher-scoring children but brighter ones as well."

ORDER FORM

BILL TO: (please print)

Name: _____

Address: _____

Telephone: _____

- ☐ Yes! Please send me ____ copy (ies) of *It's A Reading Thing... Help Your Child Understand* at \$9.95 plus \$2.00 shipping and handling per book.

Return your completed order form along with a check or money order to: Complex Associates, Inc. P.O. Box 6745, Washington, D.C. 20020

COURTLAND MILLOT



Mary Johnson works with Earl Adams, 14, and Daidre Battle, 17, at court. In Melwood Mall in Upper Marlboro.

Students' Time at the Mall Well-Spent

The memory still haunts me to this day: Standing paralyzed at the blackboard in Mr. Phelps's eighth-grade algebra class, I am lost. The equation looks like a Greek road map. I guess it leads to a number, but the correct answer turns out to be a letter. The class laughs. I hate math.

Kids today need not have this fear, although many still do, according to Mary Johnson, who is no old-fashioned math teacher like Phelps was. In fact, her private classroom is just where a kid would appreciate it most: in a shopping mall, the Melwood Mall in Upper Marlboro, to be exact.

Johnson calls her program "math in the mall," and says that while parents shop for school clothes, the kids can be shuffled off to learn more about what it takes to earn a good living.

"We're located next door to a well-known hat shop," Johnson said. "Parents and children stop by to browse, notice us at work in our classroom and somehow math studies do not seem so ominous under the circumstances."

Nevertheless, math remains one of the most important courses that can be offered.

"Math is the key to the mastery of almost every subject," said Johnson, a mathematician who is an instruction development specialist for the D.C. public schools.

"The knowledge of math will determine to a large extent what a student's life choices will be."

According to a one-year national study by the Washington research firm Pelavin and Associates, black and Hispanic students who take at least one year of high school geometry vastly improve their chances of getting into college.

In fact, their chances become as good as white students', according to a study of almost 16,000 students.

"We therefore recommend that schools consider the strategy of requiring mastery of algebra and geometry of all students and that schools develop a plan to encourage college aspirations in all students," authors Sol H. Pelavin and Michael Kane concluded.

Johnson has found a way to solve that problem.

Her math center is a perfect complement to public school instruction. She offers what she calls a "diagnostic prescriptive approach" to teaching math. Students are tested to find out the nature of their inability to solve math problems.

The diagnosis costs \$45. Each hourly instructional session costs \$15. But the results make it a bargain.

Many students who were failing math midway through their school year attended the math center for only a few weeks and finished the year with above average grades, she noted.

"If a student has a very serious problem and requires more time, we provide it at no extra charge," Johnson said.

Parents have expressed much satisfaction with the program. Student self-confidence has soared.

"When a student comes to us having made D's and E's for the second semester, but finishes the year with A's and B's, you're talking revolutionary improvement," Johnson said.

Major breakthroughs have been made in how math should be taught, Johnson said. But unfortunately, these improvements have yet to be incorporated in regular school education.

The math center opened in the mall last January. Classes are held from 6 to 9 p.m., weekdays and Saturdays. Ten to 15 students are enrolled in each class.

Johnson said that she and her staff of math teachers are able to establish a rapport with the students that is hard to match in larger, public school classrooms. But her approach would be well worth emulating.

"Once a student tastes the fruits of success, watch out," Johnson said. "Most students come to the program with a history of failure or mediocrity in math, and they think that they just can't do it. But the problem is not the students. It's the way math is taught."

Department of Education statistics about high school students, which were used in the Pelavin study, indicate that geometry is taken by roughly 40 percent of white students, 19 percent of blacks and 17 percent of Hispanics.

Math courses were found to have a stronger relationship to college enrollment and completion than courses in laboratory sciences or foreign languages, according to the study.

"I think we're looking at something that is more basic than those other courses," Pelavin said. "The logical-thinking skills taught in algebra and geometry are some of the basic skills needed in

'Math in the Mall' adds to confidence for local students

By DAMIEN GAUL
The Enquirer-Gazette

Nothing on the table would have provided a clue to the fact the three teenagers were in a mall. They were preparing for their SATs with books spread out before them, intently reviewing vocabulary words while shoppers passed by the windows in the room.

Two of them were studying for May's test date. "She is starting early," one said, pointing. "Next September."

There isn't much space for the students—just one room for testing on the first level and another for private tutoring on the second floor. But it has been enough for them to improve their grades and score higher on the daunting Scholastic Aptitude Tests.

Dr. Mary Johnson and her husband, Dr. Eugene Williams, decided to open the math tutorial and SAT preparation center in Melwood Mall in Upper Marlboro five years ago as a community service.

Their nonprofit organization is officially called Comptrex Associates. Students call it "Math in the Mall" after the subject which receives the greatest emphasis during the classes.

"This is my wife's ministry," said Williams. "I told her even ministers get paid a little, but it doesn't seem to convince her."

Johnson, a doctor of math education, leaves her job as an administrator in the

District's school system during the week and drives straight to the center for a three-hour shift. Williams, the director of academic enhancement in the same school system, is in and out between time spent in another center.

"You don't expect to find the answers" to academic questions in a mall," said Rachelle Reeder, a high school student preparing for the SATs. "They are very helpful here, and ready to help."

Because they don't accept fees for themselves, the students pay reduced costs. Officially, they charge \$20 a tutorial session and \$200 for SAT preparation.

It's hard to compare the prices in the market, because Johnson and Williams are more interested in the students learning a lesson than spending any certain amount of time with a tutor or instructor. The result is that lessons often carry over into the evening hours.

"Before the students leave, I give them a quiz on what they learned that day," said Johnson. "They don't leave until they can pass that."

The three students sitting around the table last week were from three different high schools. Johnson and Williams say they have accepted students ranging from kindergarten to graduate school. The important part, they say, is not how much they know coming in, but how much they know leaving.

As a math teacher, Johnson felt the need was there for the center throughout her career.

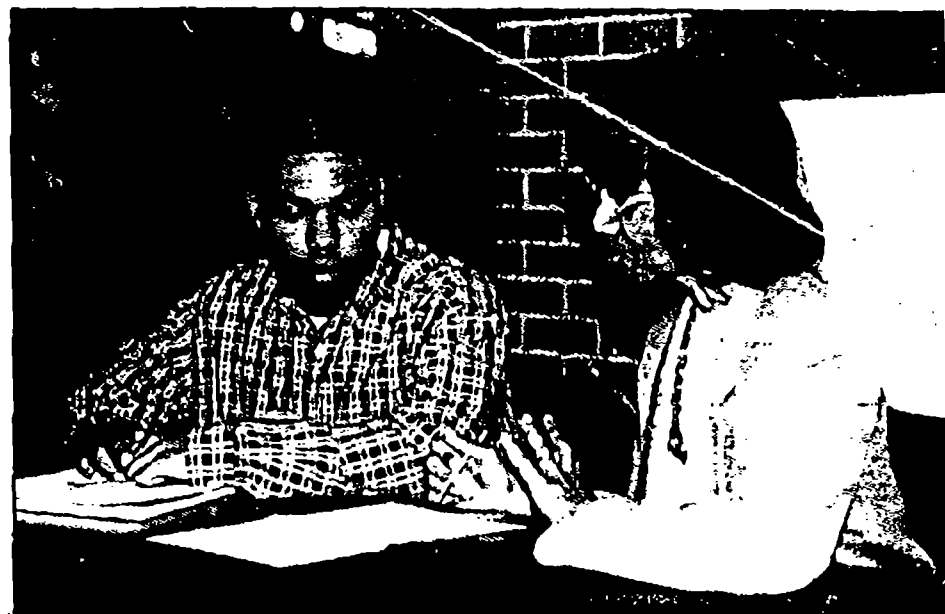


Photo by Damien Gaul
Martin Cole, a tutor, and Dr. Mary Johnson review a student's work at the math tutorial and SAT preparation center at the Melwood Mall.

"We try to address people's fear of math," she said. "A lot of people stay away from learning because at an early age they are turned off."

"They learn a formula for a math problem and apply it without thinking—that is until they forget the formula. Students need to learn the logic and concepts behind the formula, and they never forget."

That kind of enthusiasm rubs off on the students. There are now about 100 students enrolled at the center. Judging from the past, she said, most will go up a grade, and the ones preparing for the SATs will shoot up 100 points from their diagnostic test.

"My son has been here for two years and since the beginning he has shown much more enthusiasm to learn," said Bernard Lucas. "It's a beneficial service—eases the thoughts of parents."

Most of Johnson's students are African Americans. She shudders when asked about "The Bell Curve," the new book

comparing the results of IQ tests between races and documenting the lower test scores of African Americans.

The same is true of SAT scores, but "the reason is not intelligence or ability. People just need to learn to take tests. You have to think a certain way," she said.

At about the time the book was published last year, her students were receiving their long-awaited scores on the PSATs, the preliminary test most high school sophomores take in preparation for the SAT. Three of their students received perfect scores on the verbal part.

Johnson and Williams separately describe their decision to open a math learning center in a mall the same way, all details included.

"We were driving down Marlboro Pike past Melwood Mall and we saw a sign saying rental space was available," said Johnson. "We expected it to be too expensive, but I just turned to my husband and

Learning centers are family affair

By SONS YREA TATE

Journal staff writer

At a time when family values are being examined in an effort to rebuild communities across the country, the Williams family of Upper Marlboro maintains a tradition of giving.

"Many nights, the lights don't go off in this home," said Eugene Williams Sr., director of Academic Enhancement for Washington's public schools.

Williams, his wife, Mary Hill Johnson, also an educator, and their son, 26-year-old Gene Jr., work together at the family's three educational centers, where they teach studying skills at reduced prices.

Two of their Success and Math Learning Centers are in the Melwood Shopping Plaza in Upper Marlboro; one is in Northwest Washington. Some nights, the lights don't go out — until very late — because they discuss operations at the centers, where an hour of instruction costs \$18, compared with as much as \$38 at other local learning centers in the area.

"Both of my kids have been with their program since second and fourth grade. Now they're in

the seventh and ninth [grades] and they maintain A to B averages," said Michael Chambers of Upper Marlboro. "I think [the Williamses] have a genuine love for what they do, so the rates are quite inexpensive."

Johnson said their giving comes from love. "[Love] helps elevate, liberate and motivate," she said, citing inspiration from Robert Schuler, one of the family's spiritual guides. "It's not just a feeling. It's an action. It's doing. I think I can serve God best by serving others."

A graduate of the University of Maryland at College Park where she earned bachelor's, master's and doctorate degrees in mathematics, Johnson has taught high school math and science in Washington and local community centers for more than 30 years. She directs the math, science and technology program at Ballou High school in Washington.

Williams, credited with boosting Washington's number of Merit Scholars, and Johnson have helped hundreds of students prepare for standardized



From left, Gene Williams Jr., Eugene Williams Sr. and Mary Johnson make up a family that teaches and learns together.

PRINCE GEORGE'S JOURNAL

4/2/96

tests including the Scholastic Assessment Test since they opened the first center in 1990. The fees collected at the family's math centers pay for operations, they said; none of them draws a salary from the centers.

The Williamses also offer free workshops at their math center and at churches in the county and throughout the Washington area.

"They do a good service of giving back to the community by helping parents and guiding them through the college preparation process," said Juanita Pinkney, who has benefited from the family's services and insight.

Pinkney, a county resident, said she and her husband thank Williams and Johnson for helping their daughter boost her SAT scores and for helping them find scholarships for college.

"We think they're great. We've heard them speak at other churches, to different groups. Whatever they recommend, we try," Pinkney said.

"We've paid for college prep services, hundreds of dollars, that just went out the window. What Dr.

Williams and Dr. Johnson offer has been much more helpful."

The Williamses each have self-published self-help instructional guides.

Johnson was volunteering at a homeless shelter with her husband in Washington when she was inspired to write a book about morals for children.

"We noticed some of the kids had deficits. They had limited understanding of biblical teachings about what was right or wrong and they had the idea that they could decide what's right or wrong," she said. "They had very little guidance."

Johnson's book, "You Are Special: A Child's Guide to Successful Living," has puzzles and other activities designed to foster morality and thinking skills. The principles the activities explore are based on the Ten Commandments.

The Family Research Council in Washington, D.C., praised the book.

"What people like about her books is that they can personalize them for their child and it has pages they can draw on and activities that point out positive things about the children," said Zamira Omar, manager of Caravan books in Oxon

Hill.

"It's a really good book because it teaches morals."

Gene has published "The Raisin in Milk Syndrome: Ten Survival Tips for Black Students at Predominantly White Colleges and Universities."

The family probably won't get rich off their paperbacks, but they said they didn't pursue publishing for profits. Rather, the books, many of which have been given away, are their offerings to the public.

"I just believe that's my mission here," Johnson said about her work in education and publishing.

Father, son and a third author, Robin M. Bennefield, collaborated on a book, "It's a Reading Thing ... Help Your Child Understand: Parent Guide to Improving Students' Verbal Performances on Standardized Tests Like the PSAT and SAT."

The tips their books recommends are those Williams and Johnson used to guide all five of their children through college and into professional jobs.

"We all just enjoy writing and talking. I guess," Johnson said. "And helping and sharing," her husband added. "It just turns out that way."

Homework That Parents Need to Do

Eugene Williams Sr. saw a lot during his 13 years in D.C. public schools. He was a teacher, an assistant principal and director of academic enhancement at the old Center for Systemic Educational Change.

Williams tutored students in his Potential Merit Scholars Program, and some of them went on to earn perfect scores on both the PSAT and the SAT college entrance exams. Even as his job was about to be abolished last year because of budget cuts, Williams was being lauded by author Ellis Cose, in the book "Colorblind," as a man with a plan for helping black America get its children out of the educational mess they are in.

Williams is working now on a couple of books himself. But he still serves as a volunteer in D.C. public schools. And what he thought was the school system's biggest problem when he first got there more than a decade ago remains the biggest problem today.

"No matter how much 'reform' we do to the system—and I applaud the new superintendent for what he is trying to do—until we make the discipline of our students a priority, we will not get the results we desire," he said.

to that end, Williams believes that there can be no substitute for parental involvement in the education of their children. No amount of building repair or wholesale reassigning of school staff and supplies will make a lasting difference, he said, until children arrive at school willing and ready to learn.

"Many times I have walked out of a school hanging my head in shame at the way our students behave," he said. "They use abusive, derogatory language in front of adults, threaten their peers and teachers and dare you to make an issue of it. They are not only hurting themselves but all of those who want to learn."

For years now, the District has shown a willingness to wrangle with the more public issues of school funding and staffing. Reported instances of mismanagement have led to a takeover of the city schools by a retired Army general, and plans are underway to fix, sell, close and otherwise improve the facilities.

But the thornier issue of parent and student responsibility in the educational process has never been addressed with the same frankness. Williams, a product of a one-room country school with a stove and a leaky roof who went on to become director of student teaching at Howard University, thinks the time has come.

"What is the point of a 'safe and secure' school if you bring in students who don't care about safety, security or learning?" Williams asked. "I have been in classrooms where students essentially dared the teacher to teach. And I have seen good teachers eventually succumb to the defiance."

Williams said he believes that every principal knows who the school's disruptive students are. He said strong school leaders are needed to kick out the troublemakers and have them sent to alternative schools. He noted that both Spingarn and Ballou senior high schools have night-study dropout-prevention programs that similar programs could be started for the hardhea-

What Parents Must Learn

MILLOY, From B1

"We put so much emphasis on money and materials that I sometimes wonder if it's because we are afraid to have a frank discussion about the real issue: our children," Williams said. "Who is the urban child? I don't think many of us have the foggiest idea. Too many of us don't really believe that the child can learn. We don't believe they have character worth developing or potential that can be realized through hard work and discipline."

But before teachers come to believe, the parents themselves must be convinced.

Currently, PTAs at some District schools are virtually nonexistent for lack of parent participation.

In 1987, D.C. voters overwhelmingly approved Initiative 25, which established as a matter of public policy that funding for public schools in the District be of the highest priority.

Ten years later, per-pupil spending in the District is among the highest in the nation, but it has become painfully obvious that parents must do more than pull a lever in a voting booth.

"Many parents need encouragement and some rudimentary strategies for helping a child do homework," Williams said. "We need to be creative about this, like getting some parents together and

letting them hear the story of Ben Carson, the famed brain surgeon from Baltimore. His mother couldn't read, but she managed to find ways to help her son learn without letting on to her shortcoming."

Williams said he has been encouraged by the way many parents have responded to Hillary Rodham Clinton's participation in District affairs.

"Just watch the faces on people when she shows up," Williams said. "When the first lady talks about parenting being the most important job in her life, people listen."

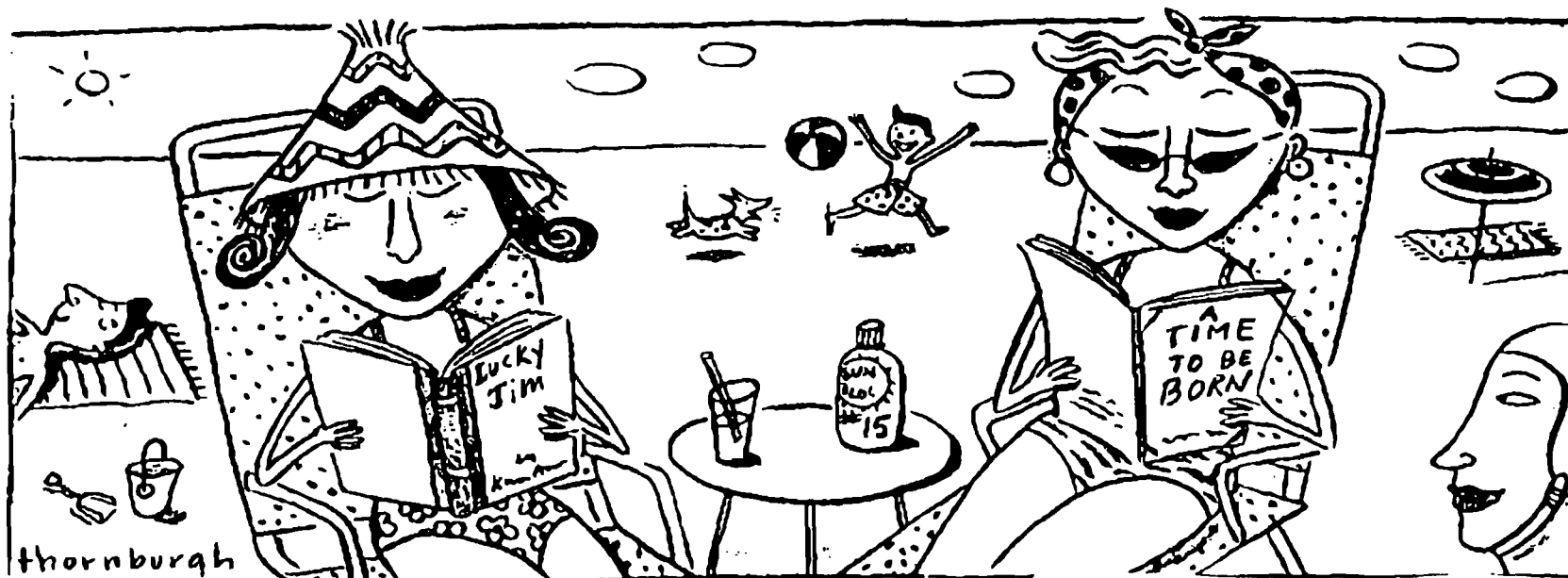
For his part, Williams is producing two teaching tools for parents and children. One book, with Art Whimbey, author of "Intelligence Can Be Taught," is a writing guide that employs sentence reconstruction exercises about leaders in black history.

A second book, written with his son, Eugene Jr., helps parents and children learn to read together. The book examines the meaning of nearly 500 words that appear both in the King James version of the Bible and on the verbal portion of the SAT.

"The book is aimed at those churchgoing parents who really make up the backbone of our city," Williams said. "They want their children to make it. They just need a little help."

2/19/97

WASHINGTON POST



Kids: Lazy Days, Busy Minds

By Barbara Mathias
Special to The Washington Post

School's out and the furthest thing from most kids' minds is test scores and reading assignments. But educator Eugene Williams believes the lazy summer days are the perfect time for parents to help their children find a book that will help them build their verbal skills and improve their testing scores. As director of a summer enrichment program for potential National Merit scholars, and as a D.C. public school administrator now on furlough, Williams has often seen the need for students to read more than what they are assigned in school.

"I discovered in working with some of the brightest youngsters in the public school system that they were not reading as much as they should, specifically the classics. . . . We are finding that many English teachers

are assigning one or two novels a year. That is fine, but it isn't getting the student motivated to run out to the library."

Bothered by this, Williams authored a parent's guide called "It's a Reading Thing . . . Help Your Child Understand" (Complex; \$9.95). The book, written with his son, Eugene Williams Jr., and Eugene's friend Robin Beane-field, provides lists according to age, as well as suggestions on how to improve vocabulary.

The single most important aid, Williams emphasizes, is the interest and participation of the parent in suggesting books and making them available.

Parents also need to listen closely to what their child's interests are so they can discuss books and issues that are relevant. "You can pull out the newspaper or magazines—it doesn't have to be a novel," says Williams.

Some parents, he says, have the best results with science fiction.

The following is a partial list for children designed by Williams particularly for the summer, when teachers aren't around for guidance but parents are nearby to read, listen or discuss:

Preschoolers (ages 2-5):

"Curious George" by H.A. Rey
"Here Comes Niya" by Darla Powell

"Blueberries for Sal" by Robert McCloskey

"Dinosaurs Are Different" by Aliki
"One Fish, Two Fish, Red Fish, Blue Fish" by Dr. Seuss

Early years (ages 6-8):

"Beauty and the Beast" by Marianna Mayer, illus. by Mercer Mayer
"Mike Mulligan and His Steam Shovel" by Virginia Lee Burton
"Rumpelstiltskin," adapted and illus. by Paul O. Zelinsky

"A Chair for My Mother" by Vera B. Williams

"Millions of Cats" by Wanda Gag
Middle years (ages 9-12):

"Mufaro's Beautiful Daughters: An African Tale" by John Steptoe

"One Summer at Grandmother's House" by Poupa Montaufer

"Nothing's Fair in Fifth Grade" by Barthe DeClements

"Dear Mr. Henshaw" by Beverly Cleary

Young adults (ages 13-17):

"Sunder" by William Armstrong

"The Contender" by Robert Lipsyte

"Red Badge of Courage" by Stephen Crane

"Things Fall Apart" by Chinua Achebe

"The Pearl" by John Steinbeck

"A Separate Peace" by John Knowles

"Animal Farm" by George Orwell

"I Know Why the Caged Bird Sings" by Maya Angelou

To order copies of "It's a Reading Thing" send \$9.95 plus \$2 shipping charge to Complex Associates Inc., P.O. Box 6745, Washington, D.C. 20020. For more information call 202-986-4680.

Tuesday, July 8, 1993 CS

Style Plus

Facsimile Transmission

Attention: Ms. Pauline Abernathy
Office of The First Lady

Company: THE WHITE HOUSE

Telephone #: (202) 456-5374

Fax #: (202) 456-5374

Subject: Suggested Initiatives-District of Columbia Public School System

Sender: Dr. Eugene Williams, Sr.

Sender Telephone #: (301) 599-9222

Sender Fax #:

You should receive 12 pages, *including this cover sheet*. If you do not receive all the pages, please call the number above.

COMMENTS:

Per our telephone conversation, I am submitting the suggested initiatives.
Please telephone me if there are questions or need for a meeting .

2/4/97
Washington Times

ity in Hollywood



Courtesy Bravin Post Lee, New York
Exhibit "Too Jewish?"
Armand Hammer Museum.

as a source of both inspi-
and contention.
lywood's Jewish roots have
written about as recently as
ummer, when Moment, a
monthly, devoted a lengthy
to the topic.
995, Entertainment Weekly
ed that Jewish characters
actically nonexistent in Hol-
d movies, appearing less fre-
y than any other minority.
Jewish?" includes a video
lation showing presenta-

tions of Jews, including "The Gold-
bergs," Jack Benny, "Northern Ex-
posure" physician Joel Fleishman,
and Gilda Radner advertising
"Jewess Jeans" on "Saturday
Night Live."

Barbra Streisand makes larger-
than-life appearances in the show
in "Four Barbras," a spoof of Andy
Warhol's Jacqueline Kennedy
Onassis series, and Deborah Kass'
"Triple Silver Yentl," based on the
film portrayal of a young woman
disguised as a male rabbinical stu-
dent.

The show also notes that the
Barbie doll, "the ultimate Gentile
goddess," was created by a "nice
Jewish lady."

"The assimilation generation
was brought up to conform, to look
like people in the magazines, to be
better at being WASPs than the
WASPs themselves," artist Beverly
Naidus wrote.

Dennis Kardon presents a vari-
ety of "Jewish Noses," including
those of Adam Bellow, Joshua Dec-
ter and Rick Moranis. Mr. Kardon
said this began as a personal proj-
ect but quickly gained volunteers.

Archie Rand bases his "Chapter
Paintings" on 54 readings from the
Bible. Other works deal with the
tension of those celebrating Han-
ukkah in a predominantly Chris-
tian society.

"The Liberation of G-d," by He-
lene Aylon, features two TV
screens showing Bible passages
being underlined in pink, plus a
collection of Hebrew Bibles on
shelves and under magnifying
glasses. Many Jews write "G-d" to
avoid putting the Lord's name on
something that could be destroyed.

"I look into passages where pa-
triarchal attitudes have been pro-
jected onto G-d," the label reads.
"For surely G-d would be more
creative than to rely on military
conquest... When will G-d be re-
sued from ungodly projection in
order to be G-d?"

The comment book accompany-
ing the exhibit contained praise
but also this: "I would rather see
Klein, Gottlieb and Chagall."

"Too Jewish?" appears at the
Contemporary in Baltimore from
April 20 to June 29, then moves to
Philadelphia in July.

profile

Eugene
Williams Sr.



Occupation
Educational consultant
and executive vice
president, Complex
Associates Inc. (nonprofit
educational resource)

Birthday
Nov. 23

Hometown
Orange, Va.

Family status
Married; three children

Self-portrait Serious, academic, deliberate, passionate, direct,
demanding, innovative, productive

Motto "I can do all things through Christ which
strengtheneth me." (Philippians 4:13)

**Walter Mitty
fantasy** To stamp out illiteracy

Inspiration My wife, son and stepdaughter

Greatest feat Developing an educational program to increase the
number of national merit and achievement scholars
in the D.C. public schools

Bad habits Snacking between meals

Pet peeves Incompetent administrators becoming annoyed with
competent, productive employees

Hobby Reading

Luxury defined A million dollars to establish a school for
academically inclined students in the District

Favorite restaurant Four Seasons

Most like to meet Bill Gates
(living or dead)

Vacation spot Hilton Head Island, S.C.

TV program "Cosby," "60 Minutes"

Favorite books "You Are Special: A Child's Guide for Successful
Living," Mary H. Johnson; "Reflections of a Con-fused
Middle Class Black Youth," Eugene Williams Jr.

Last words "I made a positive difference in the lives of people,
especially young people."

Jew's efforts for Christians lauded

THE WASHINGTON TIMES

Michael Horowitz, a for-
mer Reagan adminis-
tration official who is

"Mike Horowitz has distin-
guished himself as one of the great
moral crusaders [of] our time,"
Mr. Colson said.

ter Steiner

Date: 2/4/97

Attention: Ms. Pauline Abernathy

Company: Office of The First Lady

Telephone #: (202) 456-5374

Fax #: (202) 456-2878

Subject: Follow-up To Telephone Conversation

Sender: Dr. Eugene Williams, Sr.

Sender Telephone #: (301) 599-9222

Sender Fax #

You should receive 20 pages, including this cover sheet. If you do not receive all the pages, please call the number above.

COMMENTS:

P.O. Box 6745
Washington, D. C. 20020
February 4, 1997

Ms. Pauline Abernathy
Office of the First Lady
THE WHITE HOUSE
Washington, D. C.

Dear Ms. Abernathy:

Thanks for the brief telephone conversation on February 3, 1997.

For your information, I am providing you some information on my work in improving academic achievement in the D. C. Public Schools. No longer employed as an administrator in the school system but very much interested in bringing about some positive changes, I would like you and the First Lady to know of my desire to join her as she plans and implements educational programs for the city.

Because of my outstanding work in the field of education, I am known locally and nationally. A resume is being provided so that you may note my experience on the various educational levels.

I look forward to talking with you and becoming aware of programs that will be implemented to improve the academic performance of our young people in the District of Columbia.

Please telephone me at (301) 599-9222 if you need additional information or if you wish to meet with me in the near future.

Sincerely yours,
Eugene Williams, Sr.
Eugene Williams, Sr.

HONORING DR. EUGENE WILLIAMS, SR.

This citation is in recognition of the contributions and many years of service that Dr. Eugene Williams, Sr., has given as a D.C. Public School employee and currently as the Director of Test Improvement, D.C. Public Schools.

In 1989, following the year in which the D. C. Public Schools had no merit scholars, Dr. Williams began a summer enrichment program to prepare students, who showed potential to become national merit scholars, for taking the national examination. The test improvement program has as its goal the preparation of 10th graders for superior performance on the PSAT at a level that will qualify them as national merit scholarship semifinalists. The program is now being shared nationally with other school systems for possible replication.

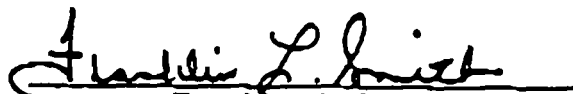
As a result of Dr. Williams' efforts, several D.C. Public School students have now been selected as semifinalists by the National Merit Scholarship Program.

Prior to his present position, Dr. Williams served as Assistant Principal at Dunbar Senior High School and Instructional Supervisor in Region A. Prior to his employment with the D.C. Public Schools, Dr. Williams was Professor of Education and Director of Student Teaching at Howard University. While at Howard University, Dr. Williams became nationally known for his innovative audiovisual portfolio for teachers. He received a patent for his invention, The Audiovisual Portfolio Interview.

Dr. Williams has published numerous articles in educational journals and has co-authored three books.

Dr. Williams exemplifies the type of dedication and expertise which substantially enriches the educational opportunities of the D.C. Public School students.

Therefore, it is a pleasure to congratulate, honor and recognize Dr. Eugene Williams, Sr., for his outstanding accomplishments and to extend best wishes to him in his future endeavors.



Franklin L. Smith
Superintendent of Schools
Chief State School Officer
October 20, 1993

6 SCHOOL BOARD NEWS

■ October 3, 1995 Vol. 15, No. 18

INNOVATIONS**SPECIAL SESSION
HELPS RAISE
SAT SCORES**

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In 1988, for the first time in three decades, the city's public schools produced no National Merit Scholars. Then-school superintendent Andrew Jenkins charged Eugene Williams, an assistant high school principal, with turning things around.

Williams had heard that Xavier, a small black college in New Orleans, was dramatically boosting student test performance with a four-week, 12-hour-a-day summer program, dubbed SOAR, for "stress on analytical reasoning."

The program encourages students to think a lot about thinking. Average SAT scores increased 100 points for participating students, says Arthur Whimbey, a consultant to Xavier and author of a book, *Intelligence Can Be Taught*.



Keisha Lyons (at podium) and other Banneker High School students tell members of the District of Columbia school board how they've been helped by a summer enrichment program.

Williams, who is now the director of academic enhancement for the District of Columbia school system, brought Whimbey to Washington and adopted many of his methods.

Williams created his own six-week program—with one session for incoming 10th graders and another for incoming 11th graders—aimed at teaching students how good thinkers reason.

To gain admission to the summer enrichment program, students must test in the high average range, get a principal's recommendation, and have the active support of their parents.

He divides students into teams and instructs them to work through math problems out loud while partners critique their thinking. Instead of just

memorizing vocabulary lists, students learn to create mental images of new words, often with the help of the game, Pictionary.

Over the past several years, there has been a growing number of National Merit Scholars in Washington. There were six in 1995, including Skylar Byrd, a 15-year-old student at Banneker, who scored a perfect 1600 on the SAT.

Replication models are available from Eugene Williams, (202) 576-6171.

NEXSTAR HERNANDEZ—D.C. PUBLIC SCHOOLS

NEWSWEEK AUGUST 31, 1995

L I F E S T Y L E



Thinking about thinking: Williams watches over students whose eyes are on scholastic prizes

Teaching Kids to Be Smart

Education: Is there a method for producing achievers?

By ELLIS COSE

INTELLIGENCE CAN BE TAUGHT. THE phrase is posted on bulletin boards throughout Banneker High School, located in a working-class neighborhood in northwest Washington, D.C. It is the unofficial motto for a city-wide program for public-school students who hope to become National Merit Scholars. It is also a defiant cry of hope, rejecting the notion (resurrected in last year's best-selling "The Bell Curve") that intelligence is largely fixed at birth and virtually immune to human intervention.

For Eugene Williams, the project's director, the issue is not merely academic. If a shaky intellectual start portends a lackluster life, many of his students are already doomed—particularly those who come from communities where survival, not scholastic achievement, is the essential priority. Williams, however, insists that intellectual deprivation can be overcome. And his superiors are gambling that he is right. This fall Washington's school administrators plan to expose all entering high-school students to Williams's techniques, which place a premium on analytic and abstract reasoning. The exposure, school officials

hope, will trigger an explosion of accomplishment in a school system known mostly for mediocrity.

Williams's track record leaves ample room for optimism. In 1988, for the first time in more than three decades, the city's public schools produced no National Merit Scholars. Deeply embarrassed, the then school superintendent Andrew Jenkins charged Williams, an assistant high-school principal, with turning things around. "I didn't know how we were going to do it," recalls Williams. He had heard, however, that Xavier, a small black college in New Orleans, was dramatically boosting student performance on various tests highly correlated with IQ.

Xavier's secret was a four-week, 12-hour-a-day, intensive summer program—dubbed SOAR, for Stress on Analytical Reasoning—for high-school upperclassmen and recent graduates. SOAR treats problem solving as a step-by-step process. Students are given word problems like: "Cross out the letter after the letter in the word 'pardon' which is in the same position in the word as it is in the alphabet." But instead of being allowed to guess at answers, they are forced to focus on such pro-

saic issues as what "the same position in the word" means.

Students are given verbal analogies ("Oven is to bake" as "Dishes are to dishwasher" or as "Carry is to automobile?"). And they are forced to identify the logical relationships between words before being allowed to solve the problem. They are given jumbled sentences and told to rearrange them in logical order. They are encouraged, in short, to think a lot about thinking. Arthur Whimbey, a consultant to Xavier and the author of a book entitled "Intelligence Can Be Taught," claims average SAT increases of more than 100 points during SOAR's four-week program, proving, he asserts, "that the problem is in the educational system, not in the students' genes."

Williams brought Whimbey to Washington and adopted many of his methods, techniques that, in Whimbey's words, aim to teach students "how good thinkers . . . reason." In practice, that means students are divided into teams and instructed to work through math problems out loud—as their partners critique their thinking. And instead of just memorizing vocabulary lists, they are taught to create mental images of new words—often with the help of a game called

picture. The game forces competing students to draw images that represent selected words on a blackboard as team members vie to identify the images. The winner must define and use the word.

Over the past several years, Williams has watched with growing delight as Washington served up one National Merit Scholar after another (four in 1995). The vast majority have come through his six-week special summer program. To win admission, students must test at least in the high average range and get a principal's recommendation. They must also have the active support of their parents.

Mediocrity is not acceptable: Williams credits Xavier for coming up with an antidote to educational failure. Without question, the little-known Roman Catholic college is doing something special. It has become America's leading producer of black medical students. (Xavier expects to send 74 to medical school this year.) And it has become a major source of black science graduates. Over half its nearly 3,500 students pursue health or science degrees.

The effort to make Xavier a science-education powerhouse goes back two decades, when Xavier president Norman Francis asked a young chemistry professor,

L I F E S T Y L E

J. W. Carmichael, to improve prospects for the school's premed students. Only about five a year were then getting into medical schools. Part of the problem, Carmichael concluded, was that too many were entering college underprepared. So he created SOAR. At the heart of Carmichael's approach is a commitment to the idea that analytical reasoning can be taught like any other skill.

Now Maxine Bleich, president of the nonprofit Ventures in Education, is attempting to replicate SOAR's success in disadvan-

taged high schools—rural and urban—across America. Early results are encouraging. Bleich is quick to concede that Xavier's techniques are not a cure-all. Though they seem to have raised the SAT scores among Xavier's students, the average for SOAR participants—around 1,000—is still not in the elite range. Also, SOAR's efforts, like Williams's, have focused on highly motivated students. Carmichael is uncertain how well the methods will work with students who don't care—or when used by teachers who

would prefer a more traditional approach.

But even if the Washington initiative collapses—under the weight of bureaucratic inertia, poor implementation or lack of student interest—Carmichael and his allies have already made a powerful point about the folly of giving up on human potential. Though many are quick to condemn the educationally disadvantaged to a life of wretchedness, Carmichael and Co. remind us that the status quo is not destiny but merely a difficult situation to change.

SCHOOL BOARD NEWS

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NESTOR HERNANDEZ—D.C. PUBLIC SCHOOLS

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JET

OCTOBER 23, 1995

TAPE**by Simeon Booker, Washington Bureau Chief**

Confidential: When network television featured cheering Howard U law students in the national round-up of Black reaction to a freed O.J. Simpson, campus officials got nervous and sought to find out who okayed the cameras on campus. Most institutions that seek federal money ban coverage of student events, particularly during the Congressional budget period lorded over by GOP conservatives...After establishing an unprecedented foundation to bring workers closer together in the U.S. and Brazil, AFL-CIO Tom Donahue at a Washington meeting described what he called "the Bottom Line." He said, "People in both countries with lighter skin have a vast unfair advantage over people of color." ...New generals-Jim Whitehead, president of the "Birth of a Nation" group, who returned to South Africa and hopes to develop education and technical training programs there, and

Dr. Eugene Williams, District reading expert, who began a national drive to improve reading tests and SAT scores of Black school children. Dr. Williams urged the Black Caucus spouses to help his effort...A decade ago, throngs invaded the Hill to demand passage of fair housing legislation. Today, St. Louis Rep. William (Bill) Clay virtually stands alone in opposition to the GOP attempt to give fair housing functions to the Justice Department instead of allowing the Housing and Urban Development department to continue its campaign against housing bias and red lining. Justice Department officials say that they are ill-equipped to wage war on Jim Crow housing...The nation's biggest Black church contest: Lawmaker Floyd Flake, also a pastor, says that his Allen AME Church in Jamaica Queens, N.Y., has grown in 19 years from 1,300 to over 8,000 members. Any bigger churches?

National Headliners

The largest number ever of visiting African heads of state will attend the United Nations' 50th anniversary events (Oct. 22-24), including Ghana's

Jerry Rawlings and Grenada's Keith C. Mitchell...When Justice and Georgia lawyers both agreed that the drawing of the boundary lines of her 2nd District in Georgia "was dictated by race," the state's first Black woman lawmaker, Rep. Cynthia A. McKinney, charged in the House that she had been abandoned and her district was in jeopardy.

*William Clay**Cynthia McKinney*



▲ Skylar Byrd of Washington, DC, gives a thumbs up to her perfect score on the SAT. Only 25 of the 1.8 million students who took the test last year made a perfect score.

D.C. Junior Makes Perfect Score On SAT

To say that Skylar Byrd is smart would be like saying Michael Jordan can play a little basketball. It just wouldn't really capture the point, especially when you consider that this 15-year-old junior high school student recently earned a perfect score of 1,600 on her Scholastic Assessment Test (SAT).

To fully grasp the magnitude of this achievement, it is important to understand that only 25 of the 1.8 million students who took the test nationwide last year scored 1,600, says the Educational Testing Service, which administers the tests. What's more, no student from the

JET
May 22, 1995

EDUCATION

Washington, D.C., public school system has made a perfect score since the early 1970s.

But even before the Benjamin Banneker High Schooler knew the results, she had a feeling that she had done well on the standardized tests. But a 1,600? No way.

"When I first saw the scores I really didn't believe it. But then I realized it was *my* score," says Byrd, who is a member of the National Honor Society. "I was happy. I told my sister...and my parents...and we just all started jumping around."

Officials in the D.C. public school system are also ecstatic about Byrd's test scores. "This is really phenomenal and I think the world should know it," said Dr. Eugene Williams who oversees the National Merit Scholars, a summer program for the city's brightest juniors-to-be, of which Byrd was a participant last year.

With perfect test scores in hand—as well as a grade point average of 3.76 out of 4.0—Byrd is planning for college. "I'm not sure of my first choice yet," she told JET. "But I am looking at several Ivy League schools and some that aren't in the Ivy League."

Wherever she chooses to go she knows three things for sure. Her father, Thelon, a professor at Bowie State University, and her mother, Rita, an information specialist for a private company, and officials at her school will keep her headed in the right direction. Up.

AUGUST 29, 1996

Michelle Deaf, right, a participant in the Potential National Merit Scholars program, listens during a test-preparation class. Below, Erin Roberts shows Colleen Francis how to solve a math problem.



PHOTOS BY MARGARET THOMAS—THE WASHINGTON POST



Banneker Touts Testing Program's Signs of Success

Coaching Helps Boost Scores

By DeNeen L. Brown
Washington Post Staff Writer

On the third floor of Banneker Senior High School in the District this summer, dozens of signs proclaimed: "Intelligence Can Be Taught." They were plastered everywhere—in a classroom where teenagers were reviewing math, in an English class where new vocabulary words were being learned, in a hallway where the summer enrichment program students took breaks.

There was no escaping the message, and that was the goal of Eugene Williams, director of D.C. public schools Academic Enhancement Program. Williams created the summer Potential National Merit Scholars program to help city students become National Merit Scholarship semifinalists.

"If you measure intelligence by using intelligence tests . . . they are only reasoning tests. So if we make sure youngsters get the vocabulary and the skills to raise their reasoning skills, they will do better on these tests," Williams said. "Intelligence is not fixed. It can be changed."

The Potential National Merit Scholars program was developed in 1988 after no D.C. public school student was named a National Merit Scholarship semifinalist that year—an embarrassment for the school system.

See BANNER, Page 2, Col. 1

Thomas H. Johnson quizzed his math class with "brain teasers."

"If a watermelon is 100 pounds and it is 99 percent water, how much does it weigh if it sat in the sun a while and becomes only 98 percent water?" he asked.

In Heidi Steiner's English class one day, students spent almost an hour learning vocabulary words: deride, acclaim, lethargic, fanatic, novel, solemn, ambivalent, indolence, benign, tedious, amiable, laud, caustic, atrophy and meander. After defining the words, the

played a game of charades, acting out the words. They spent the next hour reading a piece from the New Yorker magazine, analyzing each page and searching for the main idea.

"This article is about pop culture," Steiner said. "It is full of SAT-type words. It's complicated. It's lengthy. It's exactly what you will get on the SAT. They love these double passages that contrast and compare."

Nedra Lee, 15, who will be a junior at Banneker this year, said the program gave her confidence in her ability to learn mathematics. "Math is my worst subject," she said. "I know next year when I take Algebra II, what I learn here this summer will be reinforced." Nedra said the program taught her to pay more attention to rules in mathematics that she had forgotten. "For example, for motion prob-



Mehran Divanbelgyzand explains a math problem to student St. Elmo Crawford III at Banneker Senior High School.

lems, I couldn't remember rate times time equals distance," she said. "On the test, I would just make something up."

Sebastian Hazard, 15, who will be a sophomore at Banneker, said he learned tricks such as reading questions before reading a passage. "That way, you know what you're looking for," he said.

Jared Flannagan, 14, who will be in the 10th grade at Ballou Math and Science Technology Academy, said he learned a technique to increase his reading speed.

Theodore Brammum, 15, who will be a junior at H.D. Woodson, said the program is about more than test preparation. "This is preparing us for the test," he said, "but the truth is, you learn words that you will use for the rest of your life."

Banneker Touts Signs of Program's Success

BANNEKER, From Page 1

Semifinalists represent the top one-half of 1 percent of students taking the Preliminary Scholastic Assessment Test, or PSAT, an exam similar in format to the Scholastic Assessment Test (SAT), which most colleges require for admission. The PSAT, which is taken by 1.1 million high school juniors across the country each fall, is designed to test critical thinking skills. Nationally, about 15,000 high school students each year are honored as semifinalists. Finalists, who are offered \$2,000 scholarships and also will be eligible for corporate- and college-sponsored scholarships, are chosen from among semifinalists.

Although critics of test coaching say test-preparation programs do not boost knowledge or the ability to learn in the long run, Williams said he believes that coaching test-taking skills does increase scores and also makes students more intelligent. As evidence, he notes that some students in the program have increased their PSAT scores by more than 20 points (out of a possible 80) over practice test scores.

Since the enrichment program started, D.C. public schools have had 35 National Merit Scholarship semifinalists, and 20 of them went through the enrichment program. Although school districts in surrounding jurisdictions have hundreds of semifinalists each year, Williams says the change in the District is a real accomplishment.

The program also has produced 35 finalists in the National Achievement Scholarship program for outstanding black students and one finalist for the National Achievement Scholarship program for outstanding Hispanic students.

The six-week program accepts 120 students based on their scores from a practice PSAT and recommendations from principals.



Eugene Williams, who created the summer test-preparation program, talks to student Chiquitta Hewitt.

"Based on our experience, we realize the students who earn scores of 50 have the greatest chance of increasing scores by 10 or 20 points," Williams said. "We know if they make a score of 50, they are students who have interests in reading. They have an adequate vocabulary. That helps, because we require them to do a lot of reading."

Williams said he was surprised to find that many D.C. high school students were not reading important literature from which many PSAT vocabulary words are taken.

They have not read the great

pieces of literature: 'Scarlet Letter,' 'Moby Dick,' 'Gone With the Wind,' 'Hamlet,' he said. "In one of our classes, the students are reading '384. In 1984, they will meet 248 vocabulary words or derivatives that appeared on the PSAT or SAT over the years."

"We know as a fact that the verbal part of the test tests reasoning," Williams said. "You can't reason on the test if you don't have the vocabulary. We make an effort to fill in the gaps."

Verbal skills are important in raising test scores because the PSAT emphasizes verbal competence. In scoring the test, the verbal score is doubled and then added to the math score to compute a student's score.

The debate about test-coaching centers on the question of whether coaching validly improves students' scores without giving them skills to do better in college.

Lorrie Shepard, a professor and testing expert at the University of Colorado at Boulder, argues that the more test coaching looks like real instruction and real learning, the more it improves test performance and subsequent performance in the classroom.

"If you get to be a better reader and develop a better vocabulary, you will do better on the verbal section of the test and on subsequent reading of challenging material when you get to college," Shepard said. "Coaching helps if it actually improves learning."

That kind of coaching, Shepard said, should be separated from the kind that teaches "beat-the-test strategies," such as guessing among answer choices or trying to figure out a pattern to answers.

D.C. students in the summer enrichment program focus on increasing their reading comprehension and vocabulary in addition to learning test-taking strategies. They also spend half of the four-hour day reviewing algebra and geometry.

The classes are taught by some of the best English and math teachers in the school system. They're paid by the D.C. school system, but next year's program will be funded in part through a \$25,000 grant from Fannie Mae.

The students were paid, too—minimum wage through Mayor Marion Barry's summer youth employment program.

The rules are simple: Each student has to arrive promptly for classes, which begin at 8:30 a.m. They must dress appropriately—those in clothes that are thought to be distracting or in poor taste are sent home. One of the most important requirements is that students must read at least five novels from a recommended reading list.

In one math class, teacher Melvin Divanbaigyan began a lesson in geometry by first defining the word and describing the history of its meaning. Geometry is the measurement of the Earth, he told the class. He then drew a circle on the board, and a triangle within it. He labeled points A, B and O and asked the class to figure out the area of the circle sliced by a leg of the triangle.

**Dr. Eugene Williams, Sr.
Post Office Box 6745
Washington, D.C. 20020**

Education

- 1972 University of Miami, Ed. D., Curriculum and Instruction- Major Administration of Higher Education- Minor, Human Relations
- 1968 University of Virginia, M. Ed., Supervision/ English
- 1965 Fairfield University, Special Certificate, Counseling the Disadvantaged- United States Department of Labor
- 1964 Saint Paul's College, B.S., English (Cum Laude)- Salutatorian

Professional Experiences

1989- Present Director, Academic Enhancement Program, District of Columbia Public Schools

- Works cooperatively and collaboratively with all units, branches impacting on student achievement
- Develops, coordinates and supervises all system wide elementary and secondary schools test improvement efforts
- Assists secondary principals in designing and implementing action plans for effective test improvement program (Comprehensive Tests of Basic Skills (CTBS), Scholastic Assessment Test (SAT), Preliminary Scholastic Aptitude Test (PSAT) and Advanced Placement Tests)
- Works cooperatively with subject area specialists in providing staff development courses for verbal and mathematics PSAT, SAT and CTBS teachers
- Attends meetings and speaks on behalf of the school system in order to create public awareness of the test improvement efforts
- Plans, develops and implements an annual competition and recognition program for outstanding performance on such standardized tests as CTBS, PSAT and SAT
- Evaluates, approves, recommends and selects instructional material for test improvement programs
- Works cooperatively with the Student Assessment Branch in making decisions about testing procedures, selection of standardized tests, and the compilation and reporting test results to the Superintendent
- Attends local and national meetings related to the improvement of instruction/ test improvement
- Provides data required by the Superintendent and Assistant Superintendents to improve verbal skills of college bound students who take the PSAT/ SAT

Professional Experiences Cont'd

- Coordinates the development of a comprehensive verbal skills development program in selected middle and junior high schools to improve verbal skills of college bound students who take the PSAT and the SAT
- Prepares status reports on the success of the Academic Enhancement program
- Visits schools on a regular on regular basis to serve and support test improvement efforts
- Directs the Superintendent's Junior Scholars and Potential National Merit Scholars programs

1983-1989 Assistant Principal, Dunbar Senior High School, Washington, D.C.

- Coordinated Test-Taking Skills Programs
 - Public/ Private Partnership Programs
 - Tutorial Programs
 - Computer Assisted Instruction
 - Intensive Junior High School Instructional Plan
 - Employment Specialist Program
 - Humanistic Studies
 - School Incentive Awards Project
 - Bi-Lingual Education Program
 - Adopt-A-School Program
 - Teacher Incentive Programs
 - Advanced Placement Programs
 - Youth Leadership Development Institute
 - Teacher's Handbook
 - Students' Handbook
 - Parent's Handbook
 - Athlete's Handbook
 - Public Relations
 - Clubs and Organizations
 - Weekly School Improvement Program
 - Secondary School Improvement Program
 - Secondary Student Progress Plan
- Supervised and evaluated teachers in Business, English, Foreign Language, Home Economics, Life Skills, Media Specialist, Pre-Engineering

1988 Summer-Principal Cardozo Senior High Summer School

- Performed the administrative duties and responsibilities of a Summer School Principal

1980-1982 Dean of the College, Sojourner-Douglass College, Baltimore, Maryland

- Provided leadership for professional staff and participated in development of academic policy and programs of the college
- Determined scheduling of courses and recommended implementation of additional courses

Professional Experiences Cont'd

- Advised students on choice of major academic area, and coordinated academic advising efforts of college faculty
- Supervised administrative staff
- Participated in development of budget in academic area
- Acted as major advisor to the President, particularly on academic matters
- Served as liaison officer with accrediting agencies
- Reviewed all academic, administrative personnel and then submitted recommendations to the President concerning these matters
- Served as liaison with and directed the supervision of Area Coordinators
- Coordinated and developed student personnel policies through the respective student service offices
- Acted for the President in the negotiation and implementation of all professional employee agreements
- Recommended to the president in, after consultation, with appropriate administrator, the appointment, promotion and /or termination of professional staff under my supervision
- Coordinated all practices and procedures relative to the operation of the College to assure consistent implementation of policies
- Performed teaching responsibilities
- Served as the chief executive officer of the College in the absence of the President

1980 Supervisor of Instruction, D.C. Public Schools, Washington, D.C.

- Supervised instruction
- Assessed Schools
- Wrote proposals
- Provided instructional assistance to teachers

1978-1979 Senior Research Scientist and Curriculum Designer, Lawrence Johnson & Associates, Inc., Washington, D.C.

- Directed a project for the Farmers Home Administration requiring the development of a self instructional training manual for new FHA employees throughout the country
- Managed the Response to Educational Needs Project (RENP) for the National Institute of Education
- Supervised a team of writers
- Monitored project scheduling, deliverables, and monthly reports requirements
- Wrote parent/community involvement section of the RENP manuals for NIE

1972-1979 Coordinator of Secondary Education, School of Education, Howard University, Washington, D.C.

- Directed the secondary student teaching program, teaching undergraduate and graduate courses in curriculum and secondary teaching methodology courses

Professional Experiences Cont'd

- Sponsored Theta Alpha Chapter -Kappa Delta Pi, A Honor Society in Education
- Served on the curriculum committee and the appointment promotion and tenure committee
- Served as a member of the curriculum committee for NCATE accreditation

1971-1992 Administrative Assistant, Miami Dade Junior College, Miami, Florida, Community Services Division

- Assessed the community needs for course offerings
- Established courses in community schools
- Administered the Middle Cities Sports Development Program
- Taught a course, Psychology 101-Human Relations

1970-1971 Associate Director- Headstart- Follow Through Supplementary Training Program, School of Education, University of Miami, Coral Gables Florida

- Wrote the project proposals
- Developed the budget
- Interviewed and employed new staff
- Developed curriculum
- Visited training sites of trainees
- Assisted in securing employment

1968-1969 Associate Consultant, School of Education, University of Miami, Coral Gables, Florida, School Desegregation Consulting Center

- Planned workshops for teachers and administrators
- Developed desegregation plans for county school systems in the State of Florida
- Produced a 16mm film, "Effective Teaching in the Desegregated School."

1968 (summer) Head Residence Counselor-Upward Bound, University of Miami, Coral Gables, Florida

- Supervised dormitory counselors
- Planned academic and social activities for students
- Counseled students

1967-1968 Administrative Intern, Southern Education Foundation, School of Education, University of Miami, Coral Gables, Florida

- Assisted the associate dean with administrative matters
- Taught undergraduate courses in teaching methodology
- Supervised student teachers
- Assisted in desegregation center

Professional Experiences Cont'd

1967 (summer) English Teacher and Academic Counselor-Upward Bound, University of Virginia, Charlottesville, Virginia

- Taught English and counseled students

1964-1966 English Teacher, Jackson P. Burley High School, Charlottesville, Virginia

- Taught eleventh and twelfth grade English and coached the Debate team

Dr. Mary H. Johnson



Complex Associates, Inc.
P.O. Box 6745
Washington, D.C. 20020

NEW
1996
EDITION

YOU ARE SPECIAL:

A Child's Guide for Successful Living

by
Dr. Mary H. Johnson

illustrated by
Walt Carr



YOU ARE SPECIAL is the perfect guide to help children ages 6-12 understand their importance and the importance of understanding spiritual laws. Through the use of bold illustration, fun puzzles and simple language, children can begin to think about life's lessons, while learning about the BIBLE. The guide presents the **TEN COMMANDMENTS** in language a child can understand and illustrates with pictures, perfect for coloring. While completing the word puzzles and games, children can learn that lying and stealing can harm others and themselves. Most of all, **YOU ARE SPECIAL** is a guide which adults, parents, or Sunday school teachers, can help develop self-esteem and positive habits in young children that will lead to happy, productive lives. Order a copy of **YOU ARE SPECIAL** with the accompanying parent / teacher guide and show the child in your life how special he / she is.

From the Family Research Council

"You Are Special is a fresh introduction to timeless concepts of right and wrong that all children need to know. Many books confuse children by offering them supposedly value-free 'choices.' Dr. Johnson's book avoids such fuzziness, offering instead clear moral guidance that reaffirms what parents are trying to convey to their sons and daughters."

Gary L. Bauer, President

Reviewed By

•Marian Wright Edelman
Children's Defense Fund

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'You Are Special'

Mary Hill Johnson
And Her Guide
To Positive Values

By Yvonne Shinoster Lamb
Washington Post Staff Writer

Mary Hill Johnson is in the business of finding solutions to tough problems. She has spent more than 30 years helping young people understand scientific theory and mathematics' practicality. Lately though, Johnson has been trying to get children and their parents to understand a different set of principles.

Johnson has been promoting something a lot less concrete than applying theoretical equations to real-life situations. She is encouraging parents to instill lasting moral values in their children by teaching spiritual laws. For those who do not know quite how to do that or those who would like a refresher course, Johnson has an answer: She has written and published an engaging guidebook for children 9-to-12 years old, titled "You Are Special: A Child's Guide to Successful Living." It also may be used—with guidance—by younger children. The book is a vehicle through which Johnson would like to help children develop self-esteem and positive, life-long habits.

"You Are Special" is a slim, 36-page book with puzzles, multiethnic

The book is a vehicle to help children develop self-esteem and positive, life-long habits.

illustrations and probing questions centered on nine of the Ten Commandments. (Omitted is "Thou shalt not commit adultery.") The book leads its readers through exercises and explanations on the downside of lying, cheating and fighting, and calls upon the youngsters to examine the consequences of their actions. It tells them that God made them and gave them certain rules to follow.

The book begins by asking the reader, "Did you know that you are special?" It then exclaims affirmatively: "You are the one and only you. You have creative You



Author/educator Mary Hill Johnson speaking with student Tanisha Mason, left, last year at Melwood Mall.

are brilliant. You can be great in a positive way."

The messages of self-esteem and personal responsibility ring clear throughout its pages. For instance, Johnson asks her readers to remember a time when they told a lie and to write down how they felt. She then asks them to tell how it felt to tell the truth.

On one well-illustrated page, she uses the classic story of Peter and the Wolf to underscore that lying brings trouble and unhappiness. She encourages youngsters to show respect for life and to avoid using harsh words (to say nothing of knives or guns) against others.

"The idea is to give them a chance to work through these things," says Johnson. "When they have to write and draw, they are involving several senses. That's when they get a groove in their minds so that [the information] sticks. I'm trying to close the loopholes in their logic."

Johnson says her varied contacts with children have shown her that many of them have misconceptions about what their lives should be about. In her conversations with them and now through "You Are Special," Johnson says she tries to arouse a child's thinking process, because she does not want them going through life without thinking sufficiently.

"Children need guidance for what is right and wrong," says Johnson, who like others laments the rise in juvenile crime and the growing indifference of some youths to basic standards of morality.

Several magazine articles and books have been written lately addressing parental and societal angst over incorporating moral values in children and about people's search for spirituality. Johnson's book speaks directly to children, while also giving parents a method for teaching their offspring spiritual principles.

Johnson is a soft-spoken and affable person with the carriage of a proper schoolmarm. She says her mother, to whom she dedicates the book, taught her principles that she continues to live by today and that

she passed on to her own two children, now adults. She talks excitedly about her love for children and her desire to help them understand the role that God can have in their lives.

Much of the inspiration for the book stems from conversations with children she's met throughout the years. Within its pages are answers to many of the questions she heard during her work as a volunteer in a homeless shelter, as a Sunday School teacher, math tutor, and public school teacher and administrator.

Johnson now directs a new mathematics, science and technology academy at Ballou Senior High School. She tells her young charges

"Children need guidance for what is right and wrong."

—Mary Hill Johnson

that obeying the Ten Commandments does not stop them from having fun, but the tenets do provide a rational basis for being successful.

"You Are Special," which has an accompanying teacher's manual, also is a great reinforcement for parents who have taught their children to recite the Ten Commandments but who have not really explored the laws' everyday application with their children. All too often, Johnson notes, parents simply tell children they must follow the commandments without helping them understand why.

It's been little more than a year since "You Are Special" was published. When Juanita Pinckney, a reading specialist in Prince George's County, first saw the book, she seized on its value as a parenting tool. Together parent and child can work through the life lessons in the book, she says.

Pinckney says she has seen children 3-to-12 years old in her work whose behavior and use of foul language indicate that they have not

been exposed to or have forgotten many of the instructions in "You Are Special." She says she realizes that some young parents do not understand the spiritual laws themselves and therefore cannot pass them on to their children.

This book will help them do that, Pinckney says. "I've seen books that tried to do the same thing before, but this really makes sense."

Children today need to be able to get away from the violence of the streets and on television and get "turned on" to the Bible, says Elluida Foy, a part-time instructor at the University of the District of Columbia and a retired D. C. Public School teacher.

Her daughter Tiffany, 16, last year began going to the math center that Johnson and her husband, Eugene Williams, operate in Upper Marlboro. Foy was so impressed with the simplicity and power of the message offered in "You Are Special" that she shared it with her neighbor who has two young children and with the pastor of her church.

Johnson and her husband, who together run Complex Associates, a nonprofit volunteer organization, feel strongly about "You Are Special." For them it is a family affair, with Williams being the supportive husband-turned-publicist who has helped his wife carry her message to radio and television shows, workshops, ministers and anyone else who would listen.

Already one colleague has translated the book into Spanish. Another has translated it into French and hopes to take it back to a French-speaking colony in Senegal where he says the book's teachings of self-esteem and self-determination are sorely needed.

Mary Hill Johnson just wants the word to get around to as many youngsters as possible. She wants them to know that they have control over their actions, that they can set goals and accomplish great things in life. She wants them to know that with divine help they can solve any problem.

Most of all, she says, she wants them to know they are special.