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Mr. Brian McGee
PSC #2, Box 1414
APO AA 34002

Dear Mr. McGee,

Thank you for submitting your proposal "Students Taking Action" to the Department of Education. You have obviously put a great deal of thought and effort into your concept to create a computer clearinghouse for Americans to get involved in community service jobs across the country. In addition, your proposal fits with at least two high priority goals of the Clinton-Gore administration: encouraging national service and working toward a national information network system.

There are no funds currently available in the Education Department to support projects like yours. However, there are at least two other potential sources of funding for your proposal. First, if Congress enacts the National Service Trust Act of 1993, which the President recently submitted, there are provisions in that legislation that provide funding for projects promoting community service. I have enclosed an outline of the bill. I am sending a copy of your proposal to Jim Kreidler at the White House Office of National Service (202/456-6444) for his consideration.

Second, "Students Taking Action" might also fit into the Administration's technology initiative. I am also sending a copy of your proposal to the National Economic Council -- a White House agency responsible for implementing the Administration's technology policy.

Your vision of using the latest technology to encourage community service efforts merits serious consideration, and I wish you every success with your project.

Sincerely,

Terry Peterson
Advisor to the Secretary

cc: Jim Kreidler, White House Office of National Service
cc: National Economic Council

"Students Taking Action"

A Proposal For Effecting Student Involvement in a Democratic Society

Submitted to: President-Elect Bill Clinton
(and)
Vice President-Elect Al Gore

Prepared and Submitted By:
Brian J. McGee and
Jacqueline H. McGee
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APO AA 34002
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Revised: February 1993

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PSC #2, Box 1414
APO AA 34002
November 21, 1992

President-Elect Bill Clinton
State House
Little Rock, Arkansas 72201

SUBJECT: GETTING SCHOOLS INVOLVED IN A DEMOCRATIC SOCIETY

Dear President-Elect Clinton:

As part of your plan for change in America, you have asked that people rethink old ways of doing things. Your actions have told the country that you truly want to see citizens involved. We want to be part of that exciting new era in America. We see citizen involvement as a rejuvenation of our democratic society, and it is almost as exciting as Kennedy's space race. Teachers want to be part of that process and, in turn, want to give their students an opportunity to be part of it as well. We feel we have a cost-effective and workable way of doing that.

Since you have just run a successful political campaign, we do not need to tell you how difficult it is to organize so large and diverse a group of people as the American public. We have an idea for getting teachers, students, businessmen, politicians, and the White House all talking with each other and sharing ideas through the use of the American electronics industry. There are already many electronic networks to which teachers and the general public can subscribe, but what we are suggesting is something new: the establishment of a Presidential network to highlight the issue of "Students Taking Action."

The enclosed proposal outlines the project. If you are interested in implementing it, we want to be a part of that process. Because we know how hard it will be to get this message to you in this busy, transition period, we are sending this proposal to a few selected individuals besides you in the hope that it will eventually be brought to your attention. We are also including a copy of this letter in the proposal itself.

Sincerely,

(Copy)

Brian McGee

Jacqueline H. McGee

Part II:

Summary

"Students Taking Action" - Summary

This project uses the excess computer capacity of a variety of organizations and puts these groups on line with libraries in schools, universities, cities and towns. These organizations will include businesses, educational institutions, research firms, environmental and scientific groups, other civic groups, and governmental agencies. The primary purpose of the project is to create a system whereby schools become actively involved in real-world problems. As an extension of this involvement, students will "Take Action" on projects they feel are important. This involvement is two-way with participating organizations receiving as much or more than they give.

For a minimal cost, the project tells the public that the Clinton-Gore administration is committed to education, supports efforts to enhance students' citizenship skills, and encourages the young to study the nation's problems in depth and take action to help their country solve them. Participation in the project is voluntary, and the cost would be borne by the schools and organizations joining the program. With the support of a Presidential initiative, organizations and schools will jump at the chance to be part of this information network that effects rejuvenation of our democratic society. We have developed this program over a series of months and firmly believe it can be carried out in its fullest extent. We appreciate comments and suggestions to the proposal and look forward to speaking with a representative from the Clinton-Gore team regarding the ideas presented.

Funding

There are many issues that go into the exact funding for the project. It could be federally funded or supported by private donations. The costs of the program are minimal, and funding could easily be done either way.

Projected Expenses	Two co-directors	\$100,000
	Secretarial Help	\$20,000
	Office Equipment (one time cost)	\$25,000
	Travel	\$10,000
	<u>Office Supplies/Telephone</u>	<u>\$5,000</u>
	Total First year costs	\$160,000
Projected Timetable	Official Start Day for Project	Day 1
	First Prototype of Software Ready	Three to Six Months
	Arrange for Trial On-Line Test with at least 50 organizations and one large school system . .	An Additional Month
	Arrange for mass media approach to bring businesses into the program; go after specific organizations by mail, phone	Same as Above
	Interim Report	Sixth Month
	Offer on-line services to all schools	After 2 Month Trial
	Year End Report	One Year from Start

Part III:

Outline for "Students Taking Action"

Students Taking Action

This proposal will assist teachers\professors and their students to take action on real-life problems facing our society. Through the use of PC computers and FAX/modem hookups, students will have access to environmental organizations, scientists, industries, governmental agencies, other students, and even direct contact with their state and national congressional representatives. The idea is not new as there are many electronic information retrieval systems, but this approach is new. It will organize, on a voluntary basis, all schools and organizations that want be a part of the program. Presidential sponsorship and a not-for-profit approach will get more people involved and put the cost for the program on the user and not on the government or the providers of the information.

GOALS

The concept of President Bush's "1000 Points of Light" was never realized. What we propose doing is organizing those "1000 Points" in a systematic manner that would:

- 1) Give students direct access to industries and agencies that affect the world they live in.
- 2) Show students how to become actively involved in projects/issues they feel are important.
- 3) Encourage additional interest in the sciences, health, economics, and politics.
- 4) Encourage activism that would spill over into students' adult lives. (Give new meaning to Kennedy's words, "Ask not what your country can do for you, ask what you can do for your country!" We behave as adults as we were taught to behave as children.)
- 5) Encourage political involvement. In a democratic society, there is always more than one side to a problem. It matters less **what** people think than that **they think**. The question is not whether people react as we think they should but that they do react. Democracies require an educated electorate willing to work to see their programs carried out.

STEP-BY-STEP PROCESS FOR IMPLEMENTING THE PROGRAM

1. Gain backing for the idea from the White House. Could be called something like "The President's Plan For Student Involvement." This provides backing for the project from the highest level and assures ready acceptance by businesses that want to be part of changing our society into a more problem-solving, action-oriented community.
2. Base the program on the premise that all support is voluntary. Stress social consciousness and health of our democratic society.
3. Begin by getting help from a leading computer software supplier. Develop a user-friendly program to facilitate the total project.
4. Choose one main topic to start with. I recommend the environment because of its importance, the amount of material available, the large number of non-profit

organizations that could support the venture, and the attractive nature of the topic to our youth.

5. Outline what would be expected of an organization that is willing to go on line with this program. Minimum hardware requirements would be: a single PC (386 or better is preferred), a FAX modem hookup, and a separate telephone line. The software would be provided.

6. Organizations could agree to be interactive or non-interactive. If interactive, they would agree to field questions and refer student inquiries to appropriate offices in their organizations. At first glance, this seems like a very big job, but through good software management, a large number of recurring questions could be answered through an organized data retrieval system with little or no human intervention necessary. If students are providing input into products or actions taken by a company, the company would agree to pass student input on to the appropriate offices. If an organization answers the students' question, the answer would be left on the computer terminal under a response code. If an organization is non-interactive, it can, with some amount of qualification, decide what information it is willing to place on its computer. It would be our hope that all interaction would eventually be active.

7. Schools that agree to become a part of the program would only need to have a PC with modem hookup. They would get the software necessary to operate the system for free. Their only expenses would be telephone calls necessary to implement the system. Besides communication with companies/organizations/agencies, this system would allow schools to talk to other schools in their state and seek out other people working on similar projects.

8. Phone costs could be kept to a minimum by seeking participation in the program by the telecommunications industry.

9. As acceptance for the project grows, expand the targeted topics. Obvious topics would be: health, AIDS, drug and alcohol abuse, economics, job research, political involvement. Set the topics up using an existing organizational structure such as the one used by the Readers' Guide to Periodical Literature or the card catalog, Dewey Decimal, format used in school libraries.

10. Integrate this program with other information retrieval systems already set up and functioning. Allow the software to acknowledge those programs that are willing to provide educational discounts to schools, universities, and libraries.

11. Seek free publicity through news media and professional journals.

REWARDS FOR GOVERNMENT AND COUNTRY

1. Is cost effective. Most of the cost for running the program is borne by parties to the process rather than the federal government. If desired, funds for the program could be provided by donations from organizations.

2. Highlights this administration's commitment to education in a concrete, visible fashion and signals its support of the education community and the nation's youth.

3. Motivates teachers and reinforces their involvement in the real world and its problems.

4. Provides teachers with an easy, organized method of directing students toward involvement.

5. Allows the Federal Government to encourage problem solving efforts without "over-governing."
6. Organizes the thousands of people and companies that want to help our youth become more involved so we don't lose sight of what it takes to be a democratic society.
7. Provides far-reaching societal effects. It promotes study and interaction between schools and organizations. It encourages active participation in the democratic process and urges students to be more action oriented, resulting in more action-oriented adults in the future.

Funding

This project could be funded directly with federal monies or through private donations. Because of the small dollar figures needed to run the program, either method is quite possible.

The reasons for low-cost operation are many and varied. The program we propose is cost effective for the following reasons.

1. Totally Voluntary: A key element to this is full Presidential backing. If the project goes out to the public as a "Presidential Initiative" to improve our schools and get students more actively involved, the general public and organizations will want to be participants.

2. Donated Software: Going along with point #1, if the software companies know that this is not a new federal program with the potential for millions of dollars in contracts but is a plan to spark student involvement across the entire country, they will be much more likely to do this service for free. Further, when they learn that this software will soon be view by thousands of schools and organizations across the nation, they will want to have their names on a credit lines showing that they were part of the program and supported this administrations initiative.

3. Team Director Approach: The use of co-directors, who are the developers of the project, gives the project commitment, a broad base of skills, a strong education background, proven ability to work as a team, and economy of resources.

4. Project Location: We plan to run the program out of a home office in a smaller town. This eliminates costly office space and means that the program does not need to be located in expensive, congested cities like Washington, D.C. Further, productivity is increased as commuting time and other office-management problems are eliminated.

Projected Expenses	Two co-directors	\$100,000
	Secretarial Help	\$20,000
	Office Equipment	\$25,000
	Travel	\$10,000
	<u>Office Supplies/Telephone</u>	<u>\$5,000</u>
	Total First year cost	\$160,000

Timetable

We feel that in order to be most effective, the project should begin as soon after the presidential inauguration as possible. Expectations are high that this administration will actually change things, and people will be looking to find and support change. News media will be looking for examples of substantial change, and this is a project that shows a commitment to change as well as to fiscal responsibility.

With these points in mind, we suggest the following timetable:

Projected Timetable	Official Start Day for Project	Day One
	First Prototype of Software Ready . . .	Two to Six Months Later
	Arrange For Trial On-Line Test with at least 50 organizations and one large school system	One Month After Prototype of Software
	Arrange for mass media approach to bring businesses into the program	Same as Above
	Go after specific organizations by mail, phone .	Same as Above
	Interim Report	After Sixth Month
	Offer on-line services to all schools	After Two Month Trial
	Year End Report	One Year from Start of Project

Part IV:

Outline for "Students Taking Action on Environmental Issues"

Students Taking Action on Environmental Issues

Students, teachers and the general population want to do something to help clean up our global environment, but often they do not know what to do or how to do it. Your administration is putting itself forth as an agent of change, and it is important that you use the highly touted "bully pulpit" to share a part of your dream with others. This project will show that your administration is looking at old problems in a new way and that you are willing to use today's technology to solve them. This project will organize the schools on issues surrounding the environment and, through the schools, influence the next generation.

Environmental issues are often quite complex, and different branches of the government find themselves on opposite sides of specific issues. There are many groups and countless great projects designed to help the environment underway all over the United States. Teachers just need some way to easily link up with these ideas. They also need some outside recognition and encouragement to move on these issues when there are so many conflicting needs dominating their classroom time. A Presidential initiative that would acknowledge and provide some small token recognition from the President would go a long way to encouraging classroom activism. The Federal Government would be out there encouraging and stimulating the public to get involved. This involvement, when properly recognized, will drive more action as the wheel of success and recognition continues to turn.

OBJECTIVES

For **educators and students**, the "Students Taking Action on Environmental Issues" program would:

1. Provide quick, easy lessons and information on environmental issues.
2. Provide access to companies, conservation groups and research organizations studying environmental issues.
3. Provide a means for different schools to share projects with each other and allow one school to piggy-back on and extend another's plans.

For **conservationists**, the "Students Taking Action on Environmental Issues" program would:

1. Increase outside awareness of environmental problems and what is being done to solve them.
2. Provide a framework for potentially increased cooperation among organizations.
3. Create a conduit from organizations to schools for the large amount of materials organizations publish. Further, schools will only be taking the materials they actually want which will conserve paper resources.
4. Reduce direct mailing and publishing expenses as people interested in programs will be contacting the conservation groups rather than the other way around.

For **companies**, the "Students Taking Action on Environmental Issues" program would:

1. Be a valuable tool for them to inform the public about their own conservation efforts.
2. Act as a sounding board for companies regarding the public's mood on environmental issues.

For **federal and state governments**, the "Students Taking Action on Environmental Issues" program would:

1. Provide a low-cost means of encouraging schools to get more involved in serious environmental issues.
2. Make governmental agencies a party to encouraging change without "over-governing."
3. Allow the President to provide the leadership on serious issues all the way down to the grass-roots/ community level of our society.

STEP-BY-STEP PROCESS FOR IMPLEMENTING THE PROGRAM

1. Organize the "Students Taking Action on Environmental Issues" project concurrently with setting up the "Students Taking Action" project.
2. Contact major conservation organizations to enlist their support for the project. Get them to gear up materials readily useable by educators who teach children at a variety of ages. This would include lesson plans, hand-outs, project ideas, etc.
3. Offer educators a quick, simple formula for getting involved in action-oriented projects.
4. Provide educators access to other action-oriented schools and classes across their states and the nation. As teachers talk with teachers about issues they are working on, they will spur others on to action.
5. Provide educators with positive reinforcement for projects they have completed by awarding participating classes with nominal forms of recognition from the President of the United States. This can be done easily using data already in the system.
6. Once a year, provide educators with positive reinforcement for projects they have completed by sharing their successes with state governors and school superintendents. This could be done by publishing a list of the year's participants (instructors and their classes) and the types of activities they have worked on. These officials would then be encouraged to provide their own letters of support to the teachers, principals, and students of these schools. Local officials could even be given canned press releases for distribution to hometown newspapers to give the projects even more support.

REWARDS FOR GOVERNMENT AND COUNTRY

- 1 - 7. See all the same rewards listed for the "Students Taking Action" project.
8. Puts the federal government forward as a medium for change on environmental issues and yet actually puts the public in the driver's seat. The public pushes hardest on those issues it strongly supports.
9. Erases some of the negative publicity surrounding the environmental conference in Rio and shows early on that the Clinton/Gore team plans to take action even if it cannot spend millions and millions of dollars on new projects.
10. Is cost effective as the project is implemented along with the larger project.

FUNDING

Project will be running concurrently with "Students Taking Action" and so there will be no additional funding required for this program.

TIMELINE

The timeline will be the same as for "Students Taking Action," but a separate Midterm and Final Report will be filed showing the specific progress being made on this project.

Part V:

Integration with Published Goals of the Clinton/Gore Administration

Clinton/Gore's Published Goals on setting up a public information retrieval system and "Student's Taking Action" Integration with those goals.

Integration with Clinton/Gore Goals

"A national information network to link every home, business, lab, classroom and library by the year 2015. To expand access to information, we will put public records, databases, libraries, and educational materials on line for public use."

Source: *Putting People First, How We Can All Change America* by Governor Bill Clinton and Senator Al Gore

The above goal is one of the cornerstones of the new administration's plan to rebuild America. "Students Taking Action" is an excellent beginning point for this larger, all-encompassing plan. It links schools, research institutions, and nonprofit organizations with each other voluntarily and offers the administration these advantages.

ADVANTAGES

1. Shows concretely how the new administration plans to carry out one of its four published objectives for rebuilding America.
2. Gives industry and public education an example of how it plans to do its part in turning out a better-educated, proactive generation of citizens.
3. Puts forth a cost-effective means of beginning the implementation of that goal without expanding the Washington bureaucracy. This also sends a message of change to the public that the new administration plans to work on breaking away from increasing the federal debt by adopting innovative plans for solving problems.
4. Develops the software for operating the system without added cost to government. A presidential initiative such as the one outlined in "Students Taking Action" will provide the company that produces the software with a great deal of public recognition. Further, by going to a company that has already produced similar software for commercial applications, most of the bugs will have been worked out and it can be produced more cost-effectively by the corporation.
5. Allows time for a gradual phase-in for the larger, all-encompassing goal stated by the administration. Starting early like this, the administration can put together a reasonable timeline for working toward their 2015 target date.

Part VI:

Resumes of Project Developers

**Brian J. McGee
and
Jacqueline McGee**

Brian J. McGee

Personal Data Sheet

PSC #2, Box 1414
APO AA 34002

507-84-6376

Job Interests

To enter the public service sector of the federal government with the eventual intent of developing a background that would allow me to run for some political office. I am highly interested in helping to reform our government to make it more responsive and at the same time working through education to develop a more informed and active voting electorate.

Employment

- | | |
|----------------------------------|--|
| September 1988 to present | Teacher, Department of Defense Dependents Schools (DoDDS), Panama, grade 5. Am responsible for all aspects of my children's elementary curriculum. Was instrumental in starting a local chapter of NEA and am the president of that local, the Education Association of Panama/OEA/NEA. Founded and direct Forest Friends, a local environmental organization that stresses learning and student involvement. We are continuing to develop Forest Friends in all DoDDS Panama Schools. Hope to develop a sister organization incorporated under Panamanian law and plan to take the program DoDDS wide. Have received enquiries from state-side schools and plan to share the program with them soon. Coordinated a quality writing project about DoDDS students' experiences in the combat conditions they experienced during the military's Operation Just Cause, December 1989. A copy was placed in a stateside library specializing in Panama. Copies also went to the White House, NEA's president, and the Director of DoDDS. |
| September 1984 to September 1988 | Teacher, DoDDS Mediterranean. Was a middle school teacher in Bahrain where we taught 51 different nationalities. Only 10% of the student population was American. Teaching staff was 50% British and 50% American. I was part of a team to develop a joint British/American Curriculum in Social Studies and Science, choosing the best attributes of both systems. Was a teacher leader on the School SAC and the teacher representative that negotiated with management as we discussed joint problems. |
| September 1973 to September 1984 | Upper Elementary Teacher, Eau Claire School District, Eau Claire, Wisconsin. Self-contained classroom. Initiated an Ecology Club and a Model Rocket Club for my school. Was involved in inservices for my local teaching staff (and have been with DoDDS as well). Selected to represent teachers in a televised discussion with school administrators, including Wisconsin's Director of Public Instruction, on the impact of the just released study "A Nation At Risk." Worked with my students on several in-depth projects to include an extensive analysis of our school's energy usage with concrete proposals for improved efficiency (which were adopted) and a volume of very-well done short stories. |
| September 1971 to January 1972 | W.J. Lazynski Construction Co., Milwaukee, Wisconsin. A laborer for tunnel construction as I saved money to attend college. |
| September 1966 to September 1970 | U.S. Army service. Enlisted as private, airborne infantry. Took Officer Candidate School over airborne and became an infantry officer. Attended Ranger School, Jungle Warfare School, Scout Dog School. Spent thirteen months in Vietnam as commander, 39th Scouts Dogs, 173rd Airborne Brigade. Later was an instructor at the U.S. Army |

Infantry School, Ft. Benning, Georgia. Received Bronze Star and CIB. Presently receiving 10% service connected disability. Also spent time in the Army Reserves as Company Commander of an Engineer Company.

Education

August 1973 to present	I have acquired over 30 semester hours of graduate credit, most of it geared toward elementary education.
January 1972 to June 1973	University of Wisconsin-Milwaukee. I graduated June 1973 with a Bachelor of Science in Education with minors in social and natural sciences.
September 1970 to June 1971	Columbus College, Columbus, Georgia. I spent one year of college in Georgia prior to moving back to UW-Milwaukee in January 1972.
September 1965 to June 1966	University of Wisconsin- Milwaukee. I began college here after high school graduation, leaving, after one year, to enlist in the Army.
September 1961 to June 1965	Catholic Memorial High School, Waukesha, Wisconsin. I followed a college preparatory program while there.

Interests

I enjoy travel and exploring cultural diversity. I have gone from trekking in the Himalayas of both Nepal and India to traversing the Darien Rainforest of Panama. Some of the places I have visited include India, Nepal, China (2 weeks self-guided visit), Hong Kong, Thailand, Korea, Turkey, Greece, Crete, England, Ireland, France, Belgium, Spain, Switzerland, Italy, Bahrain (worked there 4 years), Oman, Saudi Arabia, Panama (worked here 4 years), Costa Rica, Canada, and most of the U.S.A. including Alaska and Hawaii. I also enjoy writing, inventing, gardening, camping, reading, hunting, and fishing. I am active in community and church affairs such as the Boy Scouts and church choir. I have developed a new educational environmental initiative called Forest Friends that we are presently working to expand to DoDDS world-wide and hope to offer to stateside schools as well. I have been actively involved in efforts to reform our education system at all levels and am a recognized leader in DoDDS, Panama, and to an extent, DoDDS-wide.

References

Mr. Jack Rollins
President
Overseas Education Association
1101 Fifteenth St., N.W.
Suite 1002
Washington, D.C. 20005
Phone: (202) 822-7850

Mr. Brian Houseal
Regional Director,
Central American
The Nature Conservancy
1815 N. Lynn Street
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Phone: (703) 841-4880

Mrs. Susan Beattie
Principal
Balboa Elementary School
APO AA 34002
Phone: (507) 52-7696

Mr. B. Dale Sherman
President/Sports Tech LTD.
106 Main Street
Black River Falls, WI 54615
Phone: (715) 284-5657

PERSONAL DATA SHEET
Jacqueline H. McGee
PSC #02, Box 1414
APO AA 34002

JOB OBJECTIVE

To co-direct an on-line data base, designed to serve the needs of the educational, scientific, and business communities in addition to the voting electorate. With my educational background in business education and English and my occupational experiences, I am confident that I can be a vital asset to this project.

WORK EXPERIENCE

- | | |
|------------------------------|--|
| January to April 1992 | English teacher, Curundu Junior High School. I taught grades eight and nine; I resigned because of health problems which have since been remedied. |
| October to December 1991 | Education Program Specialist, Grade 7, Child Development Services, Ft. Clayton, Panama. I monitored the training of the teachers in a preschool education program, planned educational experiences as needed, modeled good caregiver behaviors, and ensured the installation's compliance with Army regulations. I resigned this job to work at the junior high school. |
| October 1989 to October 1991 | Learning Center Instructor, Central Texas College. In this position, I assessed the learning needs of my student-clients (primarily Army soldiers, but I also assisted family members and smaller numbers of Air Force and Navy personnel). In response to the needs assessment, I provided both direct instruction and tutoring. Very often, I created my own learning materials, some of which are still in use, to help clients with specific learning needs. In addition, I maintained records on student performance and reported progress as required. |
| October 1988 to May 1989 | Half-time secondary teacher, DoDDS-Panama. Provided instruction for home-bound students, many of whom had special problems. |
| September 1985 to June 1988 | Head, Medical Secretary Program, College of Health Sciences, Manama, Bahrain, Arabian Gulf. I reported to the College Dean for the administration of an AD program to train Arabic students to be English-language secretaries. I made most curricular and administrative decisions for the program, designed teaching schedules, secured instructors, and monitored students' progress toward degree completion. I fully prepared three new courses, revised several others, and taught as well. This AD program provided most of the Medical Secretaries for the national Ministry of Health. As a result, I chaired an Advisory Committee which met frequently with national ministry personnel to assess their needs and our program. I also designed an employment test for clerical employees, |

assessed their skills, rated them, and made hiring recommendations to the Administration.

September 1984 to June 1985 English teacher, Bahrain, DoDDS-Mediterranean. I introduced a career education course in which students learned how important it is to mesh personal interests and abilities with occupational requirements.

September 1977 to March 1983 Secondary business education teacher in public and parochial high schools in Wisconsin. In one school, I was Department Head and a member of the curriculum oversight committee. As a business educator, I taught communication skills and job-search techniques.

EDUCATION

MST, Business Education. The University of Wisconsin-Eau Claire, Eau Claire, Wisconsin, 1977. BA, English. Columbus College, Columbus, Georgia, 1970.

Since 1988, I have completed all but two courses towards Elementary certification. I am skilled in the use of a number of word processing packages to include WordPerfect, WordStar, and MultiMate II.

CREDENTIALS AND HONORS

Lifetime certification in Business Education, grades 7-12, State of Wisconsin.

BA, summa cum laude. Membership in Phi Kappa Phi scholastic honorary and Who's Who in American Colleges and Universities, 1970.

HOBBIES AND INTERESTS

I am active with Girl Scouts and was an area coordinator for Howard AFB. In that capacity, I ensured that our local troops complied with national standards and guidelines. I also assist several volunteer organizations by writing and editing materials for them, to include two newsletters. Additionally, I teach Sunday School and coordinate some of my church's lay volunteers. During leisure time, I enjoy reading and cooking. As a result of living overseas, I have traveled extensively and my experiences are far richer because of my exposure to so many different peoples and cultures.

REFERENCES

Ms. Marsha Wellein
Director
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APO AA 34006
Phone: (507) 84-3150

Ms. Maha Al-Hamer
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P.O. Box 12, Ministry of Health
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