

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records
Subgroup/Office of Origin: National Service
Series/Staff Member: Jim Kreidler
Subseries:

OA/ID Number: 1283
FolderID:

Folder Title:
[The Emeritus Foundation] [2]

Stack:	Row:	Section:	Shelf:	Position:
S	66	2	4	3



THE EMERITUS FOUNDATION

1614 TWENTIETH STREET, N.W., WASHINGTON, D.C. 20009 • (202) 232-0863 • FAX: (202) 234-2777

FACTS ABOUT THE EMERITUS FOUNDATION

Board of Directors
Lawrence H. Mirel
President

Thomas W. Morris III
Chairman

William H. Simons
Secretary

Dr. Seth D. Shulman
Treasurer

Adrienne Barth

Harold J. Bobys

Peter K. Cocolis

Stephanie deSibour

Dr. Richard A. English

Hon. Steffen W. Graae

Dr. Howard A. Hoffman

Judith A. Kennedy

Nora Jean Levin

Aviva S. Meyer

Carolyn R. Preston

Dr. R. Mallory Starr

Dr. Harry M. West

Project Directors

Dr. Harold I. Sharlin

Emeritus Scientists,

Mathematicians and

Engineers

Beryl C. Rice, ACSW, DSW
Emeritus Social Workers

Mattie W. Carey
Emeritus Teachers

The Emeritus Foundation is a non-profit 501(c)(3) private operating foundation located in Washington, D.C. It was incorporated in 1979 by Lawrence H. Mirel, the Foundation's president.

MISSION: The Emeritus Foundation designs and carries out experimental projects that demonstrate how the professional talents and experience of retired Americans can be placed at the service of their communities.

PROGRAMS: Working with professional societies, the Emeritus Foundation creates structures that enable retired persons to volunteer their time as consultants and senior advisors:

o **Emeritus Attorneys.** Under the sponsorship of local bar associations, retired and other older attorneys in selected communities work with Neighborhood Legal Services and other organizations that provide legal services to poor persons.

o **Emeritus Teachers.** With the support of the Washington Teachers Union, retired teachers from the District of Columbia public schools are recruited to serve as reading and mathematics tutors in several schools in poor neighborhoods of the city.

o **Emeritus Accountants.** Various professional accounting organizations help the Emeritus Foundation recruit retired accountants to work with small, non-profit agencies on financial management and accounting procedures.

o **Emeritus Scientists, Mathematicians and Engineers.** Retired scientists, mathematicians and engineers are recruited through their professional organizations to introduce D.C. schoolchildren to career opportunities in scientific and technical fields.

o **Emeritus Social Workers.** With the cosponsorship of the National Association of Social Workers, D.C. Chapter, retired social workers are tapped to serve as program evaluators for the United Way of the National Capital Area.

FUNDING: Funding for the projects and for the general support of the Foundation has come from the Florence V. Burden Foundation, Needmor Fund, National Legal Services Corporation, Bar Foundation of the D.C. Bar, U.S. Department of Labor, GEICO, the Eugene and Agnes Meyer Foundation, Best Products, Hechinger Foundation, PEPCO, D.C. Department of Human Services, C&P Telephone Company, the Corinna Higginson Trust, the Morris and Gwendolyn Cafritz Foundation, Armed Forces Communications and Electronics Association, General Electric Foundation, The Boeing Company, Hattie M. Strong Foundation, Rockwell International Corporation, The Washington Post, U.S. Department of Energy and the Chevron Corporation.



THE EMERITUS FOUNDATION

1614 TWENTIETH STREET, N.W., WASHINGTON, D.C. 20009 • (202) 232-0863 • FAX: (202) 234-2777

USING THE SKILLS OF RETIRED PEOPLE; A NATIONAL IMPERATIVE

A Discussion Paper by
Lawrence H. Mirel, President
The Emeritus Foundation¹

December 31, 1992

Board of Directors

Lawrence H. Mirel
President

Thomas W. Morris III
Chairman

William H. Simons
Secretary

Dr. Seth D. Shulman
Treasurer

Adrienne Barth

Harold J. Bobys

Peter K. Cocolis

Stephanie deSibour

Dr. Richard A. English

Hon. Steffen W. Graae

Dr. Howard A. Hoffman

Judith A. Kennedy

Nora Jean Levin

Aviva S. Meyer

Carolyn R. Preston

Dr. R. Mallory Starr

Dr. Harry M. West

Project Directors

Dr. Harold I. Shubin

Emeritus Scientists

Mathematicians and

Engineers

Beryl C. Rice, ACSW, DSW

Emeritus Social Workers

Mattie W. Carey

Emeritus Teachers

Synopsis:

When people list the ills of American society--poverty, homelessness, poor education, joblessness--one "problem" frequently mentioned is the aging of the population. A closer look at the demographics shows, however, that our older citizens are well positioned to be an important resource in solving our national problems. America's older population is healthier, wealthier, and possessed of more skills, time, and civic commitment than popular opinion recognizes. In any calculation of national resources it would be a grave error to omit the talents of our older population.

How to tap into this reservoir of ability and good will is the question that must be answered. Based on the experience of the Emeritus Foundation, the author proposes a national program for mobilizing the time and talents of our older citizens.

I. The Resource

In 1900 only 4% of the U.S. population--3 million persons--were 65 or older. By the year 2000 13% of the population--some 35 million persons--will be 65 and older, rising to more than 21% of the population--65 million persons--by 2030.² Moreover the fastest growing group of

¹ © 1992, Lawrence H. Mirel

² Soldo and Agree, "America's Elderly," Population Bulletin, vol. 43, No. 3, September, 1988, Population Reference Bureau, Inc., Washington, DC, pp. 5,7.

all are those aged 85 or older--a group that will almost double in size between 1980 and 2000 and more than triple in size by 2030.³

While people are living much longer lives, they are still retiring at about the same age--ordinarily 65. As a result, the number of years spent in retirement has been increasing dramatically. In 1940 the average American spent approximately 7% of his or her life in retirement; by 1977 that figure had risen to 23%.⁴ Given the sharp increase in life expectancy, by 2030 Americans may spend a third of their lives in retirement, or more years in retirement than were spent in active employment.⁵

Although older age eventually brings with it illness and loss of capacity, the vast majority of Americans over age 65 are healthy. Moreover, despite the prevailing view, they are not, as a group, poorer than younger persons. At least until they reach age 85, total wealth does not decline significantly; loss of earned income is made up by income from accumulated assets.⁶ Moreover consumption decreases with age,⁷ leaving older Americans on the whole better off than their younger compatriots.⁸

II. Implications for Policy Planning

What does this enormous and unprecedented shift in demographics mean to our nation? How are we to deal with this large and rapidly growing group of older Americans? Some implications are clear:

³ Ibid, p. 14.

⁴ Torrey, Barbara Boyle, "The Lengthening of Retirement," Volume II of Aging from Birth to Death, AAAS Selected Symposium, Riley, Abeles and Teitelbaum, ed., p. 182.

⁵ Ibid.

⁶ Torrey and Taeuber, "The Importance of Asset Income Among the Elderly," The Review of Income and Wealth, Series 32, Number 4, December 1986, p. 444.

⁷ Ibid., p. 448.

⁸ These are average figures. The median wealth of Americans actually rises after age 65; the averages are lower because inequality of wealth becomes sharper after age 65, with the poorest Americans suffering substantial declines in wealth as they get older while more affluent Americans maintain their affluence. Torrey and Taeuber, op.cit., p. 444.

1. We cannot regard this entire portion of our population as a group in need. Some will require assistance--true of every age group--but most are fully capable of caring for themselves and of continuing to contribute to society.

2. We cannot afford to allow the elderly as a group to become nonproductive. Many older people continue to lead active and productive lives into their nineties, but many more--by choice or by a lack of options--become idle. Our policy must allow those who wish to remain engaged to be so.

3. We need not pit older workers against younger workers. The needs and ambitions of a 30-year old with young children and an unfolding career are different from an 80-year old with few responsibilities and a completed career. These differences must be recognized and allowed for in any public policy towards older persons.

III. Developing a new life stage

The dramatic new reality of people living long and healthy lives after retirement requires dramatic new thinking about human development. The standard life cycle model of birth, education, apprenticeship, active career, retirement and death needs to be updated. In particular we must develop a new stage in the cycle, to be interposed between active career and retirement, that will allow people to continue their productive pursuits on a schedule suited to their ages and objectives.

In an effort to shape such a new stage the Emeritus Foundation has worked with retired people in a number of specific skill groups, seeking to determine how best to provide meaningful opportunities that meet the needs of people at their stage in life. This paper is based on that effort, and on the insights that have come from implementing this new thinking on a pilot basis.

We call the new life stage an "emeritus" experience, named for the model on which it is based, the "emeritus professor." The characteristics of the new stage are these:

1. Continuation of work previously done, or the use of skills previously developed even if the setting for the use of those skills is new.

2. Less than full time activity--or at least the acceptance of the possibility of less than full time activity.

3. A sloughing off of administrative responsibilities and organizational obligations.

4. An acceptance of diminished career ambitions or objectives.

5. An acceptance of lower earned income potential.

6. A setting that allows for dignity, recognition and honor for previous accomplishments.

7. A commitment that allows for alternative activities--travel, visits with family, vacations, longer periods of diversion--with no loss of position or place.

8. A voluntary, and time-limited, agreement to continue, subject to periodic review and renewal.

9. Support systems, including trade or professional associations, current and former employers, and governmental authorities.

10. Laws, occupational regulations, and pension provisions that do not penalize the continuation of activities.

This is how those requirements can be met:

1. Continuity.

Most of us define ourselves--and are defined by others--in terms of what we do in our lives. We are lawyers, electricians, teachers, bookkeepers or whatever. Perhaps the greatest loss that comes with retirement is the loss of that identification. We become lumped together with others similarly situated under the headings "retired" or "senior citizens" or "elders"--terms that provide no clue to the identity of the person so labeled. An effective program to utilize the skills of older persons must provide for the continuation of those occupational definitions.

The Emeritus Foundation always uses the adjective "emeritus" together with an occupational noun. We have programs for emeritus teachers, emeritus scientists and engineers, emeritus accountants, etc. We have no programs for "older persons" or "seniors" or "retirees."

Occupational labeling must be voluntary. There are those who never liked their jobs and are happy to escape the designation. There are others who liked what they did but are ready to move on to something else and accept new identities. For those for whom their occupation is an important matter of self-identity, however--which includes most professionals and a high proportion of skilled non-professionals--the opportunity to continue must be preserved.

2. Less than full-time activity.

The opportunity to continue, but at a slower pace, should be an occupational right of all, on the level of paid vacations and pensions. The current choice--work full time or retire completely--is cruel. People who have the opportunity to slow down but continue--

mostly self-employed professionals, judges and former diplomats--enjoy a quality of life that few other older persons can match. When children are grown, when career ambitions have been met (or reconciled with reality), when the sense of time running out comes to the fore, people need the flexibility to take time out, to travel, to pursue hobbies long neglected, to golf, to fish. They should not have to abandon their life's work to do so.

3. Reduced Administrative Responsibilities.

When distinguished professors take emeritus status they typically give up their administrative responsibilities. Younger people chair the department and take their seat in the academic senate, while the emeritus professor has more time for research, study and travel. Senior judges do the same thing; they give up being chief judge, with the constant administrative demands, and take fewer cases so that they have more time for themselves. It is generally recognized that these changes benefit both the people involved and the institutions they serve.

The same principles, for the same reasons, should apply generally to people who choose "emeritus" status instead of retirement. When people reach a certain age and a certain stage in their career they are usually ready for change. Where the only change possible is a complete break with past activities, people tend to stay on longer than they want to, frustrating the ambitions of younger people and creating unnecessary tensions in the workplace. A system that allowed for a lessening of responsibilities--especially managerial and directorial obligations--while still retaining the individual in the workplace would permit change with dignity and without the loss of place and purpose that retirement often brings.

4. Diminished Ambitions.

A line graphing the career progression of most people would show a more or less steady rise until the day of retirement, when the line would take a vertical plunge. A much more natural line would show a rising line to an apogee and then a gently falling curve. One of the characteristics of emeritus status is the recognition of a change in career ambitions, so that an individual entering that status is accepting the fact that his or her career is waning.

5. Lower Income.

With lessened responsibility and diminished ambitions comes a necessary lowering of the expectation of earned income. While studies show that older persons have lower income needs, Americans are conditioned throughout their lives to equate lower earnings with failure. An emeritus program must be structured so that people can accept a "cut in pay" without feeling that their worth is being challenged. The current participants in the programs of the Emeritus Foundation, persons with adequate pension and other income, perform without remuneration. Uncompensated occupational activity should be permitted

for persons in emeritus status, but compensation at lower rates should also be a possibility. Better, perhaps, would be coordination between pension benefits and continued performance.

6. A Dignified Setting.

Success in any occupation brings a certain expectation of surroundings suitable to that occupation. Although there will inevitably be a loss of "perks" for people who take emeritus status, every effort must be made to ensure that the work they continue to do is done in a setting that they recognize as compatible with their occupation. An emeritus attorney, for example, may no longer have the corner office or the full-time secretary, but he must have an office, a desk, a telephone, and the other necessities for being an attorney--even if he shares those facilities with others.

7. Flexible Hours.

In every occupation it should be possible to structure positions so that someone in emeritus status can perform on a less than full time basis. The experience of the Emeritus Foundation is that some emeritus people, even if they receive no remuneration at all, still want to work six or even seven days a week. More typical, however, are those who would like to work one or two days a week, with two months off in the winter or the summer for travel or skiing. As long as these time commitments are definite and known in advance, the system must be able to accommodate to the schedules of the emeritus workers.

8. Time-limited Obligations.

Emeritus activities should not only be limited in terms of hours per week, but they should also be limited in duration. To protect both the emeritus workers and the institutions they serve, it is important that a defined duration of activities be established in advance--six weeks, six months, a year. At the conclusion of that time the individual and the institution need to review what has occurred and decide by agreement whether to continue, modify, or end the relationship. An alternative is to define a set of objectives to be achieved. In this aspect of the program, as in many others, an emeritus worker is like a senior consultant, responsible for a defined piece of work.

9. Support Systems.

Emeritus workers, even more than persons in mid-career, cannot be expected to work on their own. It is a mistake, commonly made, to use retired people by "referring out" to them work that need not be done in the regular flow of activities of the organization. Instead, emeritus workers must be firmly integrated into whatever system is ordinarily used in their occupational category for the accomplishment of productive work. The support systems can vary. A corporation in which an emeritus worker has had his or

her career can become a system within which the emeritus individual can provide services to the corporation or, in the corporation's name, to the community. A professional society, a union, a non-profit organization, a government agency, can perform the same role. In each instance, however, the emeritus person must feel part of the activities being done, and not an outsider.

10. Laws, Regulations and Pension Provisions.

Society places many barriers in the way of continuation. Often these barriers are embodied in laws or in pension contracts. Sometimes they come in the form of professional self-regulation or union rules. These unnecessary impediments must be eliminated. Among the rules that need modification are universally-applicable minimum wage laws, pension provisions that diminish pension benefits for those who earn over a certain amount, professional rules that require "active" status for engaging in the profession, and union rules that discourage part-time activity.

It is important to ensure that emeritus persons, working part time and for lower or no pay, do not undercut the wage scale or professional earnings of career people. The solution, however, lies in the kind of work that emeritus people do, not in how they are compensated. Emeritus activity must not replace work commonly performed by full time paid employees. This is easier to accomplish than it might seem. Most corporations, for example, have internal activities that they would like to perform but do not because they are not profitable. Many corporations would like to provide job-related or unrelated service to the communities in which they operate but do not because of the resources that would be required. Many non-profit organizations forego activities they would like to engage in because of limited budgets or limited personnel. Most governmental agencies, at all levels of government, have too few people and too restricted budgets to carry out all the activities they would like to be able to perform. It is these activities that emeritus people can do well, without competing unfairly with paid workers.

The Emeritus Foundation has taken great care in designing its programs to prevent job competition. By involving professional organizations and unions as sponsors of the programs, and giving them responsibility for ensuring that the activities performed by the emeritus persons are non-competitive, there has been no difficulty in this area, as can be seen in the examples given below.

IV. Mobilizing the Time and Talents of Older Americans

The success of any emeritus program depends, ultimately, on the thousands of private enterprises, unions, professional associations and local governmental agencies that are the strength of the American system. These organizations must be made aware of the enormous potential for service that retired persons represent, and they must be shown

how to tap this resource. They must also come to see their obligation to their own retirees--an obligation that goes beyond a gold watch or even a good pension to reach what so many of these retirees really need, which is an opportunity to continue to be engaged in relevant and satisfying activities.

Government has a role in this effort. It is to encourage and coordinate. Unlike a Peace Corps or Vista, this should not be--indeed cannot be--a government program. A more apt example would be the Extension Service of the U.S. Department of Agriculture. The Government should be able to provide experts to any corporation, non-profit organization, professional association, union or local government agency that wishes to establish an emeritus program in its community. Those experts would work with people in the community to identify projects, secure sponsors, recruit participants, establish evaluation and reporting systems and coordinate with similar activities in other communities.

V. The Look of the Future.

The demographic change will not go away. Millions of healthy, financially independent retired Americans will be living into their eighties and nineties. How will they spend those decades of their lives after age 65? For their personal satisfaction and health, as well as for the health of the nation, they must be provided with opportunities to perform meaningful work that utilizes their life skills, experience and talent.

What stands in the way are outmoded and unnecessarily rigid notions of employment and retirement. There must be something in between those two states, a life stage that allows people to slow down, to take time to smell the roses, but to continue to be who they were, doing what they were doing, for the betterment of the community. As a nation we need to learn how to adapt our systems to their needs. Failure to do so would mean at best a missed opportunity, and at worst social disaster.

#####

VI. Examples From the Work of The Emeritus Foundation.

On a limited scale and in a small geographical area the Emeritus Foundation has organized and run programs that make use of the talents and time of older people. While not the only ways such people can be used, these examples are given to show the potential for enormous contributions to the welfare of our society that comes from mobilizing willing and available people.

A. Emeritus Attorneys

With the sponsorship of the District of Columbia Bar retired attorneys were recruited to work with the Legal Aid Society, Neighborhood Legal Services, Legal Counsel for the Elderly and other organizations serving the legal needs of poor people. These attorneys screen applicants, provide advice and counsel to the younger attorneys who are the paid staff of these organizations, and represent poor persons with government agencies and in the courts.

This project, first started in the District of Columbia, has become a model for similar emeritus attorneys programs in Florida, Texas and Arizona.

B. Emeritus Accountants

With the sponsorship of the D.C. Institute of Certified Public Accountants and other professional associations of accountants, retired accountants were recruited to provide financial advice and the development of financial systems for non-profit agencies in the Washington metropolitan area.

This project was taken over by The Support Center, a national organization which provides a wide range of services to the non-profit sector.

C. Emeritus Teachers

Sponsored jointly by the Washington Teachers Union and the D.C. Public School System, this program recruits retired District of Columbia school teachers as one-on-one tutors in reading and mathematics for children in half a dozen schools in the D.C. system, most of them in Anacostia, the poorest section of town.

The project, now run by Associates for Renewal in Education under contract with the D.C. School System, is in its twelfth year.

D. Emeritus Social Workers

Under the sponsorship of the District of Columbia Chapter of the National Association of Social Worker, retired social workers were recruited for a variety of activities. Some work with United Way to evaluate the effectiveness of social service programs funded by that community funding agency. Others have been used as expert witnesses in child custody cases where the parties do not have the funds to hire such witnesses. Plans are underway for emeritus social workers to help the Legal Aid Society provide assistance or appropriate referrals to applicants who have non-legal problems.

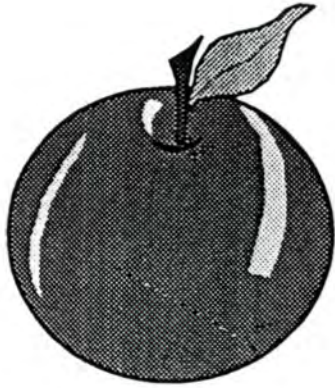
E. Emeritus Scientists, Mathematicians and Engineers

Working through professional societies such as the American Association for the Advancement of Science and corporations such as General Electric, the Emeritus Foundation has recruited retired scientists and engineers to work in District of Columbia elementary and junior high schools to introduce children to career opportunities in scientific and technical fields. Participants spend six weeks, one class hour a week, with a particular class describing the work they did in their active careers, and then take the class on a field trip to a laboratory or industrial facility where such work is performed.

Recently the Long Island Forum for Technology, a joint corporate-university consortium in Farmingdale, NY, has established an ESME program in that community based on the District of Columbia model, and plans are underway to extend this program to five additional communities over the next three years.

Funding for these projects has come from the following:
The National Science Foundation, the U.S. Department of Energy, the U.S. Department of Labor, the District of Columbia Government, the GE Foundation, the Cafritz Foundation, the Strong Foundation, the Needmore Foundation, the Armed Forces Communications and Electronics Association, Chevron, the Washington Post Foundation, the C & P Telephone Company, Washington Gas, Rockwell International, Boeing Company, Manchester, Inc., and Bond, Beebe, Barton & Muckelbauer.

ef\natlimp



THE EMERITUS TEACHERS PROJECT

A PROJECT OF

District of Columbia Public Schools

in partnership with

**Associates for Renewal In
Education, Inc., (ARE)**

SLATER SCHOOL BUILDING
45 P STREET, NORTHWEST
WASHINGTON, DC 20001

(202) 483-9424

THE EMERITUS TEACHERS PROJECT IS

An innovative tutorial program focusing on retired teacher volunteers who share their life-long experience, knowledge, and expertise with elementary students in the Capitol Hill area of the District of Columbia Public Schools. Operational since 1980, the project's merit has been adequately demonstrated by the improved academic performance of its participating students on each grade level. Evaluation is based on extensive documentation by Emeritus Teachers, informal teacher assessment, and standardized test results.

TUTORIAL SERVICES

Remedial

- Mathematics
- Language Arts

- Reading
- Creative Writing

ENRICHMENT

- Plays/Drama
- Poetry
- Field Trips
- • Social Studies

• NEW

GOALS

- To provide an avenue for retired educators to make use of their life long experiences, knowledge, and skills in a satisfying and meaningful manner.
- To assist in upgrading the academic achievement of participating students.
- To demonstrate the effectiveness of retired teacher volunteers on student achievement.
- To increase awareness of the program's impact within the community.

GOALS ARE ACCOMPLISHED

- Through tutoring sessions
 - Individual
 - Small Group
- Through workshops for Emeritus Teachers focusing on volunteerism and current topics of interest to the educational goals.
- Through training Workshops conducted by Emeritus Teachers for
 - Classroom Teachers
 - Educational Aides
 - Community Volunteers
 - Conference Participants
- Through classroom teacher assessment and standardized test scores of participating students

BENEFITS DERIVED

For Retirees

- community involvement
- contact with peers
- association with young people
- feeling of usefulness

For the Students

- individual attention
- improved performance
- increased self-esteem
- non-threatening environment
- positive role models
- a link with the cultural past

For the Classroom Teachers

- in-depth assistance for students
- more effective teaching time
- an additional resource



**ADVISORY COUNCIL
EMERITUS TEACHERS PROJECT**

WHAT THE CLASSROOM TEACHERS SAY

"The children bring their work back to the classroom to be displayed."

"I do not have to stop to tell the retired teachers how to teach or tutor. Their experience is what I like."

"My students seem more confident and are starting to respond more in class."

WHAT THE EMERITUS TEACHERS SAY

"I want to keep busy, and working with young people keeps me on my toes."

"I can keep in touch with the profession I love."

"I like the enthusiastic manner in which we are received in the schools by the students and the teachers."

WHAT THE CHILDREN SAY

"I like it when my tutor reads to us."

"She's nice. She puts math problems on the board and then she lets us do them."

"We write stories about the pictures she shows us and I like that."

"I always have work to show my classroom teacher."

"We go on field trips."

LEGRANDE BALDWIN

EARLE BANNISTER

EMANUEL CARR

REV. ALBERT GALLMAN, JR.

DR. FREDERICK D. HARPER

MARY L. HARRIS

DR. MARY JOHNSON

JAMES R. LINDSAY

DR. GRETCHEN D. LOFTLAND

LAWRENCE H. MIREL

BRENDA STRONG NIXON

GLENNIS POWELL

DR. HERMAN ROEBUCK

WILLIAM H. SIMONS

C. VANNESSA SPINNER

IRIS TOYER

SANDRA BUTLER-TRUESDALE

DR. HELEN TURNER

MATTIE W. CAREY, DIRECTOR

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



To Be Continued...

*A report on community service by retired persons through
the programs of THE EMERITUS FOUNDATION*

*Autumn 1992
Vol. 1, No. 1*

Board Members

Lawrence H. Mirel
President
Thomas W. Morris III
Chairman
William H. Simons
Secretary
Dr. Seth D. Shulman
Treasurer
Adrienne Barth
Harold J. Bobys
Peter K. Cocolis
Stephanie deSibour
Dr. Richard A. English
Hon. Steffen W. Graae
Dr. Howard A. Hoffman
Judith A. Kennedy
Jean Levin
Aviva S. Meyer
Carolyn R. Preston
Dr. R. Mallory Starr
Dr. Harry M. West

Project Directors

Dr. Harold I. Sharlin
*Emeritus Scientists,
Mathematicians and
Engineers Project*
Mattie W. Carey
Emeritus Teachers
Beryl C. Rice, ACSW, DSW
Emeritus Social Workers

MAJOR GRANT FROM THE NATIONAL SCIENCE FOUNDATION

The Emeritus Foundation has received a three year, \$397,000 grant from the National Science Foundation in support of its Emeritus Scientists, Mathematicians and Engineers program.

The grant will enable the Emeritus Foundation to expand its program to additional elementary schools in the District of Columbia and to begin spreading the concept to other parts of the country.

The National Science Foundation is the second Federal agency to fund the program. In October of 1991 the Department of Energy made a \$52,000 award to the Emeritus Scientists, Mathematicians and Engineers program. The program has also received financial support from the GE Foundation, the Cafritz Foundation, the Strong Foundation, the Armed Forces Communications and Electronics Association (AFCEA) and numerous corporations, including Chevron, the Washington Post, the C & P Telephone Company, Rockwell International,



Emeritus Foundation President, Larry Mirel, greets Mayor Sharon Pratt Kelly, who spoke at the annual Emeritus Volunteers Award Ceremony on April 9.

EMERITUS AWARD CEREMONY *Outstanding Retirees Honored*

The first annual Emeritus Award Ceremony was held on April 9th at the old Sumner School building in downtown Washington. Dr. William Condell, retired Director of Physics for the Office of Naval Research, received the Roy T. Osborne Outstanding Service award for his work with students at J.F. Cook and John Eaton elementary schools. Helen Safrit, a retired D.C. public school teacher and principal, received *(continued on back page)*

Washington Gas, Boeing Company, Manchester, Inc. and Bond, Beebe, Barton & Muckelbauer.

"The NSF funding is very timely and most welcome," said Dr. Harold I. Sharlin, Director of the Emeritus Scientists, Mathematicians and Engineers program. "We are showing these kids how real scientists do real science, and the kids love it. So do the scientists."

WHAT'S BEST FOR A RETIRED TEACHER? TEACHING, OF COURSE!

The highlight of Helen Safrit's career in education came after her retirement. This is not to say that her 35 years as an elementary school teacher and principal did not bring satisfaction. Rather, it means she has found even more joy through the Emeritus Teachers program, part of ARE's Education Division.

"You're free. You set your own time and pace. They assign you to a school but they try to take into consideration your desires," Ms. Safrit said recently, explaining why she regards her work as a volunteer tutor in the Emeritus Teachers program as "the most rewarding experience of all."

Besides that, she loves the children, and they respond well to her caring manner. The children and their teachers aren't the only ones who have shown their appreciation. The Emeritus Teachers Foundation (which launched the project with ARE in 1980) honored Ms. Safrit with its first award in May of this year.

"It was a beautiful ceremony," she remembers, attended by about 20 other emeritus teachers as well as emeritus scientists and social workers who are part of similar programs initiated by attorney Lawrence H. Mirel to match retirees with volunteer work in their former professions.

The plaque she received holds a prominent place in her home and commemorates her "outstanding service" to the city's school children as an emeritus teacher since the program's inception.

In her volunteer capacity, Ms. Safrit most often works



Helen Safrit shows her "Fritzy" award to Hortense Mims Fitzgerald, for whom the award is named, and Mrs. Fitzgerald's husband, Herman. Below, Mattie Carey, director of the Emeritus Teachers Program, introduces Helen Safrit at the award ceremony.



one-on-one with a student whom the teacher has identified as needing extra help. With individual tutoring rather than group sessions, she said, "That's where you really get to help somebody." She has also spent time with an entire class, reading stories or

conducting special holiday programs. "We call that enrichment. The teachers really like it." The Emeritus Teachers program gives the volunteers maximum flexibility. They are sent to a school in the grade level they prefer, and arrange with the teacher a time that is

ADVISORY CLEARING EXCHANGE



The Official
Newsletter of
Associates for
Renewal in
Education, Inc.

November 1992

best for both the tutor and the child. At Ludlow-Taylor where Ms. Safrit last tutored, a classroom was set aside for her.

"The students are not taken out of art, music or physical education," for the tutoring sessions, Ms. Safrit emphasized. She added that she chooses to tutor the child when his or her class is having a lesson in the same subject; and she prefers to work with third graders

TEACHING

Continued from page 10

"They are not so flip as the sixth graders, and not so dependent as first grade," she said with a laugh.

Last year, a hip injury kept Ms. Safrit from participating, but she is looking forward to returning to Ludlow-Taylor this year, perhaps soon after her 71st birthday in mid-October, after teachers have identified the students who need tutoring. Completely healed now, she is ready to help. One of her greatest wishes, however, is that others would join the effort.

"There are not too many retired teachers who want to

do this kind of thing. I've talked to some of my friends, and they enjoy working something different from the schools they've been in all their lives. And so many other groups are calling on them.

"Our need is for live bodies. This (ARE's program) is a professionally run organization. And it's not a burden if you have a desire to do this type of thing."

Helen Safrit has that desire. To her, retirement does not mean withdrawal; as long as she can, she intends to make a contribution. For her, the greatest honor she could receive is the knowledge that she has helped a child advance and enjoy learning.

The Emeritus Teachers program, funded by the D.C. Public Schools, operates in the following schools: Ludlow-Taylor, Maury, Goding, LaSalle, Brookland, and Payne. Each of the Emeritus Teachers generally works from four to six hours per week. Many tutors contribute two days each week. Project funding allows for small stipends for meals and carfare, but as the program's director Mattie Carey put it several years ago: "Our Emeritus Teachers construct so many learning aids and do so much for the children and their teachers that we could never really compensate them. They are true volunteers."

Tutoring by the Emeritus Teachers is tailored to the students' academic needs. Youngsters who benefit from the services are from grades one through six and must be at least one year below grade level to qualify. Although mathematics and reading are the focal points, many of the retired teacher-volunteers serve as consultants for special school events such as orientation activities for summer school programs, monitors for ARE's Educational Linkages Institute, and special training efforts of the D.C. Public Schools Volunteer Services and Training Division. For more information about the program, contact Mattie Carey at ARE, (202) 483-9424.



Science Activities



Ecology in the Classroom

Understanding Nature through
Field Study

Nancy Flower -
301-986-0444

News Notes

(Continued from page 5)

computers, two-way video, laser discs, and electronic networks and data services—as a means of achieving its objectives.

Mary Ann Meyers, president of the Annenberg Foundation, cited the three principal objectives of the foundation's program, which are to assure a more scientifically literate citizenry who can rationally evaluate issues involving science and technology in both their personal and political lives, to meet the needs of employers who require technically trained or at least technically trainable workers, and to assure an adequate number of future science teachers and future scientists.

CPB will manage the new project under the direction of a council that will include members of both organizations. Information about the program can be secured by contacting the Corporation for Public Broadcasting, 901 E Street, N.W., Washington, DC 20004; tel. (202) 879-9600.

THE SECOND ANNUAL CABLE-IN-THE-CLASSROOM EDUCATOR AWARDS were presented to twelve outstanding teachers from across the nation at a luncheon held April 1991 in Washington, D.C. All twelve teachers had developed creative ways to use no-cost, commercial-free cable television in their classrooms.

Winners of the awards used cable television in a variety of subjects. Richard Benz, a biology teacher from Wickliffe High School in Wickliffe, Ohio, was a national winner in 1990 and an area winner in 1991. In 1990 he incorporated "The Race for the Double Helix," a program from Arts and Entertainment, into a special science unit, "Women in the Science World." His 1991 entry used Assignment Discovery's "Beyond 2000" to illustrate a study of "The Great Biosphere III Project—A Mini World Under Glass." His projects combine cable television with laboratory experiments, record keeping, and library research.

Cable in the Classroom, an educational service of Continental Cablevision, is a cable industry project that provides basic cable service and high-quality, commercial-free educational programs to junior and senior high schools at no cost. By December

1992, Cable in the Classroom member systems will provide free installation and basic service to all public junior and senior high schools passed by cable. Some systems also offer satellite dishes at cost for those public schools outside the cable delivery area; others offer cable installation to all public schools, not just junior and senior high schools.

Of special interest to science teachers would be the Discovery Channel, the Learning Channel, the Weather Channel, CNN's Future Desk and Science Desk, and the Arts and Entertainment Network. There are a total of eighteen programmers and thirty-five cable distributors involved in the effort to get free cable television into the classroom. Most of the programmers supply additional supplementary educational materials. The Discovery Channel has an optional monthly Assignment Discovery Educator's Kit which costs \$100 for a year's subscription.

The Learning Channel, which was recently purchased by the Discovery Channel and is being reorganized to remove commercials from its school-time broadcasts, has joined with the National Education Association (NEA) to produce a series called Teacher Television. It is a program by and for teachers and appears in a morning time slot to allow teachers to view it before classes start.

Cable in the Classroom coordinates this vast network of educational programs and offers *Cable in the Classroom* magazine, a monthly guide to the program listings arranged by

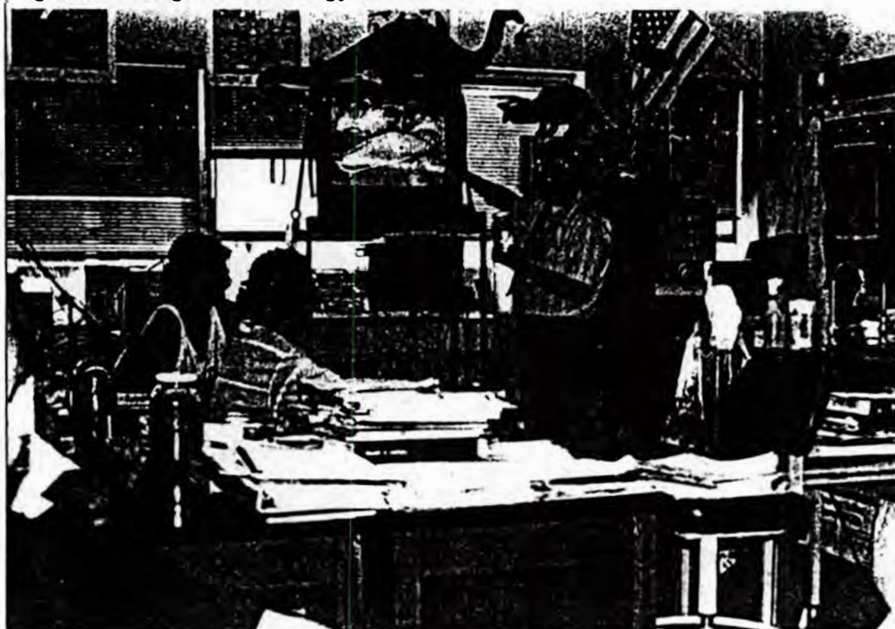
curriculum areas. For more information call or write Cable in the Classroom, 1900 N. Beauregard, Suite 108, Alexandria, VA 22311; tel. (703) 845-1400.

THE EMERITUS SCIENTISTS MATHEMATICIANS AND ENGINEERS (ESME) project brings retired scientists, mathematicians, and engineers into the elementary schools of inner-city Washington, D.C. Each participating emeritus professional conducts at least one 6-week unit with the children in the cooperating schools. The program, directed by Dr. Harold I. Sharlin, a former electrical engineer and college teacher, began in September 1989 and has now extended to five elementary schools and one junior high.

The more than thirty volunteers range across the disciplines and teach about everything. Chemists, physicists, biochemists, geologists, and aeronautical, chemical, electrical, and mechanical engineers come into the classrooms and teach about chemical changes, plate tectonics, lenses, waves and rays, electricity, and earthquakes. They reinforce the teacher's program and get out the wires and batteries the teacher has been afraid to touch.

Contact with an emeritus once or twice a week stimulates discussion of science as a future career. "How did you get to be a geologist?" one class asked the retired woman who taught them about earthquakes. When the class ends the unit with a field trip

Using programs to supplement experiments, Richard Benz brings cable television right into his high school biology classroom.



Continental Cablevision

led by their emeritus, the students are introduced to the working world of science and technology—the place where they can apply the skills they are now learning.

Just having an emeritus professional in the classroom opens up possibilities these students did not know existed. But it is more than that—an emeritus talks to them, listens to them, and answers their questions—an emeritus cares.

The program has received grants from Chevron Corporation, the Cafritz Foundation, General Electric Foundation, Rockwell International, the Armed Forces Communications and Electronics Association, C & P Telephone Company, the *Washington Post*, and the U.S. Department of Energy. But the real contribution is made by those retired volunteers who take on the hard job of planning how to tell what they know to fourth graders in English rather than calculus.

Retired professionals interested in opening up science and math to students or educators interested in finding out more about the project should contact Dr. Sharlin at (202) 966-2122 or write to him at The Emeritus Foundation, 1614 20th Street, N.W., Washington, DC 20009.

THE ST. LOUIS SCIENCE CENTER opened the new 135,000-square-foot main building of its science center complex in November 1991. The existing Science Center building is being renovated and will be reopened in spring 1992. A unique bridge/tunnel featuring engineering and architectural exhibits will link the two buildings that will form the \$34 million Science Center complex. It is estimated that 2 million visitors will visit the complex annually.

The newly opened building features more than 500 permanent interactive exhibits that challenge visitors to test not only their scientific knowledge, but their values about life and science as well. There is also a 10,000-square-foot area for major traveling exhibits and a 325-seat OMNIMAX(R) theater with a four-story wraparound screen, providing audio-visual adventures in science. An enlarged discovery room and classrooms feature hands-on learning experiences guided by professional educators. The object of the new presentation is for visitors to leave in awe of the wonders of science and with a sense that they can, and do, influence their environment.

Exhibits in the new main building are arranged in three main topical



A family views an animated dinosaur exhibit at the St. Louis Science Center.

areas. "Ecology and the Environment" includes re-creations of the Pleistocene/Pennsylvanian/Cretaceous/Mississippian periods in the Midwest, with full-sized animated replicas of dinosaurs; the Mission to Planet Earth carousel, which provides information from a global perspective; the Missouri home display, which invites visitors to explore their local living environment and conduct ecological experiments; and a 70-foot-by-35-foot world map, which is used in special computer/laser programs to display environmental information. "Human Adventure" examines human perception, senses, health and wellness, and creativity, and also features a section dedicated to St. Louis scientists.

"Technology" probes the theories and applications of genetic engineering, "smart" machines/computers, maze programming, robotics, engineering and architectural structures (radar guns in the bridge enable visitors to clock the traffic whizzing by on I-64), and aviation, featuring the physics of flight, history of flight, and actual aviation artifacts.

The renovated building will retain the current planetarium and the 22,000-square-foot outdoor Monsanto Science Park. "Space Sciences," the new exhibit in the renovated building, is a two-level exhibit that explores the development of space flight, media science fiction of the past, gravity, strange space phenomena, and life on other planets.

The Science Center provides educational science programs to students throughout the year. Through its

discovery room, science showplace, sciencing labs, and outreach program, it reaches more than 85,000 school children each year. Teachers also attend workshops at the center, receive resource help, and take advantage of special programs for schools in low-income areas.

The St. Louis Science Center is open Sunday through Tuesday, 9:30 AM to 5:00 PM, and Wednesday through Saturday, 9:30 AM to 9:00 PM. Admission is free. Teachers interested in bringing groups should contact the Education Office, St. Louis Science Center, 5050 Oakland Avenue, St. Louis, MO 63110; tel. (314) 289-4409.

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION	
For the year ending December 31, 1991	
1. Title of Periodical	2. Issue Frequency
3. Issue Date for Circulation Data Below	4. Issue Number for Circulation Data Below
5. Total Number of Copies (Net press run)	6. Total Number of Copies (Gross press run)
7. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	8. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
9. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	10. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
11. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	12. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
13. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	14. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
15. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	16. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
17. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	18. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
19. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	20. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
21. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	22. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
23. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	24. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
25. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	26. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
27. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	28. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
29. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	30. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
31. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	32. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
33. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	34. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
35. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	36. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
37. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	38. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
39. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	40. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
41. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	42. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
43. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	44. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
45. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	46. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
47. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	48. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
49. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	50. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
51. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	52. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
53. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	54. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
55. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	56. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
57. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	58. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
59. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	60. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
61. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	62. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
63. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	64. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
65. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	66. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
67. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	68. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
69. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	70. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
71. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	72. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
73. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	74. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
75. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	76. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
77. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	78. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
79. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	80. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
81. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	82. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
83. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	84. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
85. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	86. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
87. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	88. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
89. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	90. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
91. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	92. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
93. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	94. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
95. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	96. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
97. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	98. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled
99. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled	100. Total Number of Copies (Net press run) less: (a) Office use, leftovers, spoiled

THE EMERITUS FOUNDATION

BOARD OF DIRECTORS

March 3, 1993

Lawrence H. Mirel, *President*

1614 - 20th Street, N.W.
Washington, D.C. 20009
232-0863

Thomas W. Morris III, *Chairman*

Manchester, Inc.
1800 K Street, N.W.
Suite 910
Washington, D.C. 20006
659-2555

William H. Simons, *Secretary*

1917 Randolph Street, N.E.
Washington, D.C. 20018-3031
526-4869

Dr. Seth D. Shulman, *Treasurer*

Bioscan, Inc.
4590 MacArthur Boulevard
Washington, D.C. 20007
338-0974

Adrienne Barth

3520 Rodman Street, N.W.
Washington, D.C. 20008
362-5359

Harold J. Bobys

4200 Massachusetts Avenue, N.W.
Washington, D.C. 20016
966-3337

Peter K. Cocolis

Director, Rocketdyne Division
Aerospace Operations
Rockwell International
1745 Jefferson Davis Highway
Arlington, Virginia 22202
(703) 412-6642

Stephanie deSibour

Ivymount School
11614 Seven Locks Road
Rockville, Maryland 20854
(301) 469-0227

Dr. Richard A. English

Dean, Howard University Social Work School
6th and Howard Place, N.W.
Washington, D.C. 20001
806-7311

Honorable Steffen W. Graae

Associate Judge
Superior Court of the District of Columbia
500 Indiana Avenue, N.W.
Washington, D.C. 20001
879-1244

Dr. Howard A. Hoffman

President/Medical Director
Foundation for Contemporary Mental Health
2112 F Street, N.W.
Suite 404
Washington, D.C. 20037
296-5511

Judith A. Kennedy

Director, Government Relations
Student Loan Marketing Association
1050 Thomas Jefferson Street, N.W.
Washington, D.C. 20007-3871
298-3062

Jean Levin

3605 Tilden Street, N.W.
Washington, D.C. 20008
244-5016

Aviva S. Meyer

Associate Director, New Israel Fund
1101 - 15th Street, N.W.
Suite 304
Washington, D.C. 20005
223-3333

Carolyn R. Preston

Former Principal, Bunker Hill School
3801 - 26th Street, N.E.
Washington, D.C. 20018
526-7262

Dr. R. Mallory Starr

5610 Wisconsin Avenue # 703
Chevy Chase, MD 20815
347-0707

Dr. Harry M. West

The Orkard Corporation
8484 Georgia Avenue
Silver Spring, Maryland 20910
(301) 585-8480

Project Directors

Dr. Harold I. Sharlin

*Emeritus Scientists, Mathematicians and
Engineers Project*
1816 Jefferson Place, N.W.
Washington, D.C. 20036
296-0254

Beryl C. Rice, ACSW, DSW

Emeritus Social Workers
431 "N" Street, S.W.
Washington, D.C. 20024
554-4235

Mattie W. Carey

Emeritus Teachers¹
Slater School Building
45 P Street, N.W.
Washington, D.C. 20001
483-9424

1 The Emeritus Teachers Project, originally a program of the Emeritus Foundation, is now run by Associates for Renewal in Education, under contract with the D.C. Public School System.

The Emeritus Foundation

Emeritus Scientists, Mathematicians and Engineers

SCIENCE ADVISORY BOARD

Thomas W. Morris III

Chairman, Emeritus Foundation
Manchester, Inc.
1800 K Street, NW, Suite 910
Washington, DC 20006
W: (202) 659-2555

Dr. Harold I. Sharlin

Project Director, ESME
1816 Jefferson Place, NW
Washington, DC 20036
W: (202) 296-0254

Dr. Lawrence J. Adams

Former CEO, Martin Marietta
13401 Beall Creek Court
Potomac, MD 20854
H: (301) 840-1043
W: (301) 840-2906

Dr. Benjamin H. Alexander

Former President, University of the
District of Columbia
2522 South Dakota Avenue, NE
Washington, DC 20018
W: (202) 526-3577

Dr. Ted G. Berlincourt

Director of Research and Laboratory
Management
Office of the Secretary of Defense
Pentagon, 3E114
Washington, DC 20301-3080
H: (703) 893-7672
W: (703) 697-3228

Dr. H. Marc Cathey

Director, US National Arboretum,
Agricultural Research Service
US Department of Agriculture
3501 New York Avenue, NE
Washington, DC 20002
W: (202) 475-4829
Fax: (202) 475-5252

Dr. William J. Condell, Jr.

Former Head of Physics of the Office of
Naval Research
4511 Gretna Street
Bethesda, MD 20814
H: (301) 530-5732

Dr. Kenneth D. Fisher

Director, Life Sciences Research Office
Fed. of Amer. Societies for Experimental Biology
9650 Rockville Pike
Bethesda, MD 20814
W: (301) 530-7030
H: (301) 926-6806

Almetta I. Hall

President, Science Educators (NSTA,
DCPS); Member, Multicultural Science
Teachers Ass'n
1956 Valley Terrace, SE
Washington, DC 20032
H: (202) 889-4720
W: (202) 767-7314

Dr. George W. Irving, Jr.

Former Head of Agriculture Research
Service
4601 North Park Avenue, Suite 613
Chevy Chase, MD 20815
H: (301) 652-8564

Dr. John McShefferty

President, Gillette Research Institute
401 Professional Drive
Gaithersburg, MD 20879
W: (303) 590-9781

Dr. Arthur Molella

Chairman, Department of the History of
Science & Technology
Smithsonian Institution, Room 5119
Washington, DC 20560
W: (202) 537-1492

Dr. V. Susie Oliphant

Supervising Director, Science Department,
DC Public Schools
910 Luray Place
Hyattsville, MD 20783
H: (301) 559-9488
W: (202) 576-7818; -7817

Dr. Seth D. Shulman

President
Bioscan, Inc.
4590 MacArthur Boulevard
Washington, DC 20007
W: (202) 338-0974

Dr. Ralph G. H. Siu

Formerly with the Office of Scientific
Research and Development, Department of
Defense
4428 Albemarle Street, NW
Washington, DC 20816
H: (202) 362-3710

Dr. T. Paul Torda

Former Director of the Education and
Experience in Engineering (EEE) Program;
Emeritus Professor of Illinois Institute of
Technology (IIT)
2127 California Street, NW
Washington, DC 20008
H: (202) 462-4343



THE EMERITUS FOUNDATION

1614 TWENTIETH STREET, N.W., WASHINGTON, D.C. 20009 • (202) 232-0863 • FAX: (202) 234-2777

PROFILES OF PARTICIPANTS IN THE EMERITUS SCIENTISTS, MATHEMATICIANS AND ENGINEERS PROJECT

Board of Directors

Lawrence H. Mirel
President

Thomas W. Morris III
Chairman

William H. Simons
Secretary

Dr. Seth D. Shulman
Treasurer

Adrienne Barth

Harold J. Bobys

Peter K. Cocolis

Stephanie deSibour

Dr. Richard A. English

Hon. Steffen W. Graae

Dr. Howard A. Hoffman

Judith A. Kennedy

Nora Jean Levin

Aviva S. Meyer

Carolyn R. Preston

Dr. R. Mallory Starr

Dr. Harry M. West

Project Directors

Dr. Harold I. Sharlin
*Emeritus Scientists,
Mathematicians and
Engineers*

Beryl C. Rice, ACSW, DSW
Emeritus Social Workers

Mattie W. Carey
Emeritus Teachers

FIRST COHORT

Dr. Harold I. Sharlin is the Project Director. He holds a B.S. in Electrical Engineering from Drexel University, an M.A. in History from Columbia University and a Ph.D. in American Economic History from the University of Pennsylvania. Dr. Sharlin has taught electrical engineering and the history of science and technology at Iowa State University and has worked as an electrical engineer for small and large companies.

Dr. Seth Shulman holds a B.A. in Chemistry and Physics from Harvard College and a Ph.D. in Physics from Columbia University. He has conducted research in space science at the Naval Research Laboratory and is the founder and president of his own laboratory apparatus manufacturing company.

Dr. T. Paul Torda holds a degree in Aeronautical Engineering and Naval Architecture from the Technical University of Berlin and a Ph.D. in applied mechanics from the Polytechnic Institute of Brooklyn. He has taught at various universities and has worked as a naval architect and aeronautical engineer for the U.S. Government and private industry.

Dr. George W. Irving, Jr. holds B.S., M.A. and Ph.D. degrees in Biochemistry from George Washington University. He worked as a research scientist at various medical and agricultural research institutions and served for 24 years as Administrator of the U.S.D.A. Agriculture Research Service, supervising the work of more than 4,000 scientists.

Margaret Cooper holds a B.A. in Geology from Hunter College and M.A. in Geology from Columbia University. She served as a geologist with the U.S. Government for over 40 years, working on the Manhattan Project and the Alaska Pipeline Project, among other duties.

PROFILES

Page 2

Howard Hoy Fawcett holds a B.S. in Chemical Engineering from the University of Maryland and M.S. in Organic Chemistry from the University of Delaware. He worked on the Manhattan Project in plutonium research and as a corporate consultant on hazardous materials and plant safety. He served for 11 years as coordinator of the National Academy of Sciences Committee on Hazardous Materials.

George Huson, P.E. holds a Bachelor's in Chemical Engineering from Syracuse University and a Master's in Chemical Engineering from New York University. He was a Fulbright Scholar at Stuttgart Technical University in Germany and worked as a Research Scientist for Comsat and at NASA on rocket propulsion.

Dr. William J. Condell, Jr. holds a B.A. in Chemical Engineering, an M.A. in Physics and a Ph.D. in Physics from Catholic University. He was Director of Physics at the Office of Naval Research for 6 years and Chief Scientist at the Office of Naval Research in London for 2 years. He has lectured in physics at George Washington University.

Frank W. Jordan holds a B.S. degree in Aeronautical Engineering from Texas A & M and has done graduate work in mathematics and physics at the University of Tennessee and the University of Texas. He has 30 years of computer programming experience and has worked on missile systems design and management for various corporations.

David I. Shapiro holds a B.S. degree in Mechanical Engineering from the University of Southern California. He has worked in design manufacturing and marketing for high technology firms, including Rockwell International, Hughes Aircraft, Aerojet General and Contel.

Dr. Samuel Zweifel holds B.S. and M.D. degrees from the University of Kansas. He served as a physician in the U.S. Navy for 5 years and was in the private practice of medicine in Kansas for 18 years. More recently he has worked for the U.S. State Department, serving as personal physician for Secretary of State Henry Kissinger.

SECOND COHORT

Carl Brenn holds a B.A. degree in Chemistry from Lafayette College. An expert in rocket propellant technology, he spent 9 years working in research and development for Thiokol Corporation and 10 years in manufacturing at the Atlantic Research Corporation. He helped develop the rocket motors for the Surveyor, Mercury, Gemini and Apollo missions, among others.

PROFILES

Page 3

Luther K. Brice, Jr. holds a B.A. from Harvard, an M.A. from Dartmouth, and a Ph.D. from Duke University. He served as a Professor of Chemistry at Virginia Polytechnic Institute for 32 years and has been an Adjunct Professor of Chemistry at the American University since 1986.

Joseph Bruton holds a B.S. from Howard University and M.S. and Ph.D. degrees from Georgetown University. He served as a research scientist and endocrine laboratory chief at Walter Reed Army Institute of Research for more than a decade, and is currently an Adjunct Professor of Chemistry at the University of the District of Columbia.

Stephen J. Chris holds a bachelor's degree in Aeronautical Engineering from the University of Detroit. He has over forty years of experience in design and project management in aeronautics and marine and biomechanical engineering. As proprietor of Chris Enterprises, he is engaged in the design of aircraft systems.

Benjamin S. Cooper holds a B.A. in Physics with highest honors from Swarthmore and a Ph.D. in Physics from the University of Virginia. He had taught theoretical physics at Iowa State University and the American University and has served on the staff of the U.S. Senate Committee on Energy and Natural Resources.

Kenneth A. Gilles holds a B.S. in Chemical Engineering and a Ph.D. in Biochemistry from the University of Minnesota. He has served as a research engineer and senior biochemist for major flour-milling and food-processing companies, and has taught biochemistry, cereal science, and food technology and management.

Howard Heydt holds B.S. and M.S. degrees in Electrical Engineering from the Massachusetts Institute of Technology. For 35 years he worked for General Electric as a project engineer and program manager, concentrating on remote image sensing and data processing for the monitoring and management of the earth's natural resources and environment.

Pierce E. Jackson served for 22 years as operating and maintenance engineer for the Potomac Electric Power Company. During his last 4 years at PEPCO, Mr. Jackson was the Supervisor of Operations for HVAC systems, electrical and plumbing operations in all of the company's office buildings and warehouses.

PROFILES

Page 4

Thomas Lindsay holds a B.S. from the University of Notre Dame and an M.S. from the Massachusetts Institute of Technology. During his 22 years with the U.S. Navy, he designed aircraft and satellites as well as being a pilot. An expert on space technology, he has worked on the Strategic Defense Initiative.

L. Warren Morrison holds a bachelor's degree in Electrical Engineering from the City College of New York and a Ph.D. from the University of Southern California. His wide-ranging career featured involvement in biomedical engineering as well as the design and development of computers and information systems.

Ray Pollock holds a B.A. in Physics from the University of Colorado, an M.S. in Applied Physics from UCLA, and a Ph.D. in Theoretical Physics from the University of New Mexico. He has worked for the Department of Energy and the National Security Council, as well as serving as a physicist and mathematician at the Los Alamos National Laboratory.

Irwin H. Pomerantz holds a B.S. from Antioch College and a Ph.D. from the University of Colorado. He had performed research at the U.S. Food and Drug Administration on pesticides and other contaminants, and helped formulate regulations for clean drinking water at the Environmental Protection Agency. He has taught chemistry and the history and philosophy of science at the college level.

Milton D. Scheer holds a B.S. in Chemistry from the City College of New York, and an M.S. and Ph.D. in Physical Chemistry from New York University. As a researcher for General Electric, he studied combustion processes, reaction kinetics, surface science, laser chemistry and collision processes. He has been a senior Fulbright Fellow at the University of Rome and served as the Director of the Center for Chemical Physics at the National Bureau of Standards.

Leon Schindel holds the B.S., M.S., and ScD. degrees in Aeronautical Engineering from the Massachusetts Institute of Technology. He has performed aerospace research at the Naval Surface Warfare Center and at M.I.T. and taught a course in hypersonic vehicle design at the University of Maryland.