



Fun comes after the rain

These Wayne youngsters, typical of rural kids everywhere, make fun where they find it. The three were cavorting in the runoff following this week-

end's heavy rain. From left is Jay Endicott, 11, Matt Munsell, 11 and Chris Woehler, 10. Cool temperatures on Labor Day made their sport "cool."

Photography: Bob Berry

Home is key to raising of literacy level

By Les Mann
Herald Publisher

The key element in the effort to raise the education and literacy level of the nation can be summed up in a word, according to local education leaders as we celebrate International Literacy Day today.

The element is the home. "There's not the same commitment in the American home," said Dr. Dennis Jensen, superintendent of Wayne-Carroll School District. In comparing education philosophies of America with the other industrialized nations Jensen said the basic difference is "the fundamental belief in and support of education by the parents."

He said he doesn't want to sound too critical, and that Wayne area families do a better job of supporting literacy and education in the home than many other areas of the country, but he adds, "it all comes down to how the kids are brought up."

EVEN WHEN it comes to raising the literacy level of adults, it often comes down to how much support and encouragement the individual gets in the home, agrees Martha Svoboda, local volunteer coordinator for the Adult Basic Education program in Wayne. Encour-



Literacy Day Sept. 8, 1992

A special section called "To Read" dealing with literacy is included in today's Wayne Herald

agement and support of those who need education, whether they be children or adults, is crucial to raising literacy levels, she said.

If someone in your family needs to raise their literacy level, you need to encourage them and work with them, she said.

LIKE PUBLIC education for young people, there are plenty of programs available for adults who need basic education help, she said. But as with youth, the adults are not going to participate very well unless they are encouraged by friends and family.

The current political discussion surrounding family values relates to the education issue, said Wayne El-

See LITERACY, Page 2

Wayne Co. may figure in legislative effort

By Les Mann
Herald Publisher

When the regular legislative session convenes this winter, Wayne County may be mentioned prominently in new legislation.

The Nebraska Association of

County Officials is considering legislative proposals to help solve what some county officials are calling a budgeting nightmare for Nebraska's County's

During a recent meeting with Jack Mills, executive director of NACO, Wayne county Commis-

sioners discussed possible legislative solutions to the problems of limited funding sources and rising costs.

It isn't fair, says Wayne County Commissioner Merlin Beiermann, that the cities and school districts gave their employees raises in the just finished budgeting sessions, but the county froze wages, cut office expenses and reduced insurance benefits.

Raising insurance costs and reduced state aid along with a legal limit prohibiting tax increases greater than 5 percent, has left many of Nebraska's counties in dire straights, said Mills.

He has been meeting with county officials to discuss possible solutions to propose to the legislature. None of the stories coming out of the counties seem any more severe

than in Wayne.

Wayne county officials were told last month as many as 40 of the state's rural counties may be in trouble.

During the just completed budget sessions, Wayne County officials trimmed more than \$350,000 from an already bare-bones budget to make it balance.

The county has eaten up all its reserves and set-asides for future projects and still will only be doing minimum maintenance on roads. Officials will be keeping their fingers crossed hoping for another open winter.

Other than a legislated change in state aid formulas or taxing limits one solution might be a special election to exceed the taxing limits,

See COUNTY, Page 2

At a Glance



We use newsprint with recycled fiber. Please recycle after use.



This issue: 12 pages, 1 supplement - Single Copy 50 cents

Thought for the day:

If you want a sure crop that an early frost won't hurt, sow wild oats.

Basic education

WAYNE — Adult Basic Education classes start in Wayne on Monday, Sept. 14 from 7 to 9 p.m. at the high school.

The classes, taught in cooperation with Northeast Community college help students to prepare for the GED exam. Students are asked to use the north entrance to the high school. Classes will be held each Monday night.

Volunteer tutors are available for one-on-one work with the students. Tutoring is free and materials are provided.

For more information, contact instructor, Gloria Leseberg, 375-2663 or Martha Svoboda, volunteer coordinator at 375-1258.

Planning meeting

WINSIDE — The Wayne County Planning Commission will hold a public meeting to discuss the county planning and zoning procedure Thursday, Sept. 17 at 7:30 p.m. at the Winside Auditorium.

All local residents are encouraged to attend the meeting, which will help identify the key issues for the future of Wayne County and the Village of Winside. Subjects to be discussed include land use, zoning, housing, public facilities and more.

This is the third in a series of four scheduled resident meetings throughout Wayne County. The fourth will be held in Hoskins at a future date.

Meetings tonight

WAYNE — Both the Wayne City Council and the Wayne Carroll School Board will be meeting in regular session tonight.

City Council, which meets at 7:30 p.m. at City Hall will consider liquor permits, street, water and sewer improvement projects for the new Vintage Hill Addition, bond anticipation notes and bids for the Wayne Day Care Center.

The School Board, which meets at 8 p.m. at the high school, has tax levy and building items on its agenda, as well as busing considerations, sale of an acre of district property and teacher pay increases.

Weather

Chantel Coutrel, 7
Wayne City School

Extended Weather Forecast:
Thursday through Saturday: slight chance of thunder showers
Saturday, otherwise dry and turning warmer; highs, 70s on Thursday, warming to lower-80s by Saturday; lows, mid-40s to lower-50s.

Date	High	Low	Precip.
Sept. 5	83	51	.81
Sept. 6	76	46	—
Sept. 7	77	52	.95
Sept. 8	63	38	.23

Recorded 7 a.m. for previous 24 hour period
Precipitation/Month — 2.65

In old cafe—

Allen effort creates nutrition site

By LaVon Anderson
News Editor

There's just no stopping those Allen senior citizens when they set their sights on a goal, especially one as important as providing a balanced diet for elderly residents in their community.

In July, the Allen Senior Center opened a nutrition site in the town's former cafe, which had closed its doors just two months earlier.

The cafe was located in the front portion of a building owned by the Allen American Legion, with the senior center located in the back half.

"Everyone thought the senior center should take over the cafe and just keep it open for morning coffee," says Joanne Rahn, Allen Senior Center coordinator.

When the cafe shut its doors on May 8, the Allen Senior Center opened them the following Monday to serve coffee and homemade doughnuts.

"The nutrition site developed because somebody — me — opened their big mouth," jokes Joanne, adding that it soon became apparent that morning coffee proceeds wouldn't pay the bills.

When Joanne suggested opening a nutrition site in the cafe building to provide hot, nutritious meals for older residents of Allen, the idea became a reality in less than two months.

AFTER MAKING the initial suggestion, Joanne planned a series of three meetings to discuss the idea and determine community support.

She also planned to have Joann Forester, the executive director of the Northeast Nebraska Area Agency on Aging, visit the Allen Senior Center to talk about the program.

"We had the first three meetings in one meeting," laughs Joanne. "It was all talked about and just about decided before the executive director even got here."

Out of the 35 persons attending the meeting with the executive director, Joanne said 33 voted in favor of opening a nutrition site.

"It was decided that we would open the nutrition site if we could get enough money."

IN MAY, the Allen Senior Center applied for and received a

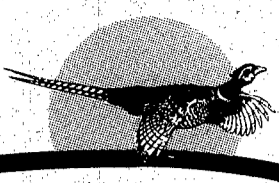
\$4,000 grant from the Northeast Nebraska Area Agency on Aging for the new nutrition site, with residents of the community asked to at least match that amount.

"We did it," smiles Joanne proudly, adding that the money was raised through donations and a pan-

See SENIORS, Page 10



THE NEW GOLDEN EAGLE NUTRITION SITE at Allen opened its doors on July 13 and serves between 55 and 65 meals each day at the site, located in the old Allen cafe, along with between 16 and 18 home delivered meals daily.

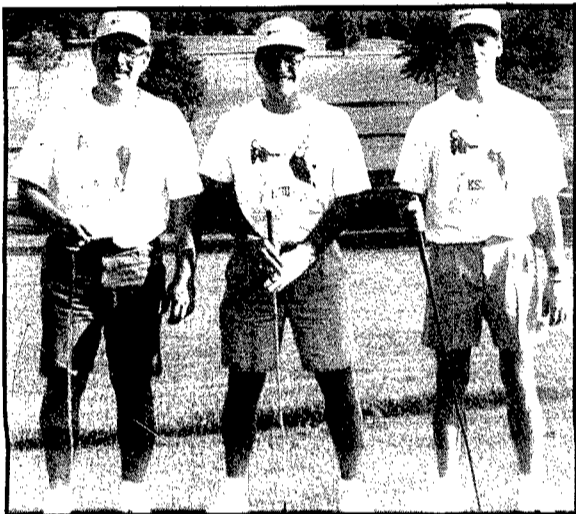


sports

n. \spoerts\ 1. a source of diversion or recreation. 2. a particular activity (as hunting or athletic game) engaged in for pleasure. 3. persons living up to the ideals of sportsmanship. 4. the object of enjoyment for spectators, fans and newspaper sports page readers. syn: see FUN



MEN'S GOLF league team 38 with Denny Lutt, Tim Hamer and Bill Dickey qualified for the final four to be held Wednesday at the Wayne Country Club. Dickey is not pictured.



TEAM 14 with Al Pippitt, Dave Diediker and Rick Kerkman, pictured left to right, qualified for the final four and will face team 38 in the semifinals on Wednesday.



TEAM 19 with Ted Baack, Wayne Wessel and Don Lutt, pictured left to right, advanced to the semifinals of the golf league in Wayne and will face team 15 in the semifinals.



TEAM 15 with Dee Lutt and Tim Hill, pictured left to right, along with Tim Koll advanced to the semifinals of men's league play.

Winside spikers capture Battle Creek Invitational

The Winside volleyball team is off and running so far in the young season, and Saturday the Wildcats turned a few heads as they captured the championship in the Battle Creek Invitational.

The Wildcats opened tournament play with a three games victory over the host team Battle Creek, 10-15, 15-6, 15-6. Then in the championship Angie Schroeder's squad defeated traditional power Hartington Cedar Catholic, 12-15, 15-9, 15-11.

In the opener against Battle Creek the Wildcats got 16 points from lone senior Holly Holdorf, along with seven serving aces. Christi Mundil followed with eight points and three serve aces while Kari Pichler scored six points and had one serve ace.

Catherine Bussey had five points, all on ace serves and Stacy Bowers had five points and one serve ace. Pichler was 28-30 in the setting category with 10 assists while Bowers was 29-37 with six assists.

Holdorf was the top hitter for the Wildcats with an 18-20 outing and 10-kill spikes: Chris Colwell was 12-15 in the match with seven kills. Colwell was also the leading blocker with six blocks for two aces.

"We played very scrappy defense," Schroeder said. "We dug up a lot of balls. Our serve receive, however, was not very good and it's something we need to improve on. We didn't serve well against Battle Creek either, but we still managed to come away with the win."

In the championship game with Cedar Catholic—a winner over Winnebago in the first round, the Wildcats improved their serving dramatically.

"We went from serving 78 percent against Battle Creek to 87 percent against Cedar," Schroeder said. "In fact, we improved in all areas of our game from one match to the next."

Holdorf was again the leading scorer for Winside with 10 points and three serve aces while Kari Pichler scored nine points and had three serve aces. Stacy Bowers scored eight points and Catherine Bussey had seven while Christi Mundil and Chris Colwell scored five and three respectively. Mundil had three serve aces and Colwell added two.

Pichler was 45-48 in the setting category with 13 assists while Bowers was 24-25 with nine assists. Holdorf was 18-18 in spiking with 10 kills while Colwell was 8-10 with two kills. Bussey was 7-9 with two kills and Mundil was 5-7 with five kills. Pichler was 4-4 with four kills.

Colwell led the team in blocks with two aces. "After the first game loss, we adjusted a few things because Cedar was blocking us pretty well," Schroeder said. "We told our setters to move the sets around a little bit which proved to be effective."

The undefeated Wildcats will travel to play Laurel on Thursday after a home match with Osmond on Tuesday night.

Allen coach wins debut

Tracy Kuester got a victory in her volleyball coaching debut for the Allen Eagles last Thursday night in the first round of the Pender Tournament.

Allen defeated West Point Central Catholic in convincing fashion, 15-3, 15-4 which advanced the Eagles to the semifinals where they lost a straight games decision to Oakland-Craig, 15-13, 15-11.

In the consolation game for third place Allen defeated a good Bancroft-Rosalie team in straight games.

In the first match against West Point Central Catholic the Eagles served over 90 percent and played flawlessly volleyball. "I thought our girls really played well," Kuester said. "They were up for the match

and played good defense and dug the ball very well."

Kuester said her squad played relaxed and confident in the lopsided victory. Steph Martinson led the team in scoring with 10 points along with 1 serving ace while Steph Chase had eight points and four serve aces.

Christy Philbrick and Dawn Diediker shared setting duties and both finished with four assists. Martinson was the leading hitter with eight kill spikes while Chase had three kills. Martinson was also the leading blocker with four aces.

In the semifinal match against Oakland-Craig, Kuester felt her team may have been a little intimidated by the size of their opponent as Oakland had two six-

foot-plus girls in the middle.

"We really played tense against Oakland," Kuester said. "Our serving was well below the 90 percent mark and I like to see us between 92 and 95 percent."

Steph Martinson scored eight points to lead the Eagles and Steph Chase added six points along with a service ace. Christy Philbrick had six assists in setting while Dawn Diediker had five.

Martinson led the team in hitting with three kill spikes while Chase and Heather Sachau each had two.

In the consolation match Allen seemed to get right back up to the emotional level they were against West Point Central Catholic in the opener.

"Bancroft has a really good team but we just went out and played well," Kuester said. "Our team was

really focused on what they wanted to do and they went out and did it."

The Eagles serving game was back up over the 90 percent mark and Steph Martinson and Steph Chase led the team in scoring with seven points each. Both had one serve ace. Heather Sachau had six points and two serve aces.

Dawn Diediker recorded six assists from her setting post while Christy Philbrick had four. Chase had four kill spikes to lead the Eagles and Marcia Hansen had three.

Allen will host Coleridge on Thursday after traveling to play Wynot on Tuesday night.

Bears fall to 7th rated Randolph, 7-0

Laurel nearly pulls upset

Tom Luxford's Laurel football team nearly pulled off the upset of the night last Friday as his Bears traveled to play the C-2 seventh rated Randolph Cardinals.

The host team escaped with a 7-0 victory, scoring the only touchdown of the game in the second quarter on a fourth down and goal from the six-yard line with 3:44 left until intermission.

"We moved the ball on them," Luxford said. "We just didn't take advantage of our opportunities to come away with points. We had the ball on the 11-yard line at one time and ended up being called for two holding penalties and ended up not scoring."

Laurel was in Randolph territory many times during the course of the game but the Bears literally hurt their own chances by committing six turnovers—two interceptions and four lost fumbles.

"It was a very hard hitting

game," Luxford said. "Still, I felt we didn't do a good job of concentrating on hanging onto the ball. We also had some center to quarterback exchange difficulties."

Luxford said he was happy with his team's offensive game plan for the most part because they got themselves into position to score points. "We just can't make that many mistakes against a quality football team like Randolph and expect to win," Luxford said.

Laurel finished with 11 first downs while Randolph managed 13. The Bears rushed the ball for 147 yards compared to 197 by Randolph. Laurel quarterback Travis Monson was 1-9 for 16 yards in the air with two interceptions while Randolph was 2-13 for 30 yards and one interception.

Randolph won the total yard battle, 227-163. Laurel had eight penalties for 70 yards and Randolph was flagged five times for 60 yards.

Travis Monson was Laurel's leading rusher with 62 yards on 16 carries. His lone pass reception was to Dustin Roberts for 16 yards.

Defensively, the Bears were led by Mark Dickey with 16 tackles while Roberts had 11. Ben Donner had 10 tackles and two fumble recoveries and Monson had nine tack-

les and one fumble recovery. P.J. Pennic also had a fumble recovery and Kyle Schutte intercepted a pass.

"We took them to the limit," Luxford said. "We have to regroup and get fired up for our home opener against Crofton on Friday."

Crofton lost to Ponca last Friday by a 38-0 margin.

MUST SELL!
 1990 Chrysler
 LeBaron Coupe
 No contract to assume.
 No back payments to make. Need reliable party to make reasonable monthly payments.
Call Paus Motor Sales, Inc.
 Ask for the Credit Manager.
1-800-672-7287

MUST SELL!
 1987 Buick
 Century Custom
 No contract to assume.
 No back payments to make. Need reliable party to make reasonable monthly payments.
Call Paus Motor Sales, Inc.
 Ask for the Credit Manager.
1-800-672-7287

ATTENTION
ALL PATIENTS OF NORTHEAST NEBRASKA MEDICAL GROUP PC
 (Former Wayne Family Practice and Benthack Clinic)

Northeast Nebraska Medical Group PC, would like to announce that beginning September 5, 1992, Saturday morning office hours will be held at the Benthack Clinic office at 215 West 2nd in Wayne. All other offices will be closed for the weekend. Two physicians will be available to see patients. Appointments are encouraged, and can be made through any of the satellite offices. Saturday office hours are held to take care of acute illnesses leading into the weekend, therefore routine physicals will not be scheduled during these times.

NORTHEAST NE MEDICAL GROUP
 214 PEARL WAYNE 375-1600
BENTHACK CLINIC 215 W 2ND
 WAYNE 375-2500

Robert Benthack MD
James Lindau MD
Willis Wiseman MD

A David Felber MD
Ben J Martin MD
Gary West PA

TREAT YOURSELF ROYALLY.

\$1.39

Try our cool creamy Banana Split or our delicious Peanut Buster™ Parfait.

708 N. Main Street
 Wayne, NE
 375-1404

WE TREAT YOU RIGHT

Dairy Queen stores are proud sponsors of the Children's Miracle Network telephone, which benefits local hospitals for children.

©AMCO Corp/1992 ®Reg. U.S. Pat. Off., AMCO Corp.

Allen News

Mrs. Ken Linafelter
635-2403

SCHOOL ENROLLMENT

Enrollment figures for the first week at the Allen school show 221 students. By grades, the class enrollment is kindergarten, 10 boys, seven girls; first grade, 14 boys, seven girls; second grade, eight boys, seven girls; third grade, seven boys, 10 girls; fourth grade, eight boys, five girls; fifth grade, six boys, 11 girls; and sixth grade, nine boys, seven girls. Total for the elementary is 63 boys and 54 girls for a total of 117. In junior high, the seven grade has seven boys and eight girls and the eighth grade has 10 boys and 11 girls, making 17 boys and 19 girls for a total of 36 in junior high.

High school enrollment is ninth grade, six boys and eight girls; sophomores, grade, seven boys and 10 girls; juniors, six boys and 14 girls; and seniors, five boys and 10 girls. There are 24 boys and 42 girls for a total of 66 high school students.

There are two district students, one enrolled at Beatrice and one at Brian Schools.

BAND OFFICERS

New band officers for the year are Christy Philbreck, president; Casey Schroeder, vice president; and Sonya Plugger, secretary-treasurer. Drum majors are Shawna Hohenstein and Bobbi Strivens. The flag line members are Christy Philbreck, Megan Mahler, Steph Chase, Tammy Jackson and Stacey Jones. Dawn Diediker is the baton twirler.

STATE FAIR

FFA members planning to take exhibits to the State Fair in Lincoln Sept. 10-12 are Brian Nelson, Chianian/Angus market heifer and two feeder steers; Sonya Plugger, registered Chianian heifer, commercial Chianian/Simmental; Tanya Plugger, registered Chianian heifer; Renee Plugger, registered Shorthorn heifer, two Hampshire Suffolk sheep; and Debbie Plugger, two Hampshire Cross sheep.

MATH-A-THON

Marlene Levine, Math-A-Thon sponsor at the Allen school, announces St. Jude's Math-A-Thon will begin today (Tuesday). Students in grades K-8 are invited to participate in the raising of funds for children's cancer research. Those stu-

dents signing up will secure donations on the basis of completing 200 math problems. Students in the contest raising \$30 or more are awarded a T-shirt and \$75 or more, a duffle bag. Mrs. Levine reports that last year, 38 students participated and raised \$1,010 for St. Jude's Children's Hospital Cancer Fund. The money was used for treating five Nebraska children. The students taking part will be calling on residents for pledges for the amount of math problems they plan to work.

SOUP LABELS

Grades K-8 are once again saving Campbell's soup labels for the education program. Each room has a container for the collection and will be having a contest. A list of those to be collected can be found in the September Eagles newsletter.

COMMUNITY CALENDAR

Thursday, Sept. 10: Senior Citizens card party, 7:30 p.m., Center.

Friday, Sept. 11: Senior Citizens Golden Eagle Nutrition Site open house, 2-4:30 p.m.; potluck, noon, Senior Center; program, 2 p.m.

Monday, Sept. 14: American Legion and Auxiliary annual family potluck supper, 6:30 p.m., Senior Citizens Center.

Tuesday, Sept. 15: Dixon County Historical Society, 7:30 p.m., museum in Allen.

Thursday, Sept. 17: Gasser Post VFW and Auxiliary, Martinsburg social hall, 8 p.m.; drivers li-

cense exams, Dixon County courthouse, Ponca.

Saturday, Sept. 19: Senior Citizens annual farmers market.

SCHOOL CALENDAR

Thursday, Sept. 10: Volleyball, Coleridge, home, 6:15 p.m.

Friday, Sept. 11: Football at Beemer, 7:30 p.m.; K-12 field trip.

Monday, Sept. 14: FFA, 7 p.m.; Board of Education meeting, 8

p.m.; Music Boosters, 7 p.m.

Tuesday, Sept. 15: Volleyball at Ponca, 6:15 p.m.

Thursday, Sept. 17: No school, teacher in-service; volleyball, Emerson, home, 6:15 p.m.

Ken and Doris Linafelter and Ardith Linafelter spent the Labor Day weekend visiting Ardith's brother and family, Joe and Laura Thompson in Roosevelt, Utah.

Winside News

Dianne Jaeger
286-4504

AMERICAN LEGION

Sixteen members of the Roy Reed American Legion Post 252 met last Tuesday. Randy Miller, commander, presided. The secretary and treasurer reports were given.

Approval was given for the Winside summer rec. committee to use the Legion Hall on Nov. 14 for a smoker fund raiser. Work will begin on the outside cement soon. The memorial board is almost completed.

The next meeting will be Tuesday, Oct. 6 at 8 p.m.

TOPS

Members of TOPS NE 589 met Wednesday for their weekly meet-

ing. A new report card contest was started and will run eight weeks.

Members decided to change the meeting nights to Monday evenings beginning on Sept. 14. The next meeting will be Wednesday, Sept. 9 with Marian Iversen at 7 p.m. The group will attend the 25th anniversary of a Wayne TOPS chapter.

Anyone wanting more information can call 286-4425.

RESCUE CALLS

The Winside volunteer rescue squad was called to the Anita Steckelberg home Aug. 29 at 3:26 p.m. and transported nine-month-old Jordan Steckelberg to Providence Medical Center in Wayne due to illness.

On Aug. 30 at 1:42 a.m. they transported Glen Joaston, 40, of Winside to Providence Medical Center with a foot injury.

SCHOOL CALENDAR

Tuesday, Sept. 8: Volleyball, Osmond, home, 6:15 p.m.

Thursday, Sept. 10: Volleyball at Laurel, 6:15 p.m.

Friday, Sept. 11: Football, Hartington, home, 7:30 p.m.

Monday, Sept. 14: School pictures, preschoolers begin at 8:15 a.m.; 7-8 volleyball at Hartington, 3 p.m.; 7-8 football at Hartington, 4:30 p.m.; B-team football at Hartington, 7 p.m.

Tuesday, Sept. 15: Winside volleyball tourney, 5:30 p.m.

Carroll News

EOT CLUB

Bev Hansen, president, opened the EOT club meeting for the year at the Karma Magnuson home. Doris Claussen was co-hostess. Secret sister names were drawn. The birthday song for September was sung for Bev Hansen, Heidi Bondall and Doris Claussen.

Cards furnished entertainment with prizes going to Bev Hansen and Doris Hefli.

Card party will be Sept. 13 at the Dale Claussen home. The Oct. 1 meeting will be in the Erna Sahn home with Verdell Reeg as co-hostess.

Northeast hosting stress seminars

Northeast Community College will sponsor the seminars "Staying Sane in an Insane World: Stress Management for Busy People" and "Suicide: A Question ... Not an Answer" on Thursday, Sept. 17.

The seminars will be held in the college's activities center theatre from 9 a.m. to 4 p.m.

As a result of the seminars, participants will be able to identify the five basic stages of distress and their symptoms, list five personal signs

of distress, identify five ways of balancing one's individual life, identify 10 warning signs that can be clues to suicidal thoughts, learn five reasons why a person might consider suicide and learn six ways of helping someone who is considering suicide.

Cost of the seminars is \$30. For more information and registration procedures, contact Jerry Brungardt, Northeast Community College, 644-0600, or 1-800-348-9003.

CARHART'S IS HAVING A "POPPIN" GOOD PAINT SALE

POP IN FOR PAINTS - PICK UP YOUR POP

FREE 2-liter bottle of Pepsi (reg. or diet) with each gallon of paint purchased.

Quality Glidden paint to refresh any surface



 <p>FAMOUS GLIDDEN LATEX WALL PAINT!</p> <ul style="list-style-type: none"> •Beautiful, flat finish •Scrubs clean, stays colorfast •Easy water clean-up <p>\$11.99 GAL.</p>	 <p>GLIDDEN'S BEST LATEX SEMI-GLOSS!</p> <ul style="list-style-type: none"> •Resists grease, dirt, moisture •Applies easily •Dries quickly <p>\$14.99 GAL.</p>	 <p>MAJOR HOUSE PAINT PERFORMANCE AT A MODERATE PRICE</p> <ul style="list-style-type: none"> •100% Acrylic latex flat finish •Goes on over paint or stain •Resists chalking for long-lived exterior beauty •Selection of popular home siding colors <p>\$10.99 GAL.</p>
---	---	---

 <p>Contemporary Beauty, Old-Fashioned Price!</p> <p>\$8.99 GAL.</p> <ul style="list-style-type: none"> •Washable, colorfast flat finish •Contemporary palette of colors 	 <p>The Low Luster Finish with Contemporary Style!</p> <p>\$11.99 GAL.</p> <ul style="list-style-type: none"> •Durable, washable low luster finish •For walls, woodwork, trim areas 	 <p>ONE COAT GLOSS OIL/ALKYD HOUSE PAINT!</p> <ul style="list-style-type: none"> •Gelled for easy application •Applies thick to last longer •Chalk resistant; ideal for siding, shingles, and trim <p>\$18.99 GAL.</p>
---	---	--

 <p>GLIDDEN'S BEST LATEX FLAT HOUSE PAINT!</p> <ul style="list-style-type: none"> •Quick drying, durable flat finish •Resists blisters, peeling, cracking <p>\$13.99 GAL.</p>	 <p>GLIDDEN'S BEST SATIN FINISH HOUSE PAINT!</p> <ul style="list-style-type: none"> •Pleasing eggshell finish for siding and trim •Tough and weather-resistant <p>\$14.99 GAL.</p>	 <p>GLIDDEN'S BEST LATEX GLOSS HOUSE PAINT!</p> <ul style="list-style-type: none"> •Chalk resistant, glossy finish •Quick drying, easy to use •Easy water clean-up <p>\$15.99 GAL.</p>
---	---	--

Visit Carhart's and pour out some pleasure. Fresh, colorful, quality glidden paints to refresh your home, inside and out. Get your FREE 2-liter bottle of Pepsi with every gallon paint purchase...during CARHART'S "POPPIN" GOOD PAINT SALE


SALE ENDS SEPTEMBER 12, 1992

105 Main Wayne 375-2110

NORTHERN NEBRASKA'S CATARACT SPECIALIST

"Dr. Feidler...he's done a real good job for my husband and me."



Francis Soden had Cataracts.
She had "Single-Stitch" Cataract Surgery.

"We've been coming here (Feidler Eye Clinic) for quite a few years and Dr. Feidler kept careful check of my eyes. My vision wasn't as clear as it should have been.
Cataract surgery was real easy. It was real quick. I could see well the next day. No problems at all with it.
There's nothing to cataract surgery. Go get it and get it over with. You won't be sorry. That way you'll have your vision. Your eyes are too important to let them go.
If you are blind from a cataract you have nothing to lose having cataract surgery. I'm not sorry I had it done. I like Dr. Feidler real well, he's done a good job for my husband and me."

Feidler Eye Clinic
Northern Nebraska's Cataract Specialist
"Dedicated to preserving the gift of sight."
Herbert Feidler, M.D.
2800 West Norfolk Avenue, Norfolk, NE 68701
Call Today 371-8535 / 1-800-582-0889

FAST RECOVERY CATARACT SURGERY TECHNIQUES

The Literacy Day



Wayne Herald



TO READ

Inside:

National Goals
Page 2

A Read-Aloud Story
Page 5

Jim's Sad Story
Page 7

Local ABE Project
Page 10

Reading at Home
Page 13

Libraries 'Power up'
Page 14



To read. It is the most basic of basic skills. It is the key to success in a growing number of jobs. It opens the door to other times ... and other worlds.

Yet report after report shows that too many Americans have not adequately mastered the ability to read. No one knows the exact number. Some estimate that as many as one in five Americans has reading problems.

Part of the problem is that the definition of "literacy" keeps changing. In the 1800s, people who could sign their names were considered literate. Today, some people claim that anyone who reads at less than a 12th grade level lacks the skills to function in society.

Because there is as yet no agreement on the definition of "literacy," there also is no definitive number of people who are illiterate. The U.S. Census Bureau estimates that between 17 and 21 million adults are illiterate; another federal study suggests the number may be as high as 74 million.

Whatever number you choose, it's clear that the consequences of not being able to read are much higher today than at any time in the past. Low-skill jobs that once provided nonreaders with the opportunity to support themselves and their families are disappearing. And a growing number of adults lack the skills to participate fully in everyday activities — writing checks, reading directions, filling out forms, understanding the instructions on a bottle of medicine. At a time when 90 percent of all occupations require some reading and writing, at least 45 million adults lack the skills necessary to compete.

Yet despite these bleak statistics, there are success stories. In schools, at job sites and in church basements, volunteers and professionals are tackling the problems of illiteracy.

It's never too early to share the joy of reading with a child. And it's never too late for adults to learn to read.

A MESSAGE FROM THE PUBLISHER

Today's edition of this newspaper includes a special section titled "To Read," in celebration of International Literacy Day, Sept. 8, 1992.

To Read also is the name of the national literacy partnership between the newspaper industry and cable television's The Learning Channel.

In the pages of To Read, you will find information about the national campaign for literacy and about local programs operating in several communities. Our special section highlights efforts to promote literacy in the workplace and in family settings. We also offer articles about volunteers who help others and about people who recently have learned to read. We hope you find this information enjoyable and useful. Perhaps To Read also will inspire you to volunteer to help someone develop reading skills.

Added to these printed pages are the efforts of local cable operators and The Learning Channel, which will televise a one-hour special program celebrating the joy and value of reading. Check your local listings or call your cable operator for details on the time the show will air.

This combined effort to promote literacy through the newspaper and cable television industries has been organized by the Newspaper Association of America Foundation and The Learning Channel. Through NAA Foundation, more than 350 newspapers, with an estimated circulation of 10-15 million copies, are printing To Read. And The Learning Channel will make To Read available in more than 17 million cable television households.

This newspaper is proud to join this national partnership to promote reading as a crucial part of all our lives.

National Goals: Literacy for Children AND Parents

by Anne Lewis

Adding one to five is much more than simple arithmetic. When it comes to the National Goals for education, this would be a dynamic sum.

Goal One, adopted by the nation's governors and the White House at the 1989 Education Summit, says that by the year 2000, all children in America will start school ready to learn. Goal Five says that by the same date, all Americans will have literacy skills good enough to make them productive workers and involved citizens.

Goals One and Five seem like very separate issues—school-ready children and literate adults—but in truth, the one goal cannot be achieved without the other. Together, they could move the country toward what the political leaders said they hoped for—"a nation of learners."

Literacy begins in the family. If the family is poor and poorly educated for several generations, it is often where literacy also ends because the family circumstances cancel out whatever the schools try to do.

A number of research studies point to the overwhelming importance of the mother's education to her children's academic performance. This factor is more important than the father's education, the family income or the father's occupational status. Because of the rise in teenage pregnancies, the United States faces an even harder task of making sure all children are ready for school. A teenage mother tends to end her education; only one-half of females who have children before they are 18 have high school diplomas by the time they are in their mid-twenties.

Improving the literacy skills of mothers, however, directly benefits their children. Federal literacy efforts now are becoming more focused on the whole family. For example, Even Start for young families requires education and parenting programs in its early childhood projects. Head Start, for preschool-age children, is adding literacy programs for parents.

It is literacy behaviors, not formal education, that make families supportive of their young children in school, according to researcher Reginald Clark. He studied Chicago families with similar socioeconomic backgrounds but with

different outcomes for their children—half were high achievers in high school and half were low achievers. The families with high achievers were involved in their children's schoolwork, monitored their time, and created family rituals around studying and problem solving, taking time to explain and set standards. Families with low-achieving students had limited involvement or knowledge of their child's school activities, were inconsistent on standards and did not talk frequently about important things with their children.

In his recent report, *Ready to Learn*, Carnegie Foundation President Ernest Boyer notes that "the home is the first classroom." Children to be ready for formal education should live "in a secure environment where empowered parents encourage language development," he says.

Most parents are doing their best. The National Education Goals Panel, set up to track the nation's progress in reaching the National Education Goals, noted in its first "report card" in 1991 that about three-fourths of all parents or other family members read to their preschool children regularly. Only one in five, however, takes children to visit museums, art galleries or historical areas frequently. Also, children of wealthier parents are more likely to have preschool experiences that prepare them for school (75 percent of those in families with incomes of \$75,000 or more, compared to 40 percent of those from families with less than \$30,000 income).

Goal Five covers much more than family literacy. In fact the National Goals Panel emphasizes workforce preparedness as a measure of adult literacy.

However, when Goal One and Goal Five are linked, the research and experience with family literacy initiatives make it obvious that, as far as public policies are concerned, the two goals should be considered the same. Adding school readiness to family literacy makes for positive numbers.

Anne Lewis is a consultant for the Education Writers Association, Washington, D.C. EWA recently published *Listening to Mother's Voices: A Reporter's Guide to Family Literacy*.

When Parents And Children Go To School Together

by Michel Marriott

In two portable classrooms, hardly more than construction trailers with desks and blackboards, two generations of students venture into often perplexing streams of printed words.

Set on a grassy elementary school playground in Louisville, Ky., one classroom contains preschool-age children, while a neighboring one contains their mothers. Three days a week they come to the same school—traveling in the same yellow buses, eating meals in the same cafeteria, pursuing the same certificate—as part of an innovative program to break the cycle of illiteracy and poverty in America and establish a foundation for learning and critical thinking among families at risk.

Two years into its mission the National Center for Family Literacy, a private nonprofit corporation based in Louisville, has become the progenitor of literacy programs that serve parents and children as students in the same classroom. It supports programs in 32 states.

"We are trying to get parents to raise literacy skills so that they can, in fact, support education in the home," said Sharon Darling, the center's founder and president.

The program is sometimes called the "Kenan model," after the William R. Kenan Jr. Charitable Trust of Chapel Hill, N.C., which helped establish the Louisville center.

A recent study by the literacy center has found that once in elementary school, children who participate in Kenan-style programs outperform children with similar needs who do not receive such help.

One parent, Chloe Gentry, told researchers: "Now I read to my child almost every day. I sure didn't do that before."

All of the parents in the study were high school dropouts, yet half of them work as volunteers in their children's schools, the report said. Many parents said they now



KEITH WILLIAMS FOR THE NEW YORK TIMES

Janie Smith, a 33-year-old mother who was a high school dropout, receiving a literacy program certificate together with her daughter, Charlie, at a joint graduation ceremony last May in Louisville, Ky.

read newspapers, books and magazines for pleasure and visit the public library.

The typical adult participant is a 27-year-old woman who may be married and have two or three children. She is unemployed and has an annual income of less than \$5,000; she dropped out of school in the 11th or 12th grade.

Three days a week, from September through June, classrooms are alive with the commotion of learning.

Adult education teachers press the grownups to think critically while helping them master basic reading, writing and math skills. Parents are also taught practical skills like resumé writing and job interviewing.

Just before lunch, the parents come to their children's classroom for joint projects: Some parents read aloud from books their children have selected, while others help their children write their own books,

dutifully recording the tales the youngsters spin; still others just play.

"I am convinced that 'at-risk' families can change their lives if provided the opportunity to learn together in an environment that constantly demonstrates and reinforces positive values," Don Seaman, director of the Texas Center for Adult Literacy and Learning at Texas A&M University said of the program.

Copyright © 1991 by The New York Times Company. Reprinted with permission.

NATIONAL LITERACY DAY SEPT. 8, 1992

**Celebrate
Reading!**



Wayne Area Chamber of Commerce

108 West Third Street Wayne, NE (402) 375-2240

Danny Glover Talks About Raising Kids To Be Readers

When did your daughter begin to read?

Our daughter was aggressive in wanting to read as a child. We have a picture of her when she was two or three years old and she has a book turned upside down pretending to read.

We were encouraged by that. But I can't overstate my wife's impact on her willingness to read. She spent a great deal of time trying to develop some sort of relationship with her as a reader.

Did you read to her?

We did read to her a great deal. Not only that, we had books around the house so she was able to identify with people who read a great deal. The process was a slow evolution. As she grew older, she wanted to read my scripts. And so we ended up reading to each other.

What were some of her favorite books when she was little?

One was Aesop's Fables. We spent a great deal of time buying books and having books available to her as a child — books that reflected who she was as an African American. That was one of the focus points for us. She liked books about kids her age. We also read poetry to her.

What can parents do to encourage their kids to read widely?

Provide them with as much diversity as you can in their reading. It's not enough for my daughter just to read about African Americans, but it's also important for her to know about Asian Americans or Native Americans as well. I think that there are limits to what I refer to as "narrow nationalism."

We tried to provide a world to her through books and through reading.

What does she read now?

She reads a variety of stuff. She's still a student, so she has to do her work. She's read biographies, fiction. Also some of the Danielle Steele stuff.

Besides reading to their kids, what else can parents do?

It's important to provide a full slate of events because you have to reinforce the reading in some sort of way. But I think primarily, providing her with the basis to be analytical about the world that she lives in. One thing about my daughter that I'm very happy about is that she asks questions.



How do you get kids to ask questions?

Be available to answer those questions.

Actor Danny Glover is a national spokesperson for the Coors Literacy Foundation's "Pass It On" program, which has a goal of reaching 500,000 adults with literacy services by the end of 1994.



The Quest for Excellence...
...is a Lifelong Process.

EMERSON-HUBBARD COMMUNITY SCHOOLS

The Bird, The Frog and The Light

A Fable by Avi

There once was a Bird who greeted each morning's sun with a song. There was nothing very special about this song. It wasn't long or even original. But when the sun heard it, it cast down rays of light. That was the way each day began.

One morning after the Bird had welcomed the sun with its song, she heard a voice: "You there, Bird!"

On the ground was a Frog, a great green creature with yellow toes and bulging eyes—each of which looked in different directions. Upon his head was what looked like a golden crown.

"Who are you?" the Bird asked.

"The world's most important King," the Frog replied, puffing up till his belly became huge and his eyes rolled. "You've been lucky enough to have me hear you sing to the sun. I take it you're friends since it shines on you."

"It likes my song," the Bird replied.

"It's a ridiculous song," the Frog King croaked. "I'll show you something important."

"Me?"

"Are you deaf, Bird! Don't you realize it's an honor for me even to look at you?"

With that the Frog King heaved himself down a dark hole. The Bird hesitated but decided that if indeed this Frog was important it would be best to follow.

Down the hole she went. It was so dark she hardly knew which way to step.

"I'll allow you to touch your wing to me," the Frog said. "As usual, I'll lead."

The Bird followed deep below. "Here," said the Frog at last, "is my kingdom. Magnificent, isn't it?"

"Well sir," the Bird began, "I'm sure it is but I'm afraid I can't—"

"Feel this," the King snapped and placed the Bird's wing on what felt—to the Bird—like a smooth stone.

"That," the King informed her, "is the smallest part of my marble palace."

The Bird touched something slick as silk and very hard. She was impressed.

"Here," the King continued, putting her wing to a nubby surface, "is my ancient throne."

Again the Bird was impressed.

"Here's my army! Here's my wealth! Here's my storehouse full of great food," the Frog King went on, allowing the Bird to touch a bit of metal, a coin, a box of food.

"And here's my library. It's the world's greatest collection of frog wisdom. I'll allow you to touch one page."

The Bird touched it.

"And here in front of you are a million of my loyal subjects."

But before the Bird could meet these loyal subjects, she managed to say, "Please, sir, I felt those things, but I didn't see them."

"Exactly!" the Frog King belated. "That will be your job."

"I don't understand," returned the Bird.

"I'm tired of feeling my magnificence," the Frog explained. "I must see it all. I've croaked to the sun but my voice is too fine. The sun won't send me light. Your songs may be ridiculous but the sun likes them. You're to fetch one of the sun's light rays and bring it here."

"But, sir . . ."

"Do it or you'll never see the sky again!"

Fearful, the Bird agreed after which the King guided her back to the earth's surface. "Remember," he warned, "do as you promised, or else."

After gathering some leaves the Bird flew into the sky until she reached the sun.

"There you are!" the Sun cried. "I've missed your song!"

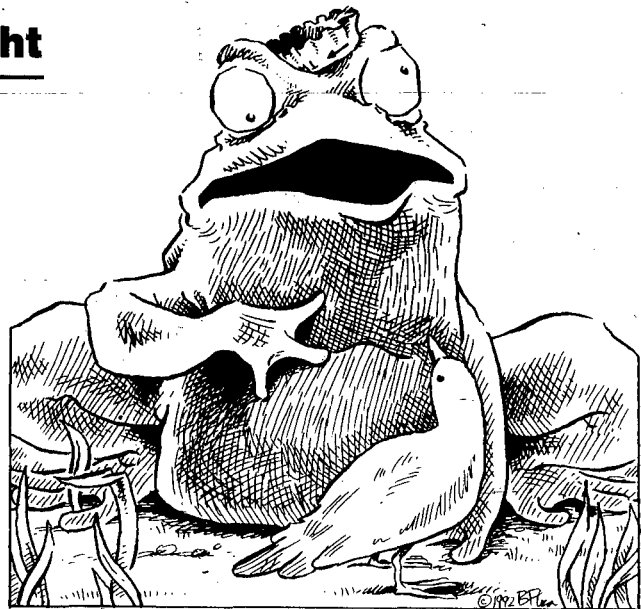
"Was I gone so long?"

"A week!"

"I can't stop to explain," the Bird said.

"But please, may I have one of your light rays? I need it for the world's most important King."

The sun frowned. "That's not a thing I like to do, but"—here the sun



smiled—"you've given me so many songs that I'll make an exception. Take one ray. But be careful, it's hot!"

The Bird plucked a small ray, wrapped it carefully in leaves, then flew back to the earth.

The Frog King was waiting impatiently. "What took you so long?" he croaked, so excited he'd puffed himself up to three times his normal size.

Down the hole he bolted. The Bird followed.

Once below, the King cried, "Now, throw the ray up so I can see my greatness!"

The Bird unwrapped the ray and flung it up deftly. The higher it went the brighter it became, casting light in all directions.

The Bird looked about. Instead of a marble palace all she saw was a small rock, smooth from constant rubbing. The throne was a chicken roosting box. The army turned out to be a piece of tin can. Fabulous food? A small bag of beans. Treasure? One penny. A million loyal subjects? No one was there but the Frog King and the Bird. As for the library, it proved to be just one page from a telephone book.

"Stop!" cried the Frog King, "Put out the light! Put out the light!"

"I can't," the Bird said. "It's burning too fiercely."

In desperation the Frog King

snatched off his crown and heaved it at the ray of light. When it struck it shattered the light, sending down multicolored and brilliant sparks.

Then once again there was complete and utter darkness. Then the Bird heard the King. He was sobbing. "Can't even read," he admitted in a whisper.

The Bird made her way back to the top of the earth. When she reached it she was just in time to greet the rising sun with her song. She was about to begin when she heard a sound. It was the Frog King.

"Please," the Frog croaked, "would you . . . could you teach me . . . to read?" And he held up the torn page from the telephone book.

The Bird flew down and picked up the page. It was from the letter R. "R," the Bird began.

"R is for . . . ridiculous!" snapped the Frog and he began to swell again.

"R is for reading," the Bird insisted.

The Frog sighed—letting out most of his air—and croaked, "R is for reading."

Avi has won many awards for his children's books. His most recent book is "Who Was That Masked Man. Anyway?"

The Bird, The Frog and The Light
Copyright © 1992 by Avi.

Illustrator Brian Floca's forthcoming book is, *City of Light/City of Dark*.

Workplace Literacy

by Gail Howden

In Washington, D.C., a cafeteria worker sorely needs the additional money a promotion would bring. But, having quit school in the ninth grade, she cannot read well enough to pass the promotional exam.

In Portland, Ore., a carpenter lacks the math skills to estimate the time, cost and materials needed to complete a job.

In West Palm Beach, Fla., a machine operator at a newspaper is fortunate enough to have a supervisor who can speak to her in her native tongue, Spanish. But her hopes for advancement to foreman will depend on being able to issue directions in English.

In job sites around the country, millions of employees like these need training, but relatively few employers have been equipped to help them. This is because, while American business has been committed to training, the emphasis has been on training for people in higher-level jobs.

Only in recent years have businesses begun to realize that training in new technology, management techniques and product improvement is not enough. Today, more workers are coming to the job without basic skills in reading, writing and math.

More than half of the employees who will be on the job in year 2010 are employed today. Of these, it is estimated by the Business Council for Effective Literacy that one of eight reads below the fourth-grade level. About 85 percent of job-related reading material now is written on the ninth-grade level or above.

Many companies have taken action. More than nine out of ten Fortune 500 companies surveyed by the American Society for Training and Development said they expected to be teaching basic skills to employees by the mid-1990s.

The term "workplace literacy" can be applied to a variety of programs. Some are as simple as six-week courses in basic "hospitality" English for non-English speaking hotel maids or as extensive as classes to prepare for the General Equivalency Diploma (GED) exam.

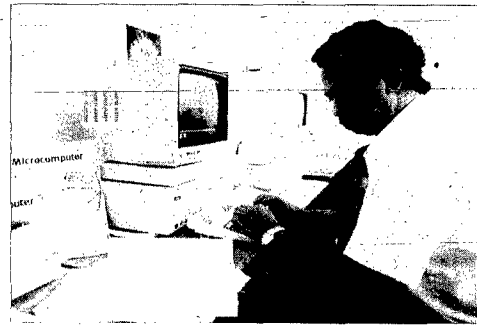


PHOTO COURTESY OF THE PALM BEACH POST
Subeh Rehman is one of the students who are paid to attend the Palm Beach Post's basic skills class.

Many companies with workplace literacy programs take advantage of services offered by local school districts or colleges. The business provides the employees and the classroom site, while the school offers the teachers and adapts the curriculum to the company's needs.

In West Palm Beach, the Palm Beach County

School district furnished teachers to The Palm Beach Post. Management realized that if statistics on the prevalence of illiteracy were valid, the newspaper itself would have employees who needed basic skills training. After a pilot project of 15 students, the program expanded to about 50, about half of them in English for speakers of other languages. Students are paid to attend class for four hours a week.

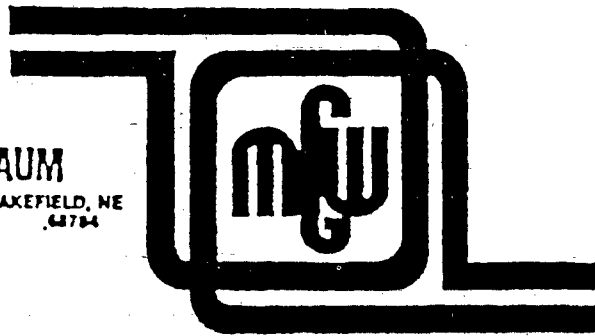
A key to the newspaper's program is the use of three personal computers in the classroom. Not only are they effective in teaching reading, they also offer a "cover." Some students, hesitant to disclose to coworkers that they are learning to read, explain that they are learning to use computers.

Whether it is simply referring employees to providers of help with basic skills or starting full-fledged classrooms at the workplace, virtually any business can play a role in reducing illiteracy to ensure a qualified workforce.

Gail Howden is director of community relations for *The Palm Beach Post*.

NATIONAL LITERACY DAY SEPT. 8, 1992

M. G. WALDBAUM
Company WAKEFIELD, NE
68784



Not Much 'Write' in Jim's World

by Merlin Wright

Rember the old song with lyrics that went something like "O lucky Jim, how I envy him!"? As youths say today, "Not!" People who do not read or write are usually envied.

For purposes of anonymity, let's call the subject of our story "Jim". That is not his real name, of course, but this 29-year old man is especially proud of his name because it is one of the few words he is able to read and write.

Jim is not unlike thousands of others who cannot read. After attending a few grades in school he dropped out because he was unable to handle the responsibilities of classroom studies:

In order for a literate person to understand in a small way what it means to be unable to read or write, imagine being in a foreign country and all words, regardless where they appear, are in a language one cannot decipher.

Are you ready to check into the hotel? Fine, so far, in that you know your name and can write it in English. Forget reading the maps and phone books provided in your room. Forget reading words on restroom doors. (You wait and watch which sex is using which door.)

On the street you observe beautiful buildings with ornate signs either posted in front or etched on the building. You have no idea what the signs convey, in fact you cannot tell which street you are on.

Walking along an age-old street you pass a lad selling newspapers. No need to buy one for all the news is in a language you do not read. You pass a bookstore and see a magazine counter through the window. Nothing you glimpse can be interpreted in words you speak.

Riding a public transit bus, there are, guessing from the pictures, many advertisements mounted above the windows. Shopping in stores you cannot read prices though you try. Finding a garment in a clothing shop you cannot read the label to see whether or not it contains wool because you do not wear wool. You're allergic.

Dinner time! You inquire in a small cafe as to the menu for the day, however the lady hands you a printed one. Not being able to read it, you hand it back and ask for a hamburger.

This brief scenario is enough to give you the significance of living in an environment of unreadable words. Reading a letter you receive in the mail and writing a reply are, of course, unachievable tasks. Libraries are jungles of shelved mysteries - all unreadable hieroglyphics.

You read no newspapers because your eye and mind cannot make sense out of the marks on the paper though they appear in neat little rows.

Now, back to our man Jim. Jim cannot get a driver's license because he cannot read the state's instruction manual. He cannot read the driver's exam. Both are mandatory in getting an operator's permit. So he rides a bicycle when his wife cannot drive him to work. His employment is simple and does not require him to read anything.

When Jim grocery shops he is usually with his wife. She reads and writes. Product packaging is everything to Jim as quite often he can find what he wants by identifying a picture on the wrapping. At the checkout counter he conceals his embarrassment of not being able to read or write by proudly signing his name on a check, pretending it to be routine.

When co-workers show him a cartoon, such as is often circulated around a shop, Jim looks and laughs because the others do, but he can't read the lines under the caricatures. When birthday cards, Christmas cards, get-well cards come his way, his wife tells him what they say.

He sometimes picks up a magazine his wife buys and looks at the pictures. When his parents, who live several hundred miles away, write a letter, he opens it but his wife must read aloud the loving lines.

You'd like Jim. He has a congenial personality but he would never tell you he cannot read or write for it embarrasses him - a lot.

He feels he is not like everybody else. He knows an elementary school youngster can do something he can't -- read.

His wife, and friends who know his secret, have attempted many times to get him into adult basic education classes, but he is afraid people would laugh. Is



A Report Card For Parents...

Grade yourself with an A, B, C, D or F on how well you help your children learn. An A means that you are a very supportive parent. An F means that you have a lot of work to do.

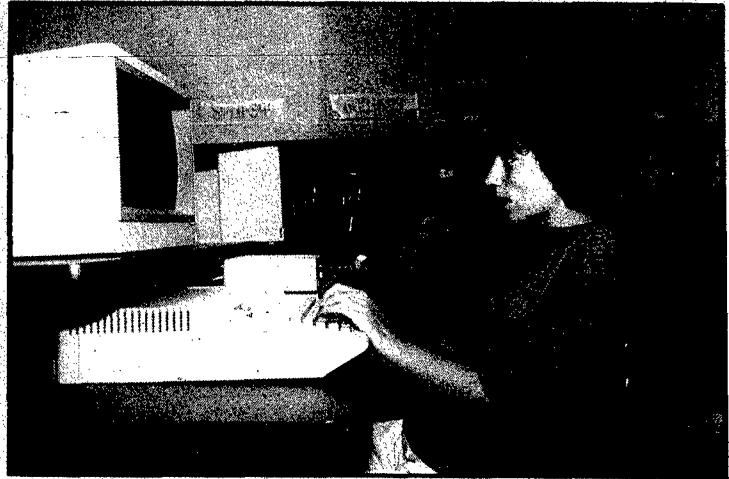
Do I:

- Maintain a good working relationship with my children's teachers?
- Attend all parent-teacher conferences and PTA meetings?
- Read to my children each day and encourage those who can read to read on their own?
- Take my children to the library?
- Provide a quiet time and place for my children to study and read?
- Insist that my children do all homework assigned to them?
- Expect my children to do their best in all subjects, including math, science, art, music and physical education?
- Take an interest in what interests my children and show pleasure and pride in their accomplishments?
- Encourage my children to do their best without putting undue pressure on them to succeed in school, athletics or other extracurricular pursuits?
- Support the efforts of teachers and the school?
- Secure special assistance if my children need it?
- Limit television watching while offering other family activities?
- See that my children get lots of exercise, nutritious food and plenty of rest?
- Respect my children and their feelings as I do those of my friends and other family members?

This message sponsored by the Wayne-Carroll Schools

Continued on Page 9

Our Future is in Their Hands...



America's Education Goals

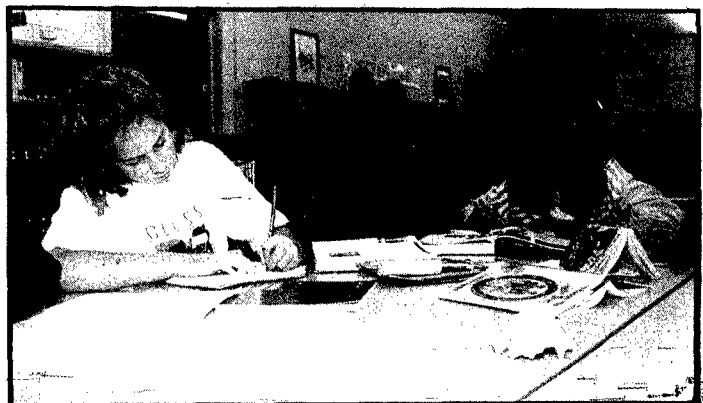
By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The four-part AMERICA 2000 Education Strategy will enable us to achieve these goals.

Wayne Community Schools
and Wayne Professional Teachers
are pleased to help sponsor this
important special section about
literacy.

**We care about
our nation's future.**



Chapter I Programs Assist Students and Parents

by Diane Jaeger

"The Chapter I Reading and Mathematics program has been available in the Winside Elementary School for more than 20 years," says Superintendent Donovon Leighton, who handles the administrative end of the program.

"There are approximately 40 students each year from grades one through six who receive benefits from the program."

Leighton said the program provides an individualized and small instructional program for students working on improving reading and mathematical skills.

He added that students are recommended for participation in the Chapter I program based on scores from the California Test of Basic Skills, which is given annually, and on a teachers matrix rating system.

"WE USE both systems to determine student need for Chapter I because some students just don't score well on tests but are doing A/B work in the classroom, and some are just the opposite," pointed out the superintendent, adding that students must score below 50 percent on either

the reading or math tests to qualify.

"We give a lot of consideration before recommending to parents that their child could benefit from the extra help of Chapter I.

"Once we determine the need for help, a letter is sent to the parents stating that their student will be placed in the program unless they have some objection.

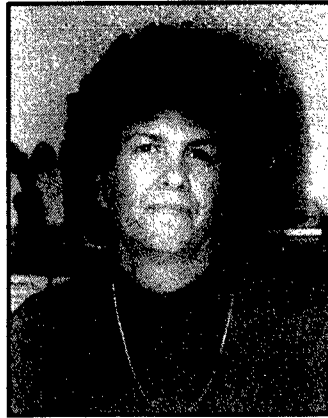
"Most parents come in for a consultation. A small percent of them choose not to put their child in the program."

THIS YEAR'S Chapter I teacher in Winside is Mrs. Barb Kollath.

Mrs. Kollath taught Winside kindergarten the previous two years and has nine years of teaching experience. She replaces Ruth Grone, who retired last year after teaching Chapter I for 18 years.

Mrs. Grone said that through the years she used three programs — Project Success, The Multi-Sensory to Reading and Math, and The Whole Language Approach — to help Chapter I students progress in their ability to be better readers and mathematicians.

"I feel that in the later years I leaned more towards the Whole Language Approach because it worked with



Chapter I teacher Barb Kollath

individual students to create their own stories which they would then make into a book.

"Each child I worked with was an individual, so I worked with their individual learning styles.

"Some students do fine in school the first couple years, then need extra help in about fourth or fifth grade, while others need extra help right away in first grade.

"The majority of students show an improvement from being in the program."

FUNDS FOR the program come from the federal government through the state. They must be applied for annually and the process involves a 16-page application form.

Approximate cost of the program is \$36,000, which covers teacher salary, supplies and in-service.

Mrs. Kollath currently is working with students one-on-one, using both commercially made and teacher made learning games, along with electronic learning devices, the computer, and many other types of materials.

Close contact is kept with the classroom teacher to monitor the child's progress, how the child is functioning in the classroom, and to discover any arising problems as well as improvement.

Parent involvement is an important part of the Chapter I program and parents are strongly encouraged to participate in the Parent Involvement Council which generally meets twice a year, unless a special need arises.

Anyone wanting information on the program or council can contact Mrs. Kollath or Superintendent Leighton at 286-4466.

Diane Jaeger is the Winside Correspondent for *The Wayne Herald*

Declining Test Scores Are Cause for Concern

OMAHA, Neb. (AP) — Nebraska officials play down significance of a decline in state averages on the Scholastic Aptitude Test, citing the small portion of students who took the college entrance examination.

Scores of Nebraska students taking the SAT dropped three points in each portion of the test, verbal and math, from last year. The verbal score was 478 and the math 540. About 10 percent of high school seniors took the test.

Educators said that with such small numbers of students taking the tests, results were bound to fluctuate more dramatically than in East and West Coast states where as many as 85 percent of the students take the test.

In Nebraska, most college-bound seniors take the American College Test, and those results for this year have not been released.

Richard Lundquist, a counselor at

Westside High School in Omaha, where 31 percent of the 1992 seniors took the SAT, said a three-point drop in an SAT score "equates to less than one full question right or wrong for the average student."

"In the scheme of things, it's not a big switch," Lundquist said.

Jack Gilsdorf, director of assessment and evaluation for the Nebraska Department of Education, said the state's SAT score was "only one very indirect indicator of school performance," and he noted that Nebraska students who took the test scored well above the national average.

But Gilsdorf acknowledged that a look at 10 years' worth of SAT scores indicates a definite downward trend in Nebraska. Nebraska's average verbal score in 1982 was 493, or 15 points higher than this year, and its math score

was 552, or 12 points higher.

"That's probably significant, but there are so many intervening variables that can enter in," Gilsdorf said. The department can't get too deeply involved

in analyzing the scores because it lacks curriculum information on individual school districts, he said.

"This is something local school districts need to attend to," Gilsdorf said.

Nothing's 'Write' With Jim

Continued from Page 7

he ashamed? You bet! Ashamed he doesn't read or write and ashamed for anyone outside the family to find out.

Finding a job is difficult because he cannot fill out an application form.

Jim knows Adult Basic Education classes are free and if he would call 375-1492, 375-1553, or 375-1258, in Wayne he could discover the opportunity of learning to read in a one-on-one tutoring

situation.

He could also contact Northeast Community College in Norfolk at 644-0510, or use their toll free number of 1-800-348-9033, to find out where and when he could start learning to read the English language which he already speaks.

Jim hasn't made those contacts. O lucky Jim?

Merlin Wright is a staff writer for *The Wayne Herald*

Hundreds Helped by Local Literacy Project--ABE

International Literacy Day, Sept. 8, has a special significance for almost 2,00 Northeast Nebraskans. They are students and volunteers in Northeast Community College's Adult Basic Education (ABE) program.

According to ABE director Carolyn Apland, 1,518 students were tutored in 49 area communities at over 115 sites during the past program year. Among the sites are libraries, jails, public schools, community centers and private homes. Of the ABE students, around 100 qualify to receive their Nebraska high school diploma each year.

Volunteers are a crucial part of the program, said Ms. Apland. "Without volunteers we would cease to function." She said the recent program year had 434 volunteers giving over 11,890 hours to helping students with their literacy needs. Over 8,000 of those hours were spent in tutoring, and the rest were spent on activities such as office work, student and volunteer recruitment, and community advisory committees.

Martha Svoboda, coordinator of ABE activities in the Wayne area, has been a volunteer for six years. "It's a wonderful experience working with someone and helping them learn," she said. "The one-on-one nature of the teaching is what makes it so meaningful."

Her students have included adults of all skill levels, ranging from those who didn't know how to read to people with high school diplomas who needed a "refresher course" before starting a new job or going to college. With all students, the tutors work on building self-confidence since the inability to read or do other basic skills has affected their feelings of self-worth.

One student became so excited about learning, that relatives were surprised by the dramatic improvement in his attitude and social skills, Mrs. Svoboda recalled.

Adult Basic Education students must be at least 16 years old, but Mrs. Svoboda has worked with students in their sixties and seventies. Students are tutored in groups or individually and

confidentiality is maintained.

According to Ms. Apland, several teaching methods are used to help adults learn. Anyone who enjoys the learning process and working with adults can be a tutor, she said.

In fact, volunteers will become more important than ever because of cuts in federal funding and the increased demand for the ABE program in area communities. She said the last two program years have had an annual increase of over 200 students.

More national media attention on the importance of adult literacy, and the goals of the recent national public education initiative, America 2000, are probable reasons for the increased requests for ABE programs and services.

Another reason is the increased awareness among business and industry of the importance of workplace literacy. "With all the new technologies, workers must know how to read and write to effectively cope with the changes," said Ms. Apland. She said some large area

employers are starting to become involved with workplace literacy activities.

The increasing non-English speaking population has also placed an increased workload on the ABE program. Many of these students participate in the English as a Second Language (ESL) program and in various citizenship and naturalization activities. Others come to the U.S. illiterate and must learn basic skills while trying to learn English.

Mrs. Svoboda said she has tutored a Laotian man, now living in South Sioux City. He was an elementary school principal in his native country, but with his arrival in the U.S., he needed help in English conversation and reading comprehension.

Many Hispanic area residents also take advantage of ESL classes. According to Ms. Apland, 449 students were enrolled in ESL programs in

Continued on Page 15

Adult Basic Education... Keys to Success

Learn to
Read
One-On-One
Tutoring for
Adults

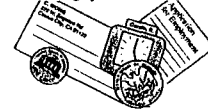


Earn a
High School
Diploma
G.E.D. Test
Review



Improve
Adult Living
Skills

Help on anything from filling out
job applications to
balancing your checkbook



Improve
Basic Skills
Writing, Reading,
Spelling, Math



Study to
Become a
U.S. Citizen



Learn
English
As a Second
Language (ESL)

Help in Speaking, Reading and
Writing in English



ALL CLASSES ARE FREE

For information on Adult Basic Education in
your community, call 644-0510 or 1-800-348-9033.

A service of
Northeast
Community College

Reading Recovery Helps Young Readers Achieve

by Tim Doulin

Jermaria pauses over the word *these*, prompting her teacher Sue Burt to pull out a tray of plastic letters and write the word on the desk top for her pupil.

Jermaria repeats the word *these* several times while running her finger under the letters.

Burt finally scrambles the plastic letters and asks Jermaria to use them to write *these*. She does so successfully.

"She's made wonderful progress. My goal is for her to become an independent reader because the teacher isn't always going to be around to help," Burt said.

In January, Jermaria could barely read. Now, she breezes through such children's stories as "The Three Little Pigs" with hardly a slip. Soon she is expected to be reading at the same level as her average first-grade classmates at Second Avenue Elementary School in Columbus, Ohio.

Jermaria's progress can be traced to Reading Recovery, a program designed to help young readers before they develop bad reading habits. Working one-on-one with a specially trained teacher for 30 minutes a day, the child's reading level is raised to that of the class average, usually within three to four months.

Reading Recovery was developed by psychologist Marie Clay of New Zealand. It was first used in this country in 1984 when it was introduced in the Columbus

Public Schools by the Ohio State University. Today, the program is used by 25,000 children in 42 states.

by those learning to read. "Some children don't realize that everything they read is supposed to make sense," Stuck says. "Some kids don't know that you read from left to right. Some don't realize that you read the front end of the word first and then the end of the word. Some don't realize you look at the print instead of the pictures. And that is where you have to start."

Reading Recovery is not a packaged program. Instead of relying on worksheets and routine fill-in-the-blanks exercises, children read and write every day.

The teacher keeps a running record of the child's performance, noting stumbling blocks and cues the child relies on. When a roadblock occurs, the teacher may ask the child to write the word on a piece of paper several times, saying the word over and over.

Synda Slegeski, a Reading Recovery teacher at South Mifflin Elementary School in Columbus, is passionate about the program.

"There is a nice spin-off—the way you view children as active learners," she says. "You ask them to solve problems instead of just giving them the answer."

"In the future, you may not have a low reading group. With this program, these kids can just learn. They just need specific intervention to sort out confusion instead of letting it become embedded. That is what is so exciting."

Tim Doulin is an education writer for *The Columbus (Ohio) Dispatch*.



Reading Recovery, first developed in New Zealand, is helping young readers across the country.

NATIONAL LITERACY DAY

SEPTEMBER 8, 1992

**Celebrate the most
basic of all
skills...READING!**

ALLEN PUBLIC SCHOOLS

126 EAST 5TH STREET ALLEN, NEBRASKA 635-2484



Another Chance

by Alvin R. Cole

I left school in the tenth grade, even though my grades weren't that bad. Like a lot of people who had a hard time learning, I had trouble reading. In the literacy program, I've found out I have dyslexia. I didn't know that when I was in school, and neither did they.

In the school I went to, you didn't get much individual attention. There were too many students, so if you had questions, you had to wait until the teacher got around to you. And at that age, you didn't want people to know you were having trouble. You just kind of said to yourself, "Well, I'll get by." But you didn't.

I realize now, if I had stayed in school, they probably would have pushed me through. But then I would have ended up like a lot of other people—with a diploma that was just another piece of paper I couldn't read. And that's not what I want. I don't want anyone passing me through if I haven't earned it. I'm 39 now, and I've had a

pretty good life so far, but it's better now that I'm getting my education. So I feel good about having another chance.

And I'm determined, now that I know I have the potential. Before, I wasn't sure. But when other people see things in you, it's amazing how you can change yourself. I want to get my GED, and I want to go to college—or at least take some college courses. But I don't have deadlines for my goals. I haven't set any time limits, because I want to *know* what I'm learning. When I get that piece of paper, I want it to really *mean* something.

The literacy program is different, because it's one-on-one, and the tutor is directly in communication with you. It's helped a great deal. It has given me a lot more confidence in myself. It's not that it makes you feel cocky. It's just like you can hold your head up and feel as though you're somebody. And that's reflected in every part of my life.

In my job, for example, I'm not scared to tackle a new problem. We have a very advanced computer set-up in our plant, and I have to be able to read the screens and enter data. And if

the office boss comes out with a memo about changes, I have to read that and understand it, because it's going to affect my job performance. And now I can do that.

It's helped my service to my community too. When you're illiterate, you don't even try to get involved, because you're afraid the organization might ask you to do something that involves more reading or writing than you can do. For example, one time I was part of a group helping to give hearing tests at day care schools, and my job was to write the kids' names down. That was a scary challenge, because I didn't know how to spell all those names, and five years earlier, that would have kept me from getting involved. But after being in the literacy program, I didn't shy away.

So after being involved with this program for something like five years, I'm sort of addicted to a certain degree. The people here even had enough faith in me to make me one of my state's regional representatives to the national literacy council, and I feel very honored. Last year we went to Washington D.C. for the third Congress for Literacy,

and it was very moving. It was hard to believe I had been there, that I'd been able to meet the First Lady and shake her hand.

I also met a young Hispanic lady from California who told me that when she couldn't read, she just stayed at home. She never left her neighborhood for 12 or 15 years, because she was afraid she wouldn't be able to find her way back. But there she was on the East Coast, riding around Washington, D.C., looking at all the monuments, reading all the street signs and everything. For a lady that couldn't make it out of her own backyard, she'd come pretty far since she got into the program—all the way across on the other side of the country.

And I can see how far I've come, too. I can even see it at home. I'm a grandfather now, and it feels good that I can read to my granddaughter. I try to make learning for her fun and easy ... and teach her what's been taught to me. And that's been one of the greatest joys about having another chance.

Alvin R. Cole is a relief operator at Alumax, Inc.'s Lancaster, Pa., plant.

What I Owe

by George McDermott

It's funny how people react when they find out I'm a volunteer tutor in an adult literacy program.

Some of them are surprised the program is even necessary—as if, somehow, illiteracy is no longer a problem. Not in this part of the country, or not in this state, or at least not in this community. Maybe they don't know about the high drop-out rates in our schools—in our city system, in the suburbs and especially in the rural areas. Maybe they don't know how many of those drop-outs can be traced to reading problems. Maybe they don't know about the reading disabilities, like dyslexia, that have nothing to do with geography or demographics. Or maybe they're forgetting—or ignoring—what they know.

But even among those who are aware of the problem, the reactions seem slightly off the mark, because they focus on what I'm doing. They talk about the importance of community service in general and of literacy programs in particular. And of course they've got a point: except for providing food or shelter or health care, I can't think of anything more valuable than helping people learn to read and write better.

But when they stop there, it seems to me, they're considering just half the equation. They're thinking about what the students learn from their tutors ... but not about what the tutors get back from their students. And I don't mean just the rewards people usually think of—like feeling good about yourself helping you're helping someone else. Those rewards are there, and I'll

cheerfully accept them. But in my case at least, this is not really a selfless endeavor. I do think I'm helping Alvin. But I *know* Alvin is helping me.

He's helped me rediscover the joy of learning. As we've read together, I've been excited by his interest in things I haven't thought about for years.

He's taught me to feel grateful for things like being able to find a store by just quickly reading the signs as I drive down the street. For those of us who've never had trouble with reading, it's hard to imagine how difficult life can be when you *can't* read street signs, or directions on a package, or any of the



Literacy tutor George McDermott, left, meets regularly with Alvin R. Cole.

other everyday things we take for granted. It's hard to understand what a challenge reading is—especially for those with learning disabilities like the dyslexia Alvin has had to struggle to overcome.

He's shown me a whole different way of looking at our world. When you've had trouble reading for most of your life, you learn other ways of getting by. In one of our sessions, for example, we got to talking about Philadelphia cheese steaks, and Alvin told me the best one he'd ever had was at a restaurant in Delaware. But when he started telling me how to get to the

restaurant, all his directions were based on visual landmarks—"Turn left at the gas station, on a road that goes downhill and turns back nearly 180 degrees"—the kind of directions that would work for someone who couldn't read the signs. But they didn't work for me. I couldn't possibly remember that much visual detail; I'm much too dependent on reading the signs.

He's given me a whole new perspective on commitment in the face of adversity. We live in an area that prides itself on its strong work ethic, which is part of the community's rural, Pennsylvania Dutch heritage. But I've never seen greater dedication and determination than I've seen in Alvin, who shares none of that heritage. He's reading very well now, and that's not because of me or his previous tutors; it's because of his own commitment—his insistence on learning, not just "getting a piece of paper."

And most of all, he's helped me remember what a miracle reading really is. I majored in English and I write for a living ... but over the years, I guess I'd kind of forgotten why. Now I remember. And I owe that to Alvin.

George McDermott, a literacy tutor in Lancaster, Pa., is a writer for Armstrong World Industries.

8 Ways Parents Can Promote Reading At Home

As a parent, you are your child's first—and most important—teacher. Here are eight ways you can help your child become a better reader.

1. Read yourself. Your actions really do speak louder than your words. When your kids see you reading the newspaper or curling up with a book, they'll want to follow your example.

2. Make sure your children read every day. Reading—like shooting baskets or playing the piano—is a skill. Like other skills, it gets better with practice. Researchers have found that children who spend at least 30 minutes a day reading for fun—whether they read books, newspapers or magazines—develop the skills to be better readers at school.

3. Get the library habit. Make sure everyone in your family has a library card. Schedule regular trips to the library. While you're there, check out a book yourself!

4. Read aloud to your children. In *The Read Aloud Handbook*, Jim Trelease reports on research showing that this is the most important thing parents can do to help their children become better readers. Here are some tips from the book:

- Start reading to your children when they are young. It's never too early to begin reading to your children, according to Trelease.
- Set aside some time each day for reading aloud. Even 10 minutes a day can have a big impact. Bedtime is a natural read-aloud time. Other busy families read aloud at breakfast or just after dinner.

• Don't stop reading to your children as they grow older. You'll both enjoy the chance to do something together.

• Read books you enjoy. Your kids will know if you're faking it.

5. Here's a way to use your newspaper to encourage reading: a scavenger hunt. Give your child a list of things to find in today's newspaper. Here are some ideas:

- A map of the United States.
- A picture of your child's favorite athlete.
- The temperature in the city where a family member lives.
- Three words that begin with "w."
- A movie that's playing at a nearby theater.

6. Give books as gifts. Then find a special place for your children to keep their own library.

7. Make reading a privilege. Say, "You can stay up 15 minutes later tonight if you're reading in bed." Or you might say, "Because you helped with the dishes, I have some time to read you an extra story."

8. If you're not a good reader, you can still encourage your children. As your children learn to read, ask them to read to you. Talk about books your children have read. Ask a friend or relative to read aloud to your children.

NATIONAL LITERACY DAY SEPTEMBER 8, 1992



**Celebrate the most
basic of all
skills...READING!**

WINSIDE PUBLIC SCHOOLS

WINSIDE, NEBRASKA TELEPHONE: 286-4465

Local Libraries Turn on 'Information Power'

by Alan Kosse

Information power is the latest buzzword for community libraries.

Wayne State College's U.S. Conn Library and the Wayne Public Library itself are fixtures for recreational and instructional resources for the town and Northeast Nebraska.

"We are expected to be an information center," Jolene Klein, Director of the Wayne Public Library, said. "We have college students in to do research when the magazine they need is missing from the college library, but in general we are here to help community businesses help themselves." Mary Woehler, library assistant II, puts it simply: "Our first priority is to serve the users."

To stay on top of today's overload of information, both libraries depend on up-dated technology such as compact disc data bases.

The U.S. Conn Library by far the larger of the two libraries with 160,000 volumes, 50,000 government documents, 1,100 periodicals and seating

for 500, now also uses the state college library catalogue system. Such advances have eliminated tedious searches and fingers fumbling through the card catalogue.

The answer to age-old questions such as who wrote the poem "Purple Cow" can be solved with lightening speed.

Lois Spencer, WSC reference librarian, was only momentarily stumped by the colorful question, for she has heard many like it before.

"Yes, we still get requests for the unknown authors, but questions tend to be more about congressional representatives and the like," she said. "As for the poem itself, I could only quote it to you the way I learned a long time ago. I don't know just yet who wrote it, but I can find out for you."

Most inquiries at the Wayne libraries include where to find information on a topic even though both serve different functions for the community.

The city library's focus is on public and recreational reading and not on



Wayne Public Librarians Jolene Klein and Dorothy Stevenson

reference material.

Assistant Public Librarian Dorothy Stevenson says most people want to know about best sellers such as Scarlett, Alexandra Ripley's sequel to Gone with the Wind.

Questions of westerns and mysteries are popular but I've even had to settle a bet about a baseball statistic over the phone," Stevenson said. "You don't

Continued on Page 15



NATIONAL LITERACY DAY SEPT. 8, 1992

*It's never too early,
or too late...
to learn to read!*

WAYNE'S PAC'N'SAVE

DISCOUNT SUPERMARKETS — HOME OWNED & OPERATED

• WEST HWY 35 • 375-1202 • HRS: MON - SAT 7:30 AM - 10 PM SUNDAY 8 AM - 8 PM

Libraries Plug Into Information

Continued from Page 14

ever know what the next question will be so we have to know how to answer about anything."

Knowing how to answer involves knowing where to look. To help, the public library has recently added encyclopedias on compact disc (CD). Compton's, an intermediate grade level, and Electronic Encyclopedia - the same as 21 printed volumes of Academic American, which is geared for adults - is now available.

If one would like to check on prices in the "Blue Book", the official used car guide, prefers large-print text, or would just like to check out art prints for their home or office, they can be sure to find the answer at the public library.

The college library, Spencer added, is an undergraduate facility and not meant to fulfill the roll as a research library, "except in the fields where we have masters programs like business and education. We probably never will either because the new CD system allows us to call for information from Harvard, UCLA or anywhere."

Interlibrary loan is the option that allows both libraries to retrieve text

from around the world.

In addition, the college library checks out computer discs, runs off 800 copies per week on each of its five photocopy machines and along with the public library, offers countless microforms, records and video material.

By December, the U.S. Conn users may see a CD tower system in place which would allow two to six people to search for periodicals at one time.

Klein says that users and staff members alike at the city library, "look forward to when we can use an automated card catalogue and circulation system similar to the college's."

So it seems our libraries are taking care of us by aiding us in handier acquisition to a mounting influx of information. And oh, yes. A smiling reference librarian has just finished thumbing through Granger's Index to Poetry where she found: "I never saw a Purple Cow, I never hope to see one. But I can tell you anyhow, I'd rather see than be one," . . . and its author Gelett Burgess.

Alan Kosse is a freelance reporter for *TheWayne Herald*



Wayne State librarians Mary Woehler, left and Lois Spencer

Hundreds Are Helped

Continued from Page 13

Northeast Nebraska.

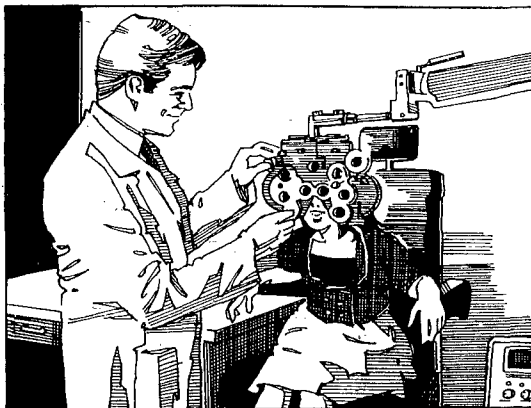
"Illiteracy in Northeast Nebraska affects everyone in the area -- employers, social service recipients, or family members," said Ms. Apland. "Illiteracy affects the economic and social environment in every community."

To enroll in Adult Basic Education programs in this area or to become a

volunteer, contact: ALLEN, Darlene Roberts, 635-2372; EMERSON, Marlene Winbolt, 695-2405; LAUREL, Don Helgren, 256-3927; PENDER, Stella Puls, 385-2770; WAKEFIELD, Ted Helberg, 287-2421; WAYNE, Martha Svoboda, 375-1258; or NORTHEAST COMMUNITY COLLEGE; Jean Atwood, 1-800-348-9033.

Literacy Starts With BETTER VISION

Your child's future depends on his/her vision.



See That Your Children Can See Well

50% of reading problems in children can be attributed to undetected visual problems. Our thorough eye examinations can spot any eye trouble your child may have and also determine your child's prescription if needed. You can rely on our qualified staff.



Wayne Vision Center

Donald E. Koeber O.D.

"Where All Family Eyecare Needs Are Met"

M-F 8-5/Sat 8-12 Closed Noon Hour



313 Main • Wayne, NE

375-2020

BOOKS

GIVE US

WINGS



EXPLORE NEW WORLDS—READ!

THE CENTER FOR THE BOOK

For more information, contact:
The Center for The Book
 Library of Congress
 Washington, D.C. 20540
 Phone: (202) 707-5221

To be a volunteer tutor in
 your community or
 to learn to read, call the
Coors Literacy Hotline:
1-(800) 626-4601

Special thanks to The Baltimore Sun,
 The Columbus (Ohio) Dispatch, Education
 Writers Association, Lancaster (Pa.)
 Newspapers Inc., The New York Times and
 The Palm Beach Post, West Palm
 Beach, Fla., for their help in preparing
To Read.

Credits:

- Cover art: The Learning Channel,
Nip Rogers
- Editor: KJA Communications,
Kristen J. Amundson
- Design and production:
Design Concepts, Milt Clipper and
Barbara T. Welch



To Read was prepared by the Newspaper Association of America Foundation in conjunction with this newspaper. Companies that supply the paper on which the newspaper is printed, other firms supplying materials and services to the newspaper industry and many other organizations have supported this project. See the sponsors and literacy resource organizations listed on this page.

This year, NAA Foundation and the newspaper industry welcome The Learning Channel and hundreds of local cable operators as partners in this important literacy venture. In addition to this print piece will be a one-hour television special on Sept. 8. Also titled *To Read*, the show will celebrate the joy and value of reading.

NAA Foundation is the educational and charitable arm of the Newspaper Association of America, a non-profit organization representing more than 1,700 newspapers in the United States and Canada. NAA Foundation was chartered in 1961 to encourage in the broadest and most liberal manner the advancement of freedom of speech and of the press. The Foundation is the national sponsor of Newspaper in Education and newspaper literacy programs in which newspapers are used as educational aids in a wide variety of academic areas and grade levels.

The Learning Channel serves nearly 17 million homes nationwide. TLC is a service of Discovery Networks, a division of Discovery Communications Inc., which also operates Discovery Channel, the nation's fifth largest cable television network. *To Read* is one among several literacy programs to be offered by TLC in the coming months. Those programs include *No Problem*, a weekly series for Spanish speaking viewers learning English as a second language and *Learn To Read*, a weekly series that features lessons on the fundamentals of reading.

For more information, contact *The Wayne Herald*, Publisher's Office, 375-2600



Newspaper Association of America Foundation

Other National Resources

American Association for Adult and Continuing Education
 2101 Wilson Blvd., Suite 925
 Arlington, Va. 22201
 Phone: (703) 522-2234

American Library Association
 50 E. Huron
 Chicago, Ill. 60611
 Phone: (800) 545-2433

Clearinghouse on Adult Literacy and Learning
 Division of Adult Education and Literacy
 U.S. Department of Education
 400 Maryland Ave., SW
 Washington, D.C. 20202-7240
 Phone: (202) 205-9996

General Federation of Women's Clubs
 1734 N St., NW
 Washington, D.C. 20036-2990
 Phone: (202) 347-3168

International Reading Association
 800 Barksdale Rd.
 P.O. Box 8139
 Newark, Del. 19714-8139
 Phone: (800) 336-READ, Ext. 215

Laubach Literacy Action
 1320 Jamesville Ave., Box 131
 Syracuse, N.Y. 13210
 Phone: (315) 422-9121

Literacy Volunteers of America Inc.
 5795 Widewaters Parkway
 Syracuse, N.Y. 13214
 Phone: (315) 445-8000

National Center for Family Literacy
 401 S. 4th Ave., Suite 610
 Louisville, Ky. 40202
 Phone: (502) 584-1133

National Institute for Literacy
 800 Connecticut Ave., Suite 200
 Washington, D.C. 20202-7560
 Phone: (202) 632-1500

Newspaper Association of America Foundation
 gratefully acknowledges the following organizations for their support of *To Read*:

- | | | | |
|---|----------------------------------|--|--|
| • Abitibi-Price Sales Corp. | • Donohue Inc. | • James River Corp. | • Rockwell International |
| • Alberta Newsprint Co. | • FERAG Inc. | • Kimberly-Clark | • Scitex America Corp. |
| • Augusta Newsprint Co. | • Fletcher Challenge Paper Co. | • Kruger Inc. | • Smurfit Newsprint Corp. |
| • Boise Cascade | • Flint Ink Corp. | • National Coalition for Literacy | • Southeast Paper Newsprint Sales |
| • Bowater Inc. | • FSC Paper Company, L.P. | • NORPAC (Weyerhaeuser Co.) | • Spruce Falls Inc. |
| • Canadian Pacific Forest Products Ltd. | • Garden State Paper Co. Inc. | • Ponderay Newsprint Co. | • Stone Consolidated Newsprint |
| • Champion Inc. Corporation | • Hall Processing Systems | • Powell River-Alberni Sales Corp.
(MacMillan Bloedel Ltd.) | • Stora Forest Industries Ltd. |
| • Daishowa Forest Products Ltd. | • Inland Empire Paper Co. | • Quebec and Ontario Paper Co. Ltd. | *Blue ink denotes Wayne Herald/
Morning Shopper Suppliers |
| • Domtar Inc. | • James MacLaren Industries Inc. | | |