

HARNEY COUNTY HISTORY PROJECT

AV-Oral History #223 - Sides A/B

Subject: Excellence in Education 1986-87 Award Program

Place: Burns Union High School

Date: October 21, 1987

Interviewer: Pauline Braymen

(Burns Union High School Band playing "Scotland The Brave" and "Star Spangled Banner") (Applause)

SUSAN PIELSTICK: Good evening. The ceremony tonight is to honor Burns Union High School as a national recipient of the secondary school award. I'd like to extend a warm welcome to Dr. George Swift who is representing the U. S. Department of Education, and he will be presenting the award after the --- at the end of the ceremony. The school of excellence can only be achieved by the dedication that it receives from our parents, our staff, our faculty, our taxpayers, our alumni, and our students. We thank all of you tonight for making this award a reality.

My name is Susan Pielstick, and I am current Chairman of the Board of Directors. In August, we were told that we could send three delegates to Washington, D. C. We chose Mr. Chuck Vawter, who was Burns Union High School's superintendent for ten years, and retired, retired July 1st of this year. Mr. Vawter is a man who cared deeply for his students, and we appreciate everything he did for this district. We chose Dr. Brian Metke, who instigated this award, and wrote it up. Striving for excellence is Dr. Metke's challenge. And believe me he challenges all of us always to do the same. We chose

Mrs. Connie Corbet, Deputy Clerk who will be retiring December 31st of this year. She has given many years of dedication, and for her we are very grateful.

During the ceremony tonight, we are going to be honoring alumni from many walks of life, who are the products of our accomplishments. We are honoring past and present board members, who volunteered their time for the simple reason; they care for kids and education. Honors go to our staff, past and present, who are the backbones of our student's education. Honors go to our parents and our community; for all that they give us in volunteering their time, for their tax dollars, and for the support that they give our educational system, both in the classroom and to our co-curricular activities. And honors go to our students, who take pride in their studies, and we are proud of them. And for continuing their education after this school. Following the ceremony tonight, we invite all of you to go to the cafeteria for refreshments, and there you will see sixteen fine arts exhibits from former students who have brought something to this school, just for the occasion tonight. It's with great pleasure and respect, that I now give you Mrs. Connie Corbet. (Applause)

CONNIE CORBET: Well, first off I'd like to thank Chairman Pielstick, and our Board of Directors for giving me the opportunity to attend the National Secondary School Awards Ceremony in Washington, D. C. I'd also like to thank Superintendent Metke, and retiring Superintendent Chuck Vawter for selecting me as the one to attend the reception in the Rose Garden of the White House, and to listen to our President speak.

I'd like to kind of press upon some of the comments that he made during his speech. Some of them helped me to gain some knowledge on the person himself. He started out by addressing the group and said you people here are what's good about education today. He stated that he believed in merit pay for teachers. He also believed in additional testing. He went on to say that he thought it was fitting that we were with him in

Washington, the home of our Constitution. He also said that one of the fundamental principles of our Constitution was freedom of religion. And he could never understand why it was wrong for it to be in the schools. But he told the group, he said, "As long as you teachers are giving tests," he says, "I don't care what they say, there'll always be prayer in the schools." (Laughter)

He also went on to mention his principals, and he stated that he spent some time in the office. He said not all those experiences were pleasant. But he said that he always remembered that his principal said to him, "It's not what you think of me now that counts, it's what you think of me fifteen years from now that matters." And he said it didn't take that long to realize what he was talking about. And he spoke of him with respect and an admiration. He finalized his address by saying, "Class, dismissed."

You know, I'm --- this trip to Washington, D. C. was probably one of the highlights of my career. To --- and if you haven't been there, I would just like to encourage you to all to take that trip. Because it made it my --- to me it made our nation's history come alive. And I was surprised at the emotions that I felt. They ranged from laughter, pride, and sorrow. Pride when I went to the National Archives, and saw the signatures of our forefathers on our Constitution. Pride when I visited our National Monument. Pride in our school and community when Dr. Metke received the school recognition flag from Secretary of Education Bennett. And sorrow, when I visited the Vietnam Memorial and Arlington Cemetery. You know I --- there were --- I believe that I was probably the only classified employee out of the 271 employees --- or schools that were represented there. And for you all, I'd like to thank you very much. (Applause)

BRIAN METKE: Well, when I found out that Connie Corbet was heading to Washington, D. C. and I got to go with her, I was going back there to have fun. I would like to thank the Board and the community for the honor and privilege to represent this community in

receiving that flag. What --- I may have gone back there to have fun, what I found out was that this is a once in a lifetime award and honor for this community.

Now, you may think it is going to take a lifetime to get through this program tonight. But, here is my point. Excellence should never go unrecognized, or uncelebrated.

When Chuck Vawter and Connie and I arrived at the Vista International, it was midnight eastern time. Now we --- our bodies were still on Oregon time. It was about eight-thirty. We linked up with educators from Delaware, Michigan, New York. Down in the lobby, there was an educator from New York that got on the piano, he started playing songs, we started singing, we started celebrating. Connie gets up and does one of her Basque Jotas. (Laughter) Then the desk clerk comes over. And of course he couldn't tell who was the loudest, you know, of the company. He says you people are being too loud, and we are shutting down the piano. Mr. Vawter turned and basically spoke for the entire delegation and said, "Boy, if you people are going to hold this celebration next year, you come to Oregon where people know how to celebrate." (Laughter)

Now, I am just as curious as you are about what these people may or may not have to say. There is no planned script for this celebration tonight. And the Booster Club, you may have noticed have helped donate --- we have new scoreboards, the clocks are not on, we are not under any time. I'm just as curious as you are what's behind that veil up there. We are going to have a little unveiling at the end of the celebration, so stick around.

I think it almost goes without saying, that in order to even apply for this award, that you have to have an outstanding staff. When I look out at this staff, I do not see bus drivers, teachers, office personnel. I see seventy educators that are willing to give the extra. We have a science teacher that was finalist for the presidential award as the most outstanding math and science teacher in Oregon. We have a past Oregon industrial arts

teacher in Oregon. We have a bus driver that in eleven years has logged 178,000 miles on the Oregon highways. No accidents! I think George has been stuck a couple of times. (Laughter) No accidents. All right. (Laughter) We have a teacher who has coached three state basketball championship teams. One at this school. We have a deputy clerk for twenty-five years. And her dedication to this district, and her frugal, austere financial behavior in time deposits over twenty-five years of levy reductions, at an actual tax paying, payer savings of 1.12 million dollars. We shouldn't have sent her to Washington, D. C. we should have sent her around the world. (Laughter) Or maybe to the moon and back.

It's tough for those people back in Delaware, when we're sitting there trying to explain that our school district is larger than their state. Also, it never ceases to amaze me when people move here. Yes, we are a 130 miles from Lakeview, and Bend, and Ontario. And somehow they're supposed to feel that we are handicapped here. They think surely you must be lacking in some programs. Do you have any foreign language classes? My response is, do you want French or Spanish? They go --- well you, surely you must be handicapped in some of your staffing and personnel. And I say, "Well possibly, it depends on what your definition of handicapped is. We don't have an art teacher for example. We have an artist that happens to like to educate kids."

Also, I think for every school that is has quality, you have to have quality leadership. You think back at the educators in this community that have provided leadership for Harney County. When the average superintendent's tenure is less than four years across the United States, you look at those Tommy Thompsons, those Hank Slaters, those Red Baileys. I am tickled that we have two former administrators of this school, Chuck Vawter and Lee Baldwin on our program. These people's tenure were ten, twenty, thirty years.

Also, as a symbol to all the educators in this county, and I'm not just talking Burns Union High School. You people should know two years before we even applied for this award; Lincoln Junior High School was Honorable Mention at the state level competition. But those Helen Hardwicks, Helen Cowans, Helen Pattons --- those people in the grade schools that have been committed to excellence, we know that here at our level. And believe me, we appreciate it.

We have, and would like to honor this evening two former faculty members, the oldest that we know of living still here in Harney County. We have Austa Carlon who began teaching at Burns Union High School in 1942. We have Don Higgins who began teaching here in 1947. And I have two --- one item for each, I have an up-to-date, official, with a State of Oregon Seal, updated teaching credential. I thought maybe they were hankering to get back into the classroom. Don Higgins, this is good until June 30th, 1988. Austa, this is good until the same date. I even have your social security numbers correct on here. Connie tells me that she can start withholding at any time. (Laughter)

I don't know what these folks are going to say. Perhaps Don Higgins might be able to tell us what education was like forty years ago. So would you please welcome these two. (Applause)

AUSTA CARLON: I'd like to thank Mr. Metke for this honor. And I'm glad to have this opportunity to tell all of you that I have always felt very privileged to be a member of the faculty for nineteen years at Burns Union High School. Now that he has given me this certificate, I think I'd like to go back to work again. How about that? (Laughter) (Applause)

DON HIGGINS: Well, teachers are often remembered by their astounding statements. And I had an astounding statement that I always told my students in drafting. And that is that ink is wet until it dries. (Laughter) And that's a fact! (Laughter)

"Now I'm a lunkhead, and I know it. Ain't no use to squirm and talk, I'm a gump and I'm a lunkhead, I'm a lummox and I'm a gawk. And I make this introduction so all you folks can see, and understand the nature of the critter that I be. That's just the kind of thing I be.

And in our neighborhood lived young Jim Stump and Joe Craig, and Hiram Underwood. We all grewed up like corn in the same hill, just like four separate stalks. They were lunkheads just like me, and lummox and gawks. But I knowed I was a lunkhead, and them other fellers didn't know. When they thought they was the biggest punkins and the prettiest in the row.

I used to laugh and say, you fellers soon will see when you go out into the world what gawky things you be. Now Joe Craig was a lunkhead, but it never got through his pate, and you've all heard tell of him, he's the governor of the state. (Laughter)

And Jim Stump blundered off to war, a most uncommon gump. Didn't know enough to know it, but came home General Stump. Then Hiram Underwood went off, biggest gump of all. Folks said he didn't know enough to share an Adams fall. But he got into the railroad business, and he always grabbed his share.

Now the gump who didn't know it, is a fifty millionaire. So often out here hoeing, I sit down between the stalks, thinking how we four together were lummox and gawks. All were gumps and all were lunkheads, but they didn't know, you see. So I'm asking, if I hadn't known where in Sam hill would I be? (Laughter) But I stayed home and rattled in the cornfield, like a chump, 'cause I knowed I was a lummox and lunkhead and a gump.

But if I hadn't known like them other fellers there, why today I might be sitting in the presidential chair. Now we are all lunkheads, now don't get mad. And lummox and gawks, so we poor fools who know we be, we walk in humble walks. So I say to all good lunkheads, keep your own self in the dark. Don't own or recognize the fact, and you will

make your mark." (Laughter) (Applause)

(BUHS Choir sings "This Is It")

CHARLES VAWTER: I'll be brief. My job is to give you a little history on how this award came about. And briefly, about three years ago Brian Metke, Dr. Metke, I can't get used to that. Brian and I sat down and talked, and thought this would be a good goal to shoot for. Not thinking that we necessarily had a chance to win it, but it would give us things to point towards, to make improvements in our school. So we set out to do that. He --- you might know that Brian is very energetic, and he --- you have a hard time keeping him out of people's hair at times because of that energy. So I gave him the project to write, to keep him out of people's hair. (Laughter)

And he has a way of turning that around and not making it work the way you intend. (Laughter) He handed that to Connie, not to Connie, but to Mim to type, and her fingers were sore. She spent many hours typing it. She turned it over to a committee of teachers, community people, quite a cross-section of the people. And to tell you what a good job they did, many schools who have failed this two and three times over, hired consultants to do their writing.

Our resume was sent to the State Department for a review. I got a call one day that we had passed their judgment. And from there they sent it to Washington. It was screened there, and quite an extensive screening system. They called us and said we had passed that part, and we would be getting an on-sight review.

We had a principal from a large high school of three thousand students from Santa Barbara, I believe, California, and a lady from a large high school in Seattle. To kind of

share what they missed in a school district --- not being in a school district like this, we talked to the Seattle Superintendent who is an acquaintance of mine, and he did not even know the name of the principal that had come here to talk to us.

But they went through our school, looked at everything. They were kind of lukewarm until we were standing out in the hall, and a boy stopped by and said, "Mr. Vawter, what time is the bus to the golf course leave?" And the guy said, "What do you want to go to the golf course for?" And he said, "Our P.E. class is there." And he said, "You didn't have this in your report, and that's exactly what we're looking for."

So to make a long story short, the thing they were looking for when they came here was the inter-action between the school and the community. And they liked what they had. We have the golf course, the bowling alley, the racquetball club opening up to the students to come. We have used the swimming pool. We have the Cowbelles, all the different organizations using the school in return. State police basketball tournament, the bird festival, all of those things that we exchange, that's what they were after. And that, that is the thing that put us over the top.

One of the groups they were especially proud of was the handful of Booster Club members who have, who have --- well Earl Tiller was a Booster Club member at the time, he did a lot of work, so I can explain that he worked a lot on the football field. The field across the street when we moved it to this area. He spent a lot of his own time and money. The Booster Club put up the fence, they built the concession stand, they built the baseball facility. They didn't build the bleachers. They put on a fundraiser and put up the lights at no cost to the taxpayers. That impressed them so. When it comes down to it, all of you here, and those who are not here are responsible for this award. And we all appreciate it. The --- we think we've had a very good school. It's going to get better with your young energetic administrators here. And it's going to get to be a great school.

In appreciation for all of your support, they have --- if you have one of these buttons, my understanding is that you can come into any weekend activity at no cost. Is that correct? Good. We'll see you all at the football game, and the volleyball games.

The --- I would also like to thank everybody for the trip to Washington, D. C. It was really a great trip. Brian Metke did have two experiences there that he may not tell you about. Coming from a little town, we're all friendly, and he had heard this expression, reach out and touch somebody. He did, and he got slapped. (Laughter) When we left the hotel the last morning to come home, he went up to the desk clerk and said to the young lady, "Do I check out with you?" She said, "Not especially." (Laughter) Well it really was a great trip. It was fun with --- Connie is very entertaining. If you get a chance to travel with her, don't pass it up. (Laughter)

It's great to see my two colleagues who were here before me, and before Brian. Lee Baldwin, of course, several years ago, it's great to see him come back, and to Red Bailey. They are also responsible for laying the foundation for such an award as this. And thanks to those, and to all of you. Thank you. (Applause)

(BUHS Band plays "School Fight Song")

(Students Cheer)

DOUGLAS JENKINS: A few summers ago, I was taking a class in Portland. I did a class presentation, and after it was over a lady approached me and said how impressed she was with the presentation. And she asked me where I taught. And I said, "Burns." And her immediate response was, "Oh, that's too bad." (Laughter) The story is funny at first, and then it is not funny. I am proud to teach in Burns. And it is not too bad when students receiving college credit for courses taken at BUHS, not in one subject area, but in five.

And it is not too bad when our students choose to take four years of English, math, and science. Some choose seven periods a day, and yes; some choose eight periods a day. It is not too bad when I can go to New York City and visit two students who I had in class who are making it on their own in the Big Apple. And it is not too bad when I receive a letter from a student who is now going to school in Florida, who took our encouragement and broke away from the Northwest.

It is not too bad when we have Lieutenant Lofgren who received his collegiate education at the United States Air Force Academy. And yet we know we have another BUHS student who will graduate from that same institution this spring. And it is not too bad when we have currently two students in medical residency, and a third student who will enter dental school with just three years of undergraduate work because of the courses she took at BUHS, and received college credit for.

It is not too bad when we have a student who has received a presidential scholarship at Oregon State University, and is now in the School of Engineering. And it is not too bad when I know that we have students who have graduated from Stanford, and from Harvard.

And yes, it is not too bad when someone can encourage me to retell the actions of the 1976 AA Basketball Championship game. And it seems like I always make it more exciting than it really was.

And it is not too bad when I know that I have left out so many awards, so many accomplishments, and so many students, because the list is just too long. If any one segment of our school is responsible for this award, it is our students. For our alumni, and for our students who are in the bleachers tonight, for the faculty and staff of Burns Union High School, I am proud to recognize your excellence! (Applause)

To honor our alumni and students, we brought the earliest graduates from the

class that we could find. We found two members of the Class of 1916. Unable to be with us tonight is Mr. Newton Hotchkiss. But here in our audience, would you please greet Mrs. Eunice Venator Voegtly, from the Class of 1916. (Applause) I said we looked for alumni from the earliest possible ... (tape interruption) who had a great deal to do with my own teaching career ... (tape interruption)

GARY LEE: Good evening. (Applause) Jeff graduated Salutatorian from BUHS in 1980. After leaving Burns ... (tape interruption) initial training at McDill Air Force Base in Florida. ... (tape interruption) Since June of '86, Jeff has been assigned to the 428th Tactical Fighter Squadron Buccaneers and they are at Nellis Air Force Base in Las Vegas, Nevada. Please give a big welcome for Jeffrey G. Lofgren. (Applause)

JEFFREY LOFGREN: I'll be brief. (Laughter) Thank you ladies and gentlemen. I am very honored to be here as part of this exciting celebration. Burns Union High School has achieved a great honor in academic excellence. In looking back through the years, I have come to realize that high school is one of those very important building blocks in young people's lives. This High School prepared me for the many challenges I faced at the Air Force Academy, and later on in my professional life, not only academic wise, but also in leadership responsibilities and team activities.

When I graduated from this high school, I told my classmates that they were well prepared to go out and meet the challenges of this world. Only now do I realize how true those statements were. This honor proves that Burns Union High School is truly accomplishing its task in providing students with the knowledge and know-how to succeed.

At the Academy there is a statue in front of the academic building that symbolizes man's quest for knowledge. The inscription reads, "Man's flight through life is prepared by --- is sustained by the power of his knowledge". I think this statement truly depicts what

Burns Union High School is doing for its students.

Again, I am very honored to have been selected to represent the '80's in this celebration, and very, very proud of our school. Thank you. (Applause)

TERRI WATTS: Good evening. I'm honored to introduce Miss Marla Carlson. In 1972, Miss Marla Carlson received her diploma from here at Burns Union High School. Next Miss Carlson received her Bachelor of Arts in Theater from Lewis and Clark College in 1975, with an emphasis in experimental physical theater technique, based on the works of ... Gwatowsky (sp.?) In July of 1975, Miss Carlson toured with the Oregon Spring Theater ... a project funded by the Oregon Humanities Commission. Next Miss Carlson studied acting and directing at the Goodman School of Drama in Chicago. And worked at the Portland Conservatory Theater in Portland, where she taught acting and rhythmic, in addition to developing administrative skills. Since 1979, Miss Carlson has worked in San Francisco with dancers ... while moving and to collaborate in the creation of material. From 1981 to 1986, Miss Carlson performed with the Margaret Fisher Production Company. She has been in one film ... which is distributed as part of the film ... Miss Carlson hopes to eventually bring the creative and remunerative spirit of her life a little closer together. So she is presently applying to graduate school. Please join with me in welcoming Miss Marla Carlson. (Applause)

MARLA CARLSON: If it had been clear to me that I was going to talk, and that other people were going to have prepared speeches, I think I would have had Mr. Higgins write one for me. (Laughter) And I also --- I, probably you don't realize in honoring me, that this is certainly the largest audience in which --- in front of which I have appeared in a long, long time. I do sort of odd experimental art, and I perform it before about a hundred people a year in San Francisco. So --- I was very flattered and surprised to be invited here tonight. And I'm really pleased. The kind of work that I do doesn't have so many

visible rewards on its own. So it's nice to have one.

I also think that Jeff --- it's very obvious to me that Jeff graduated in 1980, and that I graduated in 1971, and that we are very much products of our times. Because being here during the late '60's, certainly what I was interested in doing was, was doing things my way. And I'm very grateful to all of my teachers who allowed me to do things my way, and helped me temper it a little bit, and gave me help in doing it. And I guess that is what I've continued to do. So, thank you very much. (Applause)

AMY CAMPBELL: Good evening. It gives me great pleasure to introduce to you Dr. Calvin Mosley, a 1962 graduate of Burns Union High School. Currently Dr. Mosley is an Associate Dean and Executive Director of the Program of Public Policy at Harvard University, John F. Kennedy School of Government. Previous to this position, Dr. Mosley has worked as an assistant director of admissions at Harvard and Radcliff Colleges, and Pacific University. Dr. Mosley received his A.B. in journalism and history from Pacific University. His Master's of Education in student personnel administration from Springfield College, where he proceeded to obtain his doctorate of education in administration planning and social policies from Harvard University.

Several distinctive honors have been bestowed upon Dr. Mosley, such as membership in Blue Key a national scholastic and service honorary. Editorship of the Pacific University Index, and the National Medal of Merit for outstanding contributions to college journalism awarded by the Pi Delta Epsilon. In addition to the above literary achievements, Dr. Mosley was also recognized as an All-American baseball player in 1962. Will you all help me --- join with me to welcome Dr. Mosley. (Applause)

DR. CALVIN MOSLEY, JR.: Gosh, this is very nice. I haven't been in this building in years. It looks the same, and even smells the same. (Laughter) And the reason I say that is when you're away from Harney County, smells are very important. Because we

don't have sagebrush in the east. I transplanted once, it didn't work, I find.

I will try to be brief too, or at least I will speak quickly, maybe that will work. I'd like to talk to you tonight about some-thing that you and I both know something about. And that's what it's like to grow up rural. And in this increasing urban society that we live in, less than one fourth of one percent of all young people in America will ever grow up and live in a town the size of Burns. I would like to speak about how this experience, experience of being rural, has influenced my values, and how it has shaped my life.

If you will go with me for a moment, and allow me to be personal, I'm very proud to be here tonight. For myself of course, but more important for my mother, who has sacrificed a great deal for both me and my sister, and for my many friends in the 1960's, some of who are here tonight. There was once a serious question whether or not this smart alec little kid who really only wanted to play ball was ever going to learn to read, let alone get a doctorate from Harvard. For many of you that are here who cajoled me, and encouraged me, and challenged me to be better, I'm forever grateful.

I am, I must admit, a bit uncomfortable and a bit humble representing the '60's at this celebration. I think of some out-standing alumni of that period. Of Hank Dickerson, of Eleanor Weare, of Donna Eki, of Darrell Womack, of Bruce Brown, of Gale Merseeth, and the list goes on. It's a list of especially deserving and distinguished people, all of who I admire greatly. My only solution, I think Brian, is that they weren't home when you called.
(Laughter)

There is a line, by the author Saul Dole, and he said, "Tell me where you are from, and I will tell you who you are." I've read that line time and again, because I think it sums up my view of who I am, and what I hold dear. I am from rural Oregon, and this has provided the foundation of my start, and it has framed the values upon which I draw. Being from a community such as Burns, has allowed me to succeed, and even at times

fail.

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... said it would be a disservice for me to graduate without it. (Laughter) And of course he's right. Probably most important about a place like Harney County for kids like me, was that it provided the opportunity to behold, and stretch, and extend the ways that we might not have tried in a more complicated world. And we all seem to believe at the time that you all cared about the outcome.

As many of you know, I now live a long way from Burns, and work for one of the great universities, not only of this country, but of this world. Working at a place like Harvard, I have the daily privilege of interacting with some of the greatest minds of this country. But, has there ever been a better educator than Hank Slater? Has there ever been a better educator than Mr. Anderson of Hines Grade School? Has there ever been a better teacher than Genieva York? Has there ever been a better teacher than Austa Carlon, who gave me an appreciation of the language I did not know I possessed. My considered opinion is, that you will not find better educators in this country, than these people.

For me, the schools were important institutions in my development indeed. It is so true of many of you in this community. Has there ever been a better role model for living ones life than Dr. John Weare? Has there ever been a kinder man than Hank Dickerson of the U. S. National Bank? Has there ever been a better corporate citizen than Sydney Merseth of Edward Hines Lumber Company, who gave many of us high school and college kids jobs when he really didn't have them? Because he knew we and our parents needed the money to go to school. Has a kid ever had better heros than Scotty Maitland or Jim Womack, or Dellie Smith, or Bob Bradach, or Scott Russell? All guys who showed

us that it wasn't enough to merely be Burns men?

Has a kid ever had better friends than Gary Arntz, or Darrell Womack from whom I learned the value of integrity and hard work. Or Terry Presley, who I have been lucky to count as friend for nearly forty years, no matter where we are or what we do. And who once when we were seventeen years old wanted to give me his military pay to go to college because he thought I should. Or Gale Merseth, for whom I am the godfather of his children, and a person who still awes me with the quality of his mind, and the magnitude of his insight, not to mention his three Harvard degrees, all with honors. I can't imagine where I would be without these people's council or friendship.

Has there ever been wiser people than my buddy Bernie Thompson at the mill? Or my first serious coach Ernie Sealoft who volunteered to be Legion baseball coach? Or Wally Welcome at the drug store, or Chuck Walker, the forever Mayor of Hines. (Laughter) Rancher Joe Altnow, Al Dewey the generous general manager at the Edward Hines Lumber Company, or Glenn Hayes, coach, teacher, artist. Or the Eggleston family, truly a renaissance couple.

Has anyone ever had a better second family than Dwight and Eleanor Allen, or John and Dorothy Womack? Or better first family than mine. From a grandmother I learned the meaning of jealous, although it took a while to sink in. And for a grandfather who taught me about two world wars, a depression, and what it was like to have to go to sea at age twelve out of Rockport, Massachusetts, because he had no other choice in life. Or a mother who gets all the credit for what successes I have had, and know the blame for the things not done right. Or a father who taught me what it means to have pride.

Clearly Burns is a special place, and the deep roots, and its own unique style and web of historic relationships that range from the mill to the ranches. To be fair to its young people, Burns must adapt itself to a, changing conditions, if it's to meet its responsibilities

in a changing world.

In my opinion, this school will clearly act more wisely if it can pledge its problems and its opportunities and form by a sense of its own rich past, and an understanding of its special nature and quality. One of my heroes, Justice Oliver Wendell Holmes, once said, "Continuity with the past is a necessity, not a duty."

Finally, if I may say a word to the young people here. Have pride in who you are, and where you come from. Always be kind and loving towards your family, because of all the people in the world, they love you most, and always will. Thank you for asking this old Hilander home. You have made him very proud. (Applause)

SAM JORDAN: Good evening. I'm very proud to be here tonight. There are three distinguished Burns Union High School graduates that we wish to recognize this evening, who are unable to be with us tonight. Robert F. Smith, from the Class of '49. Norma Petersen Paulus, from the Class of '50. And Gene Timms from the Class of '50. These three were not only classmates and good friends, but they each pursued and assisted one another in active political careers.

Former Secretary of State Norma Paulus was recently appointed by Governor Neil Goldschmidt to the Northwest Power Planning Council. She is now in Montana working with other Pacific North-west leaders in coordinating our energy needs.

Oregon State Senator Gene Timms unfortunately is in Bend this evening at the bedside of his mother, Dot Timms.

U. S. Congressman Robert F. Smith is finalizing on an agricultural bill that is about to be submitted out for his committee and voted on in the House this week.

We are proud of these former graduates, and have received a picture from each that we will have mounted on our newly established Wall of Fame.

Kim DeLange will now read a congratulatory message from Congressman Smith.

Thank you. (Applause)

KIM DeLANGE: To the student body. Please accept my most sincere thanks for the honor you have chosen to bestow on me by selecting my name to be placed on the Burns Union High School Wall of Fame, beside the names of my close friends Norma Paulus and Gene Timms, and of the distinguished graduates. I'm sorry that the legislative schedule of the House of Representatives prevents me from joining you personally.

My selection for this individual honor means a great deal to me. As my fellow alumni attest now, and as current members of the student body will attest later, there is no more gratifying personal achievement than which comes from the people in the community who know you best. Burns has always been, and will always be my home. While winning and keeping the respect of my neighbors, and friends is most important of my own career, and an ever broadening radius of public service has taught me that personal recognition is only a share of the big picture.

This ceremony today marks the admirable level of achievement by this school in that bigger picture, in achievement deserving of the greatest praise.

The designation of Burns Union High School as the 1987 recipient of the National Secondary Recognition Award places you in a rare category of exemplary educational systems in the United States. A rigorous examination of BUHS by awards directors stands for the rest of the nation as positive proof of the high educational personnel and community standards set here. Maybe the most review of the system; it was the result of the combined excellence of staff, faculty, and students, not only a single group. That kind of teamwork is unusual, and that makes it a very valuable community demanding of wider respect.

In conclusion, I want you to know that I have long boasted about Burns and BUHS, first to my colleagues in the Legislature in Salem, and more recently to my fellow

members of the United States Congress from across America. This award gives each of us who have lived here and graduated from BUHS, a very satisfying chance to say, "We knew it all along." Thank you again. Very truly yours, Robert F. Smith, Member of Congress. (Applause)

(BUHS Choir sings "American Pride" and "God Bless The USA")

DAVID HENRY: Good evening. It is with great honor to introduce to you this evening Dr. George Swift, representing William S. Bennett, U. S. Department of Education. (Applause)

DR. GEORGE SWIFT: Thank you so much. It's --- sitting up here listening to these other people speak tonight, and I kept thinking, there's something I'm feeling, and I don't know how to describe it. First of all, I don't know who put the program together tonight, but I have been to several of these presentations over the last few years, and I have never seen a program that's as outstanding as this one. (Applause) The other feeling I have is guilt. I feel guilty that I am not on staff at Burns. (Laughter) I feel guilty I'm not part of the administration, or at least I should live here and be a part of this. I guess I'm --- for I was born in Potlatch, Idaho, so I guess I understand rural. (Laughter)

It's an honor being here tonight representing Dr. Bennett. For I'm also representing my immediate supervisor George Hood, he's the Secretary's Regional Representative in Seattle. They have a regional office there. I'd like to tell you just a little bit about this Department of Education. And then also describe in a little more detail the secondary schools award process. First of all, the country is divided into ten regional offices. Our regional office, region ten, is in Seattle, and we work with four states. We work with Alaska, Idaho, Oregon, and Washington. What --- you know, about one fourth

of the geographic area in the United States. We have a staff of four in our immediate office, a secretary and regional rep. We also have some other components there, we have an office of civil rights, the inspector general's office, we have some student financial aid, and we have vocational rehabilitation office. And I mention that, because I want to come back to this a little later in my presentation.

Now let me explain the selection process for the secondary school recognition program. I don't think you should take this award lightly. You know there are 29,600 high schools in the United States. There are 271 who received this award this year. That's astounding, I think, that a school here in Oregon, in a small community was able to receive one of those awards.

As a first step in the selection process, each state superintendent for public instruction, in this case Vern Duncan was invited to nominate schools based on procedures determined by the state. Principals of the nominated schools then supplied detailed information about their programs, practices, and policies. This year special emphasis was given to creative and effective ways of teaching citizenship and the U. S. Constitution. All the nominations were examined by a review panel in Washington D. C. of 71 members appointed by the department. In March, the panel recommended that 370 of the schools from forty-nine states were recommended for site visits. The purpose of the school site visit was to evaluate and augment the information submitted by each school, by observing classroom instruction, reviewing documents, and meeting with parents, teachers, and administrators, and other members of the school community. These site visits were conducted in the spring by a separate group of experts. Most of the site visitors were practicing educators, many of them principals of schools recognized by the program in previous years. Two site visitors visited each school for two days, after which they submitted a detailed and lengthy report. In May the 71-member review panel

reconvened in Washington, D. C. They considered the two site review reports prepared for each school, and recommended to the Secretary the 271 school awards. Schools nominated in the program are scrutinized for fourteen attributes of successful schools, and seven indicators of accomplishments. And I'd like to read them to you tonight. I know they are lengthy, but I think they are important. The fourteen attributes are:

1. First, clear academic goals set by the school.
2. High expectations for students.
3. Order and discipline in the schools.
4. Rewards and incentives for students.
5. Regular and frequent monitoring of student progress.
6. Development of good student character, and values.
7. Teacher input and staff training.
8. Rewards and incentives for teachers.
9. A concentration on academic learning.
10. A positive school climate.
11. Administrative leadership.
12. A well-articulated curriculum.
13. Evaluation for instructoral improvement.
14. And community support and involvement, which is so important.

The seven indicators of accomplishment are:

1. Student performance on standardized tests.
2. Student performance on competency tests.
3. Students success in high schools or close secondary education.
4. Attendance rate for both students and teachers.
5. And students suspensions and other exclusions. The dropout rate was looked at.

6. Awards for outstanding school programs and teaching.

7. And last, student awards in academic or vocational competition.

In our region, in the four states I talked to you about earlier, there were only ten high schools so honored this year. Alaska had one, Idaho had one, Washington had three, and Oregon had five. (Applause) The five in Oregon were: Gladstone, a high school at Gladstone; Lakeridge High School, Lake Oswego; North Bend High School, North Bend; South Salem High School; and Burns Union High School. (Applause)

There are so few high schools ever honored like this, that it really is an outstanding accomplishment. It is indeed an honor for me to represent the U. S. Secretary here tonight, to present to you Dave, and to the Hilanders this plaque, the symbol of Excellence in Education. Dave, would you read that to the audience for us please.

DAVE HENRY: U. S. Department of Education, Secondary School Recognition Program recognizes Burns Union High School, Burns, Oregon, for outstanding progress in Excellence in Education 1986-87. William S. Bennett, Secretary of Education. (Applause)

DR. GEORGE SWIFT: Thank you so much for having me come before you tonight. I'm not sure who learned the most. I learned an awful lot about Burns, and I love it. Thank you so much. (Applause)

(Unveiling of Wall Plaque)

(BUHS Band plays "Music For A Celebration" and "Stars and Stripes Forever")

(End of Tape)

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