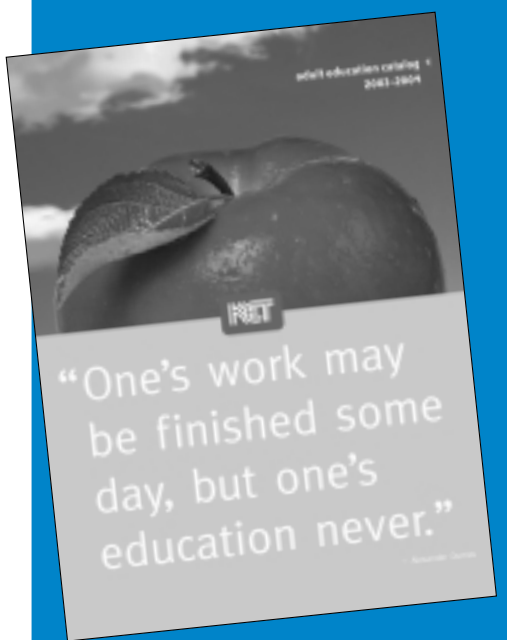

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Articles examine methods and technologies; explore locations and applications; and feature leaders who find successful, innovative ways to reach adult learners using KET materials. Unless otherwise noted, the material in this publication is not copyrighted. Please feel free to use it in the cause of adult education.

If you have comments, questions, or story ideas, please send them to Margaret Norman, editor, or Phyllis Youngerman, writer, by mail: KET Enterprise, 560 Cooper Drive, Lexington, KY 40502-2200; by phone: (800) 354-9067; by fax (859) 258-7396; or by e-mail: adulted@ket.org

You can see this issue on our web site at www.ket.org/ged. Click "Newsletters."

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adult learning quarterly

Hasan Davis is Newest Forum Guest for LiteracyLink®

By Debra Gibson

In a Chautauqua presentation, Hasan Davis portrays York, a slave who traveled with Lewis & Clark in their 1803-1806 Expedition.

Photo by Darrin Phegley, courtesy of The Henderson Gleaner.

YOUTH AND ARTS advocate, founder of Empowerment Solutions, lawyer, actor and GED recipient, Hasan Davis joins a gallery of distinguished literacy advocates as the newest Forum guest on the PBS LiteracyLink® website.

Davis knows the power of literacy first-hand.

Growing up in inner city Atlanta, Georgia, in the 1970s and '80s, Davis was a tough kid. His teachers didn't know what to do with him, so they just ignored him. The more they ignored him, the madder he got, and the anger built on itself. Davis was expelled from an alternative school before anyone discovered that he suffered from Dyslexia and Attention Deficit Disorder (ADD).

"By that time, I had joined a street gang," recalls Davis. "When others looked at me, they saw a menace to society. I grew up angry and in conflict because I didn't think there was a reason to be in school and learn. I thought it was all a set up."

But his mother thought otherwise and urged her son to get a GED.

"A friend of mine named Derrick and I signed up to take the test together," says Davis. "We were both headstrong and streetwise and decided we were going to do it. We looked at the people hanging out on the corners and knew that was a place we clearly didn't want to be, a place we could wind up without an education. When the results came back, I found out I was in the 90th percentile. That helped me believe that I wasn't the negative things people said I was. Receiving my GED was a crossroads for me. I was still struggling, but I really wanted to make it, and for the first time ever, I believed it was possible."

> "Receiving my GED was a crossroads for me. I was still struggling, but I really wanted to make it."

Davis went on to Berea College, talking his way in despite a 1.67 grade point average. There was more conflict ahead—he was expelled twice—but in his senior year, he was elected homecoming king, served as president of the student body, and received the Navy V12 award, one of the highest awards the college has for outstanding contributions to human kindness and interracial understanding. He graduated in 1992 and then went on to law school at the University of Kentucky—something no one in Davis's family had ever done.

In 2001, Davis was selected as a Rockefeller Foundation Next Generation Leadership (NGL) Fellow. In 2002, he was invited by the Manager of NGL to spend the next year as a consulting co-manager for the next cohort. He was recently

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GED Posters 'Getting the Word Out' in New Jersey

IT'S NOT ALWAYS EASY to let people who need services know that those services exist, or how to access them.

For example, PBS Literacy Link® *GED Connection*™ is broadcast on many public television stations. But if people who could use the service don't watch public TV, how will they know the programs are there?

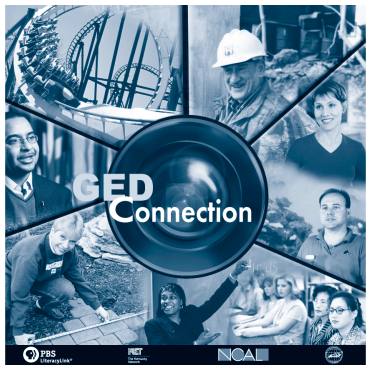
The answer is promotion, and the State of New Jersey Department of Education has found a way to get the word out, economically and efficiently.

"We thought One-Stop Career Centers would be a good target for publicity," explains Constance D. Schwein, Training Coordinator for the Bureau of Adult Education and Family Literacy/GED, State of New Jersey Department of Education. Schwein asked KET for permission to use artwork from *GED Connection* materials on a poster that would also include the New Jersey Network (NJN) GED 800 number. Distribution began in December 2002, and includes not only career centers but also adult education centers, libraries and "any other locations we can get them in," Schwein says.

The GED video series is available to New Jersey residents because the Department of Education purchased a statewide license, and the New Jersey (public television) Network broadcasts *GED Connection* along with other adult education programming.

The 800 number, promoted on the new posters and on each telecast, links callers to an NJN staffer who conducts an interview to assess readiness for GED-level work. Those who are not ready are referred to other adult education programs in their area. Those who are candidates for *GED Connection* study are referred to Schwein's department.

"We send candidates a Test of Adult Basic Education (TABE) locator test and a request for a writing sample, along with directions and a stamped, self-addressed envelope," Schwein says. "There is never a cost to the client."



FREE BOOKS

Study at home to pass the GED test!

To get started
Call NJN at 1-800-345-7587

If a candidate scores at a post-high school level and writes a good essay, he or she is referred directly to a GED testing center. "I give the encouraging word to go for it," Schwein notes.

If the test indicates that candidates would benefit from *GED Connection*, "I send them a broadcast schedule for Channel 13 in New York or NJN, depending on where they live; and the appropriate workbook (coordinating with the programs then in progress). If learners are judged to need additional study on only one topic—language arts, for example—Schwein will send that workbook along with start dates for the appropriate programs. Learners complete exercises and self-assess, using the answers in the back of the book. A tutor is available by phone and e-mail. Many learners are uncomfortable using a scientific calculator, so the Department makes them available to candidates for practice.

Pursuing the GED in this manner requires an organized, determined self-starter, Schwein notes.

After candidates complete the appropriate lessons, "we can send them a long form of the TABE test (to assess progress) and an official GED practice test. We can also refer to a local center for the practice test," she says.

Test results from all centers are available to the Department, which can track the progress of candidates via computer.

Since the release of* Workplace Essential Skills *in August 1999 and* GED Connection™ *in August 2001, many state agencies, like the State of New Jersey Department of Education, have purchased statewide licenses to make the two series widely available to adult learners and adult learning centers within their reach.

Some purchasers act primarily as broadcasters, some serve as distributors of the materials, and some form partnerships to deliver and support instruction. In all cases, learners benefit greatly from the generosity of the organization that acquires the statewide lease.

TV411 Unveils Third Season

EMMY-AWARD WINNING

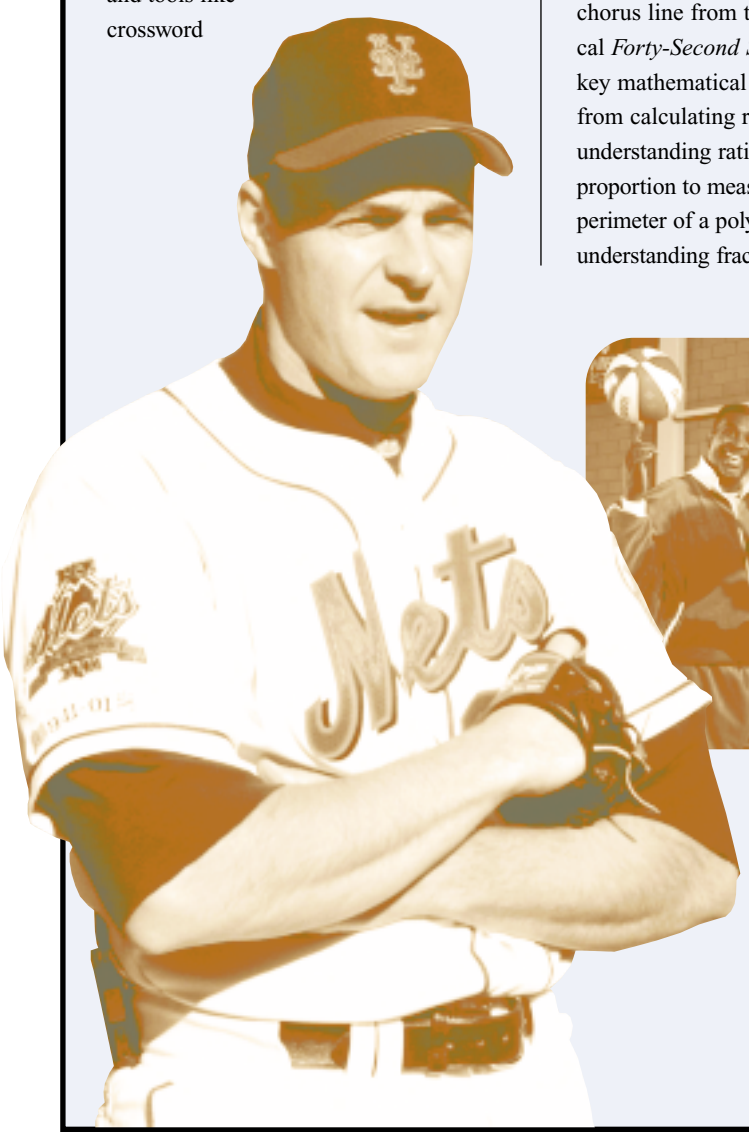
TV411 will soon introduce its third season of episodes focusing on practical life skills and basic skills.

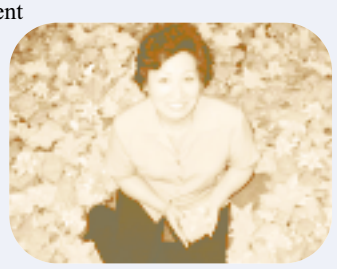
Designed for viewers who want to acquire a high school diploma or GED; advance their careers, or improve writing/reading and math skills, the 10 new episodes continue the focus of the first two seasons: health, parenting, people and money. Celebrity hosts, colorful characters and innovative reading, writing and math segments highlight the TV magazine style programs being unveiled this fall.

New issues of the popular 12-page magazine *TV411 In Print* will accompany the new series, exploring concepts from the show and offering opportunities for practice; providing both supportive articles and tools like crossword puzzles to bolster skills in an entertaining way. Other support materials include interactive lessons and articles online at www.tv411.org; a Curriculum Index listing time-coded highlights for each program, enabling viewers to go straight to a desired segment; a Teacher's Guide with fully developed lesson plans; and a User's Guide, answering basic questions about how to use the videos, workbooks and website.

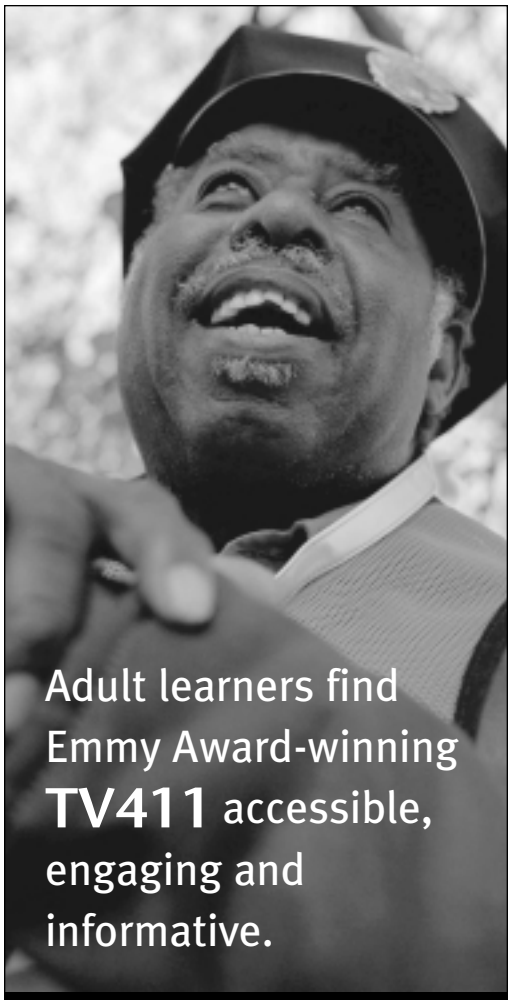
In this season - funded in part by the National Science Foundation - *TV411* has expanded and deepened its math segments. Media stars including Olympic medalist Marion Jones, TV chef Curtis Aikens, Mets pitcher Al Leiter, and the chorus line from the hit Broadway musical *Forty-Second Street* present key mathematical concepts - from calculating rates to understanding ratio and proportion to measuring the perimeter of a polygon to understanding fractions. A new dramatic strand, featuring two math-savvy "Calculating Women," tackles real life math problems, including strategies to reduce compound interest on credit card bills and tips on how to figure out the math behind cell phone plans.

TV411, produced by the Adult Literacy Media Alliance (ALMA) and distributed by KET is available to broadcasters to incorporate into regular programming; and to adult education programs in the form of videos and accompanying print materials. ALMA and KET are promoting the series nationwide and will provide stations with promotional print, radio and television materials. For more information, visit *TV411* online at www.tv411.org or call KET at 1-800-354-9067.





Above: Spice up a math lesson with chef Curtis Aikens. From left: Catch up on your math skills with NY Mets pitcher Al Leiter. Have a ball learning geography with the Harlem Globetrotters. Fold a little geometry into your day with origami artist June Sakamoto, and dash through a math lesson with Olympic medallist Marian Jones.



Adult learners find Emmy Award-winning **TV411** accessible, engaging and informative.

TV411 delivers a can-do message, presenting practical life skills and basic skills with an emphasis on health, parenting, people and money.

In ten brand new episodes, *TV411* viewers meet more sports and entertainment stars and unsung heroes explaining how they use reading, writing, math and organizational skills. *TV411* programs air on many public television stations and are available on video. Workbooks and online lessons round out this complete multimedia learning experience.

Produced by the Adult Literacy Media Alliance (ALMA), *TV411* is now available from KET.

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Community Collaboration Makes Sacramento Distance Learning Work

Sacramento, California residents are benefiting from a community collaboration that makes distance learning available on television 24 hours a day. In our Spring issue, *The Adult Learning Quarterly* began looking at this program, and some of the ways that KET products assist in its implementation. In Part I, we looked at how *GED Connection™* is used in live TV teaching. In Part II, we examine the birth of the Sacramento Educational Cable Consortium; learn about the innovative Regional Occupational Program; see more about developing styles of live TV teaching, and look at a workplace/adult basic education program using *Workplace Essential Skills*.

TWO TV CHANNELS devoted 24-7 to education; "borrowed time" from 7 a.m. to 5 p.m. Monday through Friday on a third, local access channel; 145 classes a week and a total of 10,000 students enrolled to date. This is the Sacramento (California) Educational Cable Consortium (SECC) outreach.

People call and say, "I'm not enrolled. Can I still watch?" notes Jeanne Wilcox, Program Coordinator for SECC TV. High praise for the project, born when Sacramento area leaders decided to plan for cable – even before it was available – and use it well. A superintendent of schools in the 1980s gathered representatives of the area's four community colleges, fourteen K-12 school districts, California State University-Sacramento (CSUS), libraries, a science museum, parents (including Wilcox), and the University of California at Davis to discuss their needs and ways in which cable might meet them. "It was a luxury, talking out issues and pitfalls before cable came," she says.

"There was some initial concern that participation in traditional classes might decline if instruction were available on TV, but we have found that demand for "real" classes has increased," she notes. "Students enroll and want to go on."

They believed that TV can be an ideal resource to help nurture the educational experience, not a distraction to be turned off.

"We talked to each other and articulated needs," Wilcox recalls. Cooperation was facilitated once participants "realized that no one had more power – the small elementary school had the same 'vote' as a university. We agreed to agree from the beginning."

Today, the Adult Education Program in the San Juan (California) Unified School District works with the San Juan High School-based Regional Occupational Program (ROP) to provide adult education. ROP (see related story) provides an opportunity for students to produce pre-recorded and live television programming. Students benefit in learning real world skills to put on their resumes. The program benefits because production staff costs are lower. San Juan High School and Adult Education share expenses on equipment, and the school's campus studio is the production site. CSUS beams the signal.

In addition to live adult education sessions, Cable 71 & 72 show credit classes from local high schools and colleges; space missions on NASA TV; dance, theater, opera, music and film on Classic Arts

ROP students learn as they produce televised classes.

Showcase; and foreign news broadcasts via satellite. SECC also offers workshops and monthly materials to encourage educators to incorporate instructional television into their curriculum.

Because the cable company (originally Scripps-Howard, then Comcast, then AT&T Broadband, and now Comcast again) provides free drops at 400 private, parochial and public schools in the area, a student or group can arrange to see particular programs there. Schools also can tape off the air, making it possible to show the SECC-produced "How To Register" to individual families in the appropriate language, for example. "The drops are wonderful. The cable company is quite generous," Wilcox says.

"There was some initial concern that participation in traditional classes might decline if instruction were available on TV, but we have found that demand for "real" classes has increased," she notes. "Students enroll and want to go on."

"We really have to give a lot of credit (for the program's success) to the on-air teachers," Wilcox adds. "They're brave – out there teaching in front of everybody.

"It's not 'Hollywood,'" Wilcox adds. The real attraction is not production values, but the teacher-student connection. Even though students are not physically present, teachers share their life experiences in making lessons meaningful, and profound connections with students are solidified through phone calls and e-mails. "It works out beautifully."

Wilcox believes that the community has "benefited so greatly from this effort….I won't say every community should do what we do, because different communities have different needs and resources; but so far we feel very good about what we're doing. If anyone wants to borrow the idea, that would be wonderful."

Innovative Wrap-Around Programming Delivers Top Quality On A Tight Budget

TWO TV CHANNELS "None of us could have accomplished this alone. We needed to combine the individual strengths of the partners," says Lynn Bartlett, Production Developer for the San Juan Adult Education Distance Learning Project in Sacramento, CA. and part of the successful Sacramento Educational Cable Consortium (SECC) outreach.

Bartlett was hired in the 1990s to help develop an "Innovative and New Technologies Program." In California, 280 adult school districts run within the K-12 districts but have a separate budget. Under legislation passed in the 1990s, adult districts could claim up to 5% of their total Average Daily Attendance (ADA) revenue using non-traditional instructional delivery and a "non-seat" method of tracking hours. In effect, 5% Programs could explore how adult education might use technological developments like television and the Internet to devise new ways of delivering services; and how distance learning programs using new technologies might track participants and measure the level of learning gains.

By 1995, Bartlett and her Adult Education director, Linda Martin, were working with a high school-based instructor, Joe Parente, and his Regional Occupational Program (ROP). He was teaching high school students TV production skills and needed topics for live programming. Adult education was seeking new ways of delivering distance learning services. It was a natural fit.

Bartlett identified instructional needs, developed programs, hired teachers and worked with the San Juan Consortia to launch the new project. This unique partnership included adult education, ROP, SECC, Sacramento Cable and San Juan High School, where distance learning shows are produced.

"We found a significant need for adult education," notes Bartlett. Beginning with a weekly live show on parenting and two weekly hours on English as a Second Language, services expanded in 1996 with a citizenship program and GED instruction broadcast through the Consortium. "Valerie Hankins was the teacher, and the first really to develop this (TV) style of teaching," Bartlett recalls. Hankins taught critical viewing skills: introducing a topic for the day, along with the characters and content of a *GED ON TV* segment, highlighting points to look for. After the tape, Hankins returned live to review key points or offer supplemental materials she had created. This instructional method was dubbed the "San Juan wrap-around," a cost-effective way to combine live and pre-produced high quality television instruction.

Today, GED classes use *GED Connection™* as a tool, with Beverly Ollinger as the teacher. (See story in our Spring 2003 issue.) Bartlett appreciates KET's building the curriculum for *GED Connection* to the standards of the new test. "This frees our teachers to develop new tools and approaches. We can give students a schedule for the year," and those who do not need all five tests can watch as appropriate.

Through a partnership with the local PBS affiliate, KVIE Channel 6, the distance learning contact number and cable program times are promoted on telecasts of *GED Connection;* and Bartlett provides both the cable and Channel 6 program schedules to the 90 adult schools in KVIE's viewing area.

"With less than a $300,000 budget, what enables us to put on 10 hours per week of original programming" is tapes, among them KET's, she adds. "They make our shows look quite good – we don't have an amateur look and it's not just 'talking heads.' Materials like KET's provide motion and color. We have the ability to build on materials done so skillfully by others."

Bartlett and her colleagues "believe our students would benefit from traditional classes," she notes. "But they are often embarrassed or shy." Teachers encourage them and "once they build confidence, we encourage them to be in a (traditional) class. Distance learning is a window to other ways of learning."

Lynn Bartlett

California Students Learn From and About TV

DISTANCE LEARNING and Regional Occupational Programs in California have a win-win partnership. An offering of the Sacramento County Office of Education, the Regional Occupational Program (ROP) helps students age 16 and over obtain real world experience in more than 90 fields including retail sales, computer and business technologies, health care and many more. For Pam Smartt, the focus is TV production and includes working with distance learning instructors to create live instructional programming.

Smartt, Multi-Media/Television Production Instructor with ROP, says that students in the video communications program attend classroom lectures; learn computerized editing; and complete such projects as producing public service announcements and commercials. The course centers on the set, where participants operate cameras, direct live shows, and complete pre- and post-production work. The resulting broadcasts on English as a Second Language (ESL), the GED and workforce development are helping adult learners enhance their skills and move toward job opportunities and/or further education.

Smartt also works with the on-air teachers; helping them learn to "teach to the camera" and reinforcing communication techniques that help when there is "no live body" to react. "We always tell the teachers, the camera is your student," she says. And viewers respond: "They say they feel as if they're interacting with the teacher."

In return, teachers often address ROP classes, discussing resume preparation and job skills. "Sometimes, they interview my ROP students on their shows," Smartt adds. "My students love it."

ROP students also can be impacted by what happens on the set. Those having trouble with math or writing in school will sometimes ask Smartt for assignment to the camera for a particular program, so that they can hear that day's lesson. Over time, Smartt notes, her students realize that they're "not just touching a camera; they're affecting a lot of people."

It's a feeling Smartt shares. Through the collaboration on distance learning, "I'm affecting people I've never met." Adults who can't get to a traditional classroom or who are intimidated by the thought of going back to school "can turn on the TV and get the information they need; information that my students and I help to provide. If they can just turn on the TV, they can get education. That makes me very happy."

The collaboration and "intertwining (of programs) has advantages for everyone. It works well." For more information, visit the ROP website at www.scoe.net or call 916-228-2454.

Workplace Essential Skills Anchors Televised Class

SACRAMENTO-AREA adults can "attend" cable TV classes at home and enhance their chances of finding a job because several local agencies work together to make distance learning happen.

Susan Baggott, a distance learning instructor in the Adult Education Program in the San Juan (CA) Unified School District, is on the air each Tuesday and Thursday, live for one hour. She teaches basic adult education and employment skills, with *Workplace Essential Skills* as a tool. "I am so grateful to be working with a great video series," she says. "Since I had not taught on TV before, it was wonderful to have this series to anchor my class."

Each week, she cuts one *Workplace Essential Skills* unit down to 5- or 6-minute segments. "The series is set up to be able to cut into anything you want," she says; "it's really beautifully segmented: vignettes, etc. It's easy to use whatever video segment you need. I do live teaching in between (segments) and set up what students will be watching and what to look for. It helps them focus on what we want them to learn."

At first, classes focused on getting a job. The core would be a Workplace Essential Skills unit, with related vocabulary study and an interview about a particular job – "the skills needed, the pluses and minuses of that job, dovetailing with what was on that *Workplace Essential Skills* unit. For instance, during the writing unit, we had a police sergeant and along with general information, the interview was geared to how people in that job need writing – they file reports, and they need to write concisely," Baggott says. In the same way, a pipe fitter discusses math; a nurse's aide, the importance of reading.

Over time, she adds, "we found that a lot of students needed to beef up their basic skills. *Workplace Essential Skills* helps with that, so we still do all of the above," but in a "pre-GED Adult Basic Education" context. "In each class, I do a Word Watch – for example, there vs. their vs. they're. We look at how these words sound alike and look alike and are easily misused." Through the course, she also covers grammar, punctuation, nouns, pronouns; and Number Know-How – "all very basic."

Each class really involves "life skills," as well, she emphasizes. "Getting along in the workplace – it's only one step further to getting along in the family or with friends."

Classes and materials are free. Baggott and her colleagues develop and send out seven or eight student packets each year. Generally, packets include self-correcting sheets of problems, as well as "contact sheets" with exercises that students mail in. Teachers grade, comment and send them back. Contact sheets also can be filed as samples of student work and documentation that people are participating and keeping up with lessons.

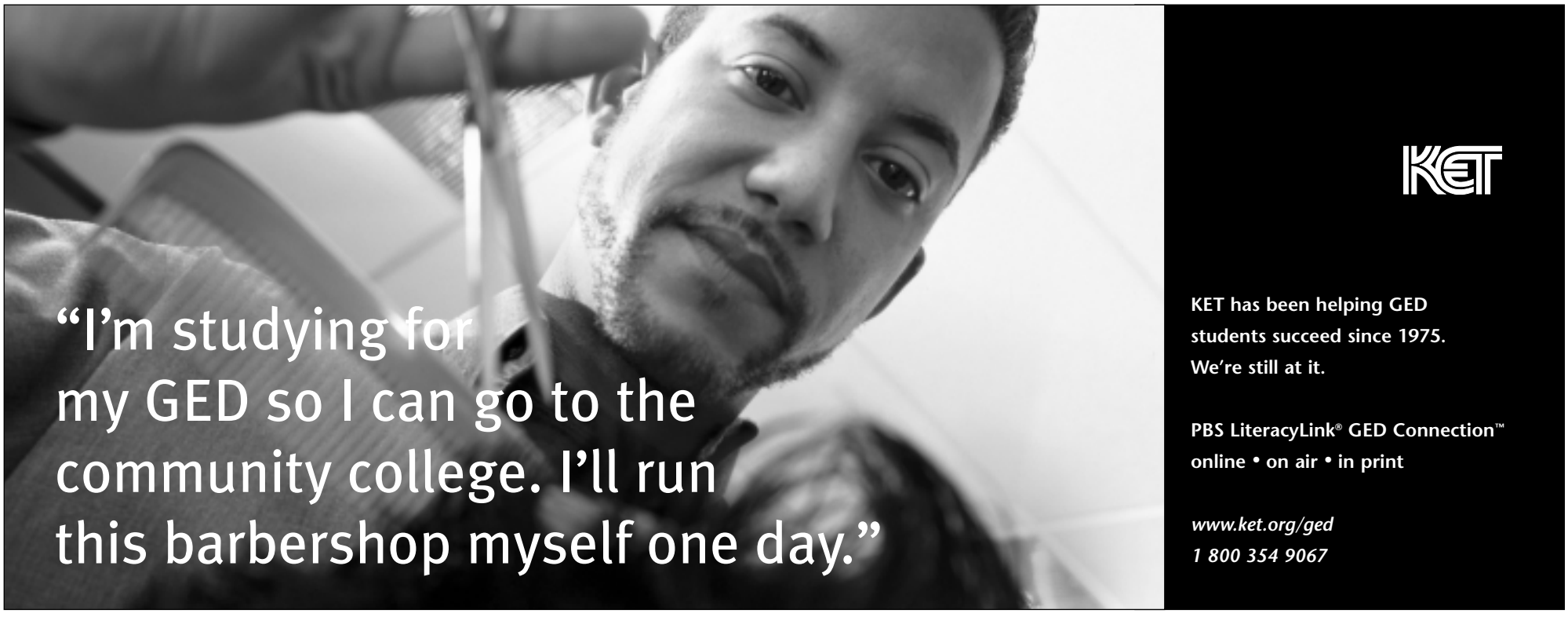
Baggott finds the *Workplace Essential Skills* online components useful, as well. "Many of my students have never been on a computer before," she says. She shows them the basics and "if they don't have a computer at home, they can go to a nearby library or career center. People there are happy to help. So often, people don't make use of the resources that are available, and they're free."

Susan Baggott

Many students speak English as a Second Language (ESL). "This is not an ESL class, but it is at a basic level (and works for them)," Baggott notes. "Other students always had trouble in school and realize as their kids do homework that they're not keeping up. Now they're ready to learn. The children are helping the parents. It's wonderful to see members of families learning together. It's one of the things that makes what we are doing so worthwhile."

"Another thing that makes our program so unique and exciting is the ROP crew (see related story). I've heard students running the cameras say, 'I never understood fractions before' or 'oh, that's when you need a comma.' And they would be reacting behind the camera and that made a huge difference. Since I don't have 'live' classroom students, it helps to be able to relate to the studio crew. That's a wonderful experience.

"My challenge is having something meaningful for students each day that I go on the air."



Online Reports Address Need for Accountability

A NEW REPORTING function in the PBS LiteracyLink® Online Management System (OMS) will make life a little easier for adult education teachers and program administrators, according to KET Adult Education Consultant Milli Fazey. These new reports can now be accessed online by programs that have purchased an Online Management System license from KET. Three reports are now available:

Learner by Zip Code – by entering a start and end date, teachers can determine the zip codes from which learners entered the program during that period, and how many times they entered. "It can tell how many logged on, for example, but it can't report on how long it took a learner to complete an activity," Fazey cautions. "A learner might have logged on, then the doorbell rang, and he/she came back to the activity later."

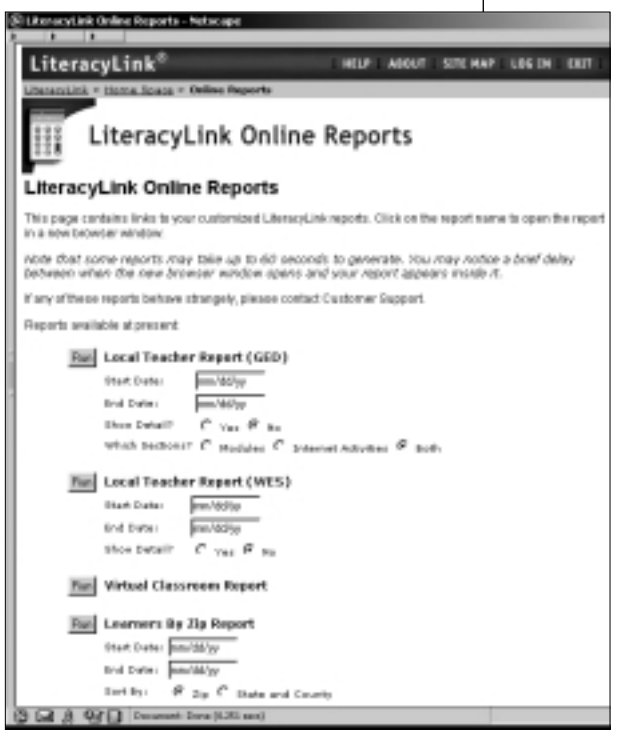
Local Teacher Report – using start and end dates entered by the teacher, the system can provide a summary of different activities during that period: How many learners attempted, and how many completed Unit One of *Workplace Essential Skills*, for example.

Virtual Classroom Report – the system can provide current information (not data over time) on questions like: Is a classroom active? Open for enrollment? How many virtual classrooms are approved?

Teachers registered with an Online Management System access the reporting feature from their Home Space, where they'll see a "Reports" button. The reporting feature is the latest in the continuing evolution of the Online Management System, which makes it possible for online teachers to keep track of learner involvement and interact with learners via e-messaging.

Here's how it works: Once a program has purchased an OMS license, teachers in that program can set up and open their virtual classrooms. Students then select an online teacher. Once accepted and enrolled in a teacher's virtual classroom, learners work online to complete exercises and then save their work in their individual online portfolios. The teacher reviews the learners' work online. Corrections, comments and/or additional assignments can be read by the learner the next time he/she logs on. Individual programs and other organizations may purchase and use the Online Management System under an annual license fee available through KET. Statewide licensing is also available through KET.

Making the system responsive to teacher needs is an ongoing process at KET, which continually gathers information from teachers through training sessions, workshops, individual e-mails and other communications.



"We always have our feelers out for how to improve the Online Management System for teachers and learners," Fazey says. "KET wants to make the best products possible. We can't customize for each customer, because we are always balancing the needs of different people; looking at different parameters. But our goal has always been to make something lots of teachers and learners can use."

For more information on the Online Management System, call 1-800-354-9067 and visit LiteracyLink online at www.pbs.org/literacy.

Hasan Davis Is Newest Forum Guest for LiteracyLink

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re-appointed to chair the Kentucky Juvenile Justice Advisory Committee. He also serves on the board of the National Coalition for Juvenile Justice and is vice-president and a founding board member of the Boys and Girls Club of Madison County, Kentucky.

Davis also develops programs for GED classes. Some of these programs are focused writing and exploratory creative writing in which he uses poetry to engage students in the self-discovery process. *(See below.)*

"When you have the ability to read and understand for yourself, you don't have to trust others to give you good information," he says. "At the end of the day, the ability to read is power. It is a chance to make sure you do not accept anything less than what you are going for. It is the first really big step toward staging your own success."

Today, Davis works with diverse audiences, including adults from Wall Street and youth from the streets—using theatre, the arts, and literacy to reach them with his messages of hope and personal empowerment.

"I know that the person on top of the mountain did not fall there," he says. "I also know that the only people we cannot reach are those people we refuse to reach."

Find out more about LiteracyLink and Hasan Davis online at www.pbs.org/literacy.

As he works with young people, Davis often asks them to write a bio poem—an 11-line poem about who they are in relation to others, their fears, their dreams, and three things they would like the world to say about them that would really be true. Meet Hasan Davis through his own bio poem:

Hasan

Cool, confident, kind

Father of Malcolm, champion of children, son of Alice

To live I need the love of friends, the laughter of children
and the ability to keep dreaming

What I fear most are hopelessness, hatred and
losing another loved one

I do not believe that God only loves some, that might makes right
or that the early bird always catches the worm

I do believe that enemies can be made friends,
that tomorrow will be better and that all children can learn

I have given the world my energy, my time, and my peanut butter pie

When I am gone I hope someone can say of me; he gave me hope,
he never gave up, that was some good peanut butter pie

I am a resident of the world

I dream for my children

Davis