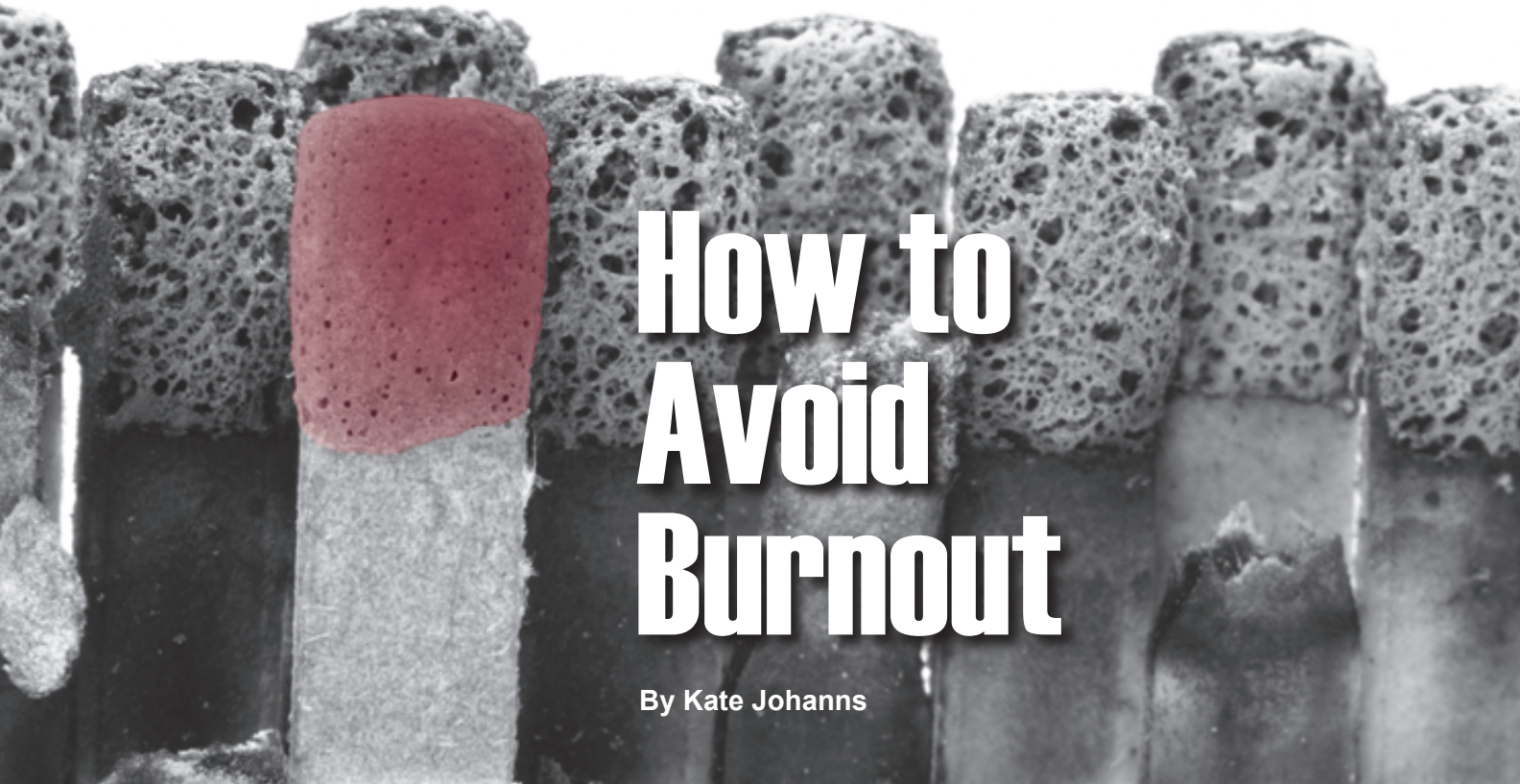


Education *Matters*

July 2007

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How to Avoid Burnout

By Kate Johanns

The burnout started about five years ago, Sarah* said, when she really began noticing a difference in her kindergartners' parents. They didn't look at the student folders she sent home. Sarah would arrive at school to find angry notes from parents; one mother berated Sarah for "letting" her daughter write the letter "s" backwards. She and her colleagues didn't feel support from their principal, whose answer was, "We can't do anything about it."

At the same time, the focus of kindergarten was changing. When Sarah had started teaching 20 years ago, kindergarten had been about "playing and Play-Doh®"—in other words, about her true passion: child development. But now kindergarten had turned into first grade. Regardless of their level of school readiness, she was expected to have each child reading by the end of the year.

Every twelve weeks, the kindergarten teachers were expected to spend about two weeks administering benchmark as-

sessments. The assessments necessitated one-on-one time with each student, so the teachers were expected to find parent volunteers to sit with the rest of the class.

And the information from the assessments? The same data had to be compiled on three or four separate documents.

So Sarah, who had taught for 20 years in the same suburban school district, began to spend every Sunday pouring through the want ads.

Who's in—and out—of teaching

Sarah's story isn't unusual, something that's no secret in the education community. The Texas State Board for Educator Certification estimates that as of 2002, there were approximately 420,000 Texans holding valid teaching certificates, but only about 290,000 teachers employed in Texas public schools.

It isn't that most new teachers enter the profession for the "wrong" reasons: The 2000 report *A Sense of Calling: Who Teaches and Why* from the group Public

Agenda stated that more than eight out of ten new teachers believed only those with a "true sense of calling" should enter the profession. And the three job factors most important to new teachers? According to Public Agenda, doing work they love, a sense that they are contributing to society, and adequate time to spend with family.

In 1999, the Association of Texas Professional Educators funded a study of former teachers and found that half had left the profession within their first three-to-twelve years. The former teachers cited salary, lack of administrative support, and discipline problems as their primary reasons for leaving. Seventy-one percent said the level of job stress had been much worse than they had expected.

The teaching profession is suffering from burnout.

Burnt out? You're not alone

The concept of "burnout" is about 30 years old. The term first entered the vernacular in the 1970s, thanks to research



A study of former teachers found that half had left the profession within their first three-to-twelve years.

conducted by Christina Maslach, a psychology professor at the University of California, Berkeley, and a pioneer in the field of burnout research. During the early 1970s, Maslach began interviewing thousands of workers from a wide range of occupations, primarily those who did “people-work”—social workers, nurses, police officers, etc.

She identified some patterns: Burnout was the result of chronic daily stress, not major infrequent crises, and severely stressed-out workers shared common experiences. For one thing, they were emotionally exhausted. They felt drained and used up, and once their emotional resources were gone, they had problems replenishing them.

These workers had also detached themselves from colleagues and clients and saw their work environments through a filter of cynicism. Maslach called this aspect of burnout depersonalization.

When the situation had deteriorated even further, individuals with burnout experienced feelings of reduced personal accomplishment. They began to view their own work efforts as not good enough, and they looked inward for the causes of their stress.

In 1976, Maslach published her findings on burnout in the

magazine *Human Behavior*. She describes the response as “overwhelming.” “There was an outpouring of mail,” Maslach remembers. “People wrote, ‘You should come over and see where I work.’” The initial article didn’t focus on teacher burnout, and Maslach was deluged with letters from teachers asking for the profession to be highlighted in her next wave of research.

In the 30 years since the *Human Behavior* article, burnout has become a common term. “In general, there’s less of a stigma around it than there used to be,” Maslach says. “Very few people are surprised by burnout when they hear about it. Even if they haven’t experienced it, they say ‘I can understand how it would happen.’”

Is your job a good match?

Diagnosis of burnout in any profession starts with examining an individual’s emotional state. Maslach’s research eventually resulted in the development of the Maslach Burnout Inventory (MBI), the preeminent psychological testing tool for burnout. There are three versions of the MBI: a general test, one for human services workers, and one for educators. The MBI measures emotional exhaustion, depersonalization, and sense of personal accomplishment.

But while the symptoms of burnout show up at the individual level, Maslach operates from the perspective that burnout is a systemic problem. In the book *Banishing Burnout: Six Strategies for Improving Your Relationship with Work*, Maslach and her colleague Michael P. Leiter compare the relationship between a person and his job to a relationship between two people:

“There are two key players in any relationship: you and the other. In the case of a work relationship, it is you and It (rather than him or her)...When there is a good fit or match between you and It, then you will be engaged with your work. You will be happy, energetic, confident, and ready to commit to a productive long-term relationship. But when there is a poor fit and a major mismatch between you and It, then you will be experiencing burnout. You will be unhappy, exhausted, cynical, and ready to quit and leave It for another job.”

Six Causes of Burnout

Burnout expert Christina Maslach, a psychology professor at the University of California, Berkeley, and creator of the Maslach Burnout Inventory, has identified six areas of potential “mismatch” in any job. No matter in which field a person works, if his needs in one of these areas don’t match his reality, he’s at risk for burnout.

Workload

Does the employee feel that he has too much work or that his work is too complex or too urgent? Here’s how second-career teacher Brian* describes the difference between his workload now and his workload as a businessman: “The

boxes in the warehouse couldn’t care less what I thought of them, but my students, that’s another story,” Brian says. “I cannot let them down while I have them or else they will always be behind. In the business world, I could go back to the source of a problem and quickly remedy it. If we were shipped too much, we shipped it back. If an item was broken, it was replaced. You just cannot do that with children. There is no repair shop or holding warehouse to take care of ‘problems.’”

Control

Is the employee allowed to exercise his professional judgment? In the current highstakes

environment, many teachers feel they are unable to exercise their professional discretion and that their ability to create learning experiences has been severely hindered.

Reward

Does the employee feel adequately rewarded for his efforts? Satisfaction with compensation is part of the equation, but so are recognition and job-derived pleasure. Does society appreciate teachers? Sometimes. But consider this: On April 12, *The Dallas Morning News* ran a column under the headline “Every kid deserves an excellent teacher.” The first three paragraphs recounted

Working with the relationship construct, Maslach and Leiter go on to identify six areas of potential “mismatch” between an individual and his work environment:

1. The first is **workload**—there’s too much work, or it’s too complex or too urgent. A person with a workload mismatch might find herself saying, “It’s asking too much of me.”
2. **Control** is also important to job compatibility. If an employee doesn’t feel in control of what’s going on at work or isn’t given sufficient opportunities to exercise his professional judgment, this could be a problem area. Someone experiencing a control mismatch might say, “It doesn’t respect me or value my ideas.”
3. The third area of potential mismatch is **reward**, which goes beyond monetary compensation to include recognition and pleasure. If someone is unsatisfied with the level of reward in his job, he will probably feel like he is being taken for granted.
4. Another burnout trouble area is **community**. If coworkers can’t get along, supervisors are disagreeable, or clients are difficult, the employee could feel isolated.
5. Burnt-out workers frequently also feel that their job environments lack **fairness**. They might view that promotions and raises are handed out arbitrarily, or they sense that favoritism is a factor in evaluations and work assignments.
6. Finally, some workers experience a mismatch between their **values** and those of the workplace. These workers might feel that their assigned tasks are meaningless or even dishonest.

So, if the potential for burnout exists in a situation and not within an individual, what is the solution? Maslach places the responsibility for change at the feet of those who can influence workplace environments. Those decision makers, she says, have to see that burnout is an organizational, not an individual, problem. “The biggest message to get across is how much it costs,” she says. “You have to point out the economic consequences. Burnout results in absenteeism, poor health, and decreased performance.”

Dallas Independent School District’s Teacher of the Year celebration. However, the columnist went on to write, “But enough about them. Now let’s talk about bad teachers,” and “As a society, we do a decent job of patting our best teachers on the back. And we’ve done a lousy job of pushing mediocre ones out the door.” What other group of professionals opens the morning paper to find that?

Community

Are the employee’s bosses supportive, and does the employee have meaningful, productive relationships with colleagues? Are the clients (or

students) difficult? High school teacher JoAnn*, a 35-year education veteran, says she sees many young teachers experiencing stress and, in extreme cases, burnout because of classroom management difficulties. “If they can’t settle the kids down enough to teach, they’re not going to be fulfilled in the field,” she says.

Fairness

Does the employee believe that employment decisions are made fairly and openly, or do they believe decisions are arbitrary and hush hush? Each step toward basing pay and evaluations on student test scores could jeopardize educators’

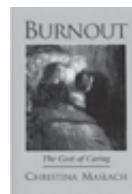
sense of fairness—and make it even more difficult to staff schools with poor academic reputations.

Values

Does the employee believe in the organization’s mission? Teachers can have a significant amount of values-driven conflict if they don’t believe in current education reforms. “Standardized testing has sucked the enjoyment out of teaching,” Brian says. “Real-life consequences do not mean anything to these kids because they are not practicing anything other than multiple-choice questions. Teachers hurt inside to be forced to teach that way. Inherently, they know it is wrong.”

Life-Long Learning

Literature on burnout and educator stress



Burnout: The Cost of Caring

by Christina Maslach

Specifically examines burnout in the “people-work” industries (social work, teaching, nursing, etc.) through illustrative examples and firsthand accounts.



The Truth About Burnout: How Organizations Cause Personal Stress and What to Do About It

by Christina Maslach and Michael P. Leiter

Ideas decision makers can use to prevent burnout at the systemic level.



Banishing Burnout: Six Strategies for Improving Your Relationship With Work

by Christina Maslach and Michael P. Leiter

Includes the authors’ work life self-assessment test and plan for action to transform the individual’s relationship with work and overcome job burnout.



Understanding Teacher Stress in an Age of Accountability

edited by Richard Lambert and Christopher McCarthy

Research on teacher stress in an era of high-stakes accountability, rapid technological developments, and project-based learning.

Prevention is key. “‘If it ain’t broke, don’t fix it,’ is the wrong way to go,” Maslach says. “We must be sensitized to burnout and know that it’s a potential risk.”

So now what?

For an employee suffering from burnout, there might be comfort in knowing that prominent researchers believe the problem to be systemic, but beyond a certain level of satisfaction, knowing that probably doesn’t help much. Of course, at the individual level, the situation varies on a case-by-case basis. People must find their own ways to relieve the pressure and prevent burnout.

In order to take a break from high-stress situations, some people rely on hobbies. Brian*, a middle school teacher in East Texas, golfs. “It is nice to be able to get out my frustrations by driving a golf ball 300 yards down the fairway,” he says. “Honestly, find a hobby, and do not take it seriously. It is the only time you can get away and just enjoy life for the sake of enjoying it.”

West Texas high school teacher JoAnn* says that she has weathered 35 years of teaching by surrounding herself with positive people. She says that she tries not to get caught up with teachers who are negative about students or the administration.

In the end, preventing your own burnout comes down to making sure that you take care of yourself. Brian encourages his colleagues not to neglect their own learning.

“Creating a personal learning network will allow you to find innovative ways to do your job, making it more enjoyable for you and the students,” he says.

But for some people, the mismatch is too severe to overcome. They have to end their relationship with their jobs. That’s what happened to Sarah.

Sarah’s story

Sarah was at the point where physically she could no longer teach. Her body was breaking down due to stress. She took a 30-day medical leave of absence. While she was off work, she and her husband concluded that it was best for her—as a wife, as a mother and, above all, as a person—to leave the classroom. After pouring her heart into teaching for 20 years, Sarah resigned in February.

She’s now a nanny for a 6-month-old baby girl. As Sarah watches this little girl grow and develop, she’s collecting ideas for a book that will help parents prepare their children for school. She knows there’s an audience for such a book; she thinks of her chiropractor and his wife, who care tremendously about their child but are clueless about the child’s developmental needs. Sarah also sees herself reaching out to children and parents in an environment other than a public school classroom—perhaps through the federal government’s WIC program.

Once again, Sarah is finding joy in her work. ■

* Names have been changed.

Kate Johannis is editor of ATPE News, a publication of Association of Texas Professional Educators. Website: www.atpe.org. Reprinted with permission granted.

People must find their own ways to relieve the pressure and prevent burnout.

Signs of the Times

New Report on Student Achievement under NCLB

Student achievement in reading and math has increased since No Child Left Behind (NCLB) was enacted and more states have seen achievement gaps narrow as a result of the law, so concludes a new study from The Center on Education Policy (CEP). *Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?* used verified data from all 50 states in order to study NCLB’s affects on student learning.

The study is careful not to give credit for student achievement gains solely to NCLB, instead crediting federal, state, and local reform efforts for improving education as well. “American educators



and students were asked to raise academic achievement, and they have done so.

The weight of evidence indicates that state test scores in reading and mathematics have increased overall since No Child Left Behind was enacted. However, there should be no rush to judgment as there may be many factors contributing to the increased achievement,” stated Jack Jennings, president and CEO of the independent, private, nonprofit Center on Education Policy.

The study reports:

- In elementary school math, 37 out of 41 states with adequate data showed significant gains;
- In middle school reading, increases were found in 20 out of 39 states, and in

high school reading 16 out of 37 states showed improvement;

- Fourteen out of the 38 states with adequate data showed shrinking gaps in reading scores between black and white students with no evidence of the gaps widening. The report cautions, however, that achievement gaps still remain large.

In an article on the new study the *Washington Post* stated that, “the findings were particularly significant because of their source: the nonpartisan Center on Education Policy, which in recent years has issued several reports that have found fault with aspects of the law’s implementation.” Over the next year, CEP plans on publishing additional information on the implementation of NCLB.

To read the report, “Answering the Question That Matters Most,” visit www.cep-dc.org ■

Letters from Members

Exceptional Legal Counsel

We both feel so blessed to have been members of a great association like the Association of American Educators. Although we have been in education for nearly thirty years and members of state and national associations during most of these years, we have never had the kind of service, counsel, or professional support that we have experienced from AAE over the last several years.

It is especially important for us to bring to your attention our admiration and thankfulness for La Rae Munk, AAE Director of Legal Services. Over these last two years, and especially this spring, she guided us with her solid legal counsel. She was always available.

Because of a last-minute matter, we called La Rae one weekend to leave a message for her to call on Monday. To our surprise she answered the phone and took time from her personal life away from the office to talk. La Rae has earned our respect and professional confidence in her ability to guide us through our struggle this spring. We trusted her with every step of our situation and were not disappointed.

There was nothing we faced, that she didn't take as seriously as we did.

We are your new ambassadors among our Colorado colleagues, and we will be telling all of them what AAE means to us.

*Bradley and Collen Bowker
Loveland, CO*

Entire District Switches to AAE

I would like to thank the Association of American Educators for the assistance we received from your professional organization as our local association sought alternatives to the Illinois Education Association and the National Education Association (IEA-NEA).

As a long time member and then president of our association, I had sensed dissatisfaction with IEA-NEA during conversations with many of our teachers. Last summer I began searching for alternatives and found the AAE website on the



Internet. I printed out the information and shared it with our membership at our first fall association meeting.

Most of the teachers were very interested and asked me to get more information for them. I called the AAE phone number from the website and found the staff to be very professional, courteous, and helpful. I was then given further information toward disaffiliation or decertification from the Illinois Education Association and the National Education Association. AAE was able to give me specific information pertaining to the Illinois Educational Labor Relations Board and which processes we would need to follow in order to become a local-only association. I must say that this was a somewhat stressful transition time, compounded by numerous contacts that individuals in our association received from IEA mailings and phone calls from the IEA UniServ Director. Teachers were told that we would lose our current contract, that we would be unable to negotiate with the school board without IEA-NEA, and that we would lose all of the benefits currently in place in our collective bargaining agreement. This caused valid concerns among our membership, and AAE's Director of Legal Services La Rae Munk was always available to address each concern.

I cannot tell you how much AAE's help meant to us throughout this process.

Thank you so much for providing this assistance to us. We are pleased that AAE membership also provides liability insurance and that membership comes at a fraction of the cost of union membership. AAE dues are less than one-fifth of IEA-NEA dues. Although IEA and NEA boast about all that they do for teachers, this has not proven to be true for us.

Please feel free to share this information and my contact information with other teachers. They have a right to know the truth—that alternatives do exist.

*Debbie Goins
Century Education Association
Ullin, IL*

Union Promotes AAE Affiliate

A few years ago the Washington Education Association (WEA) magazine ran an article comparing WEA to your AAE affiliate, Northwest Professional Educators (NWPE). All through the article I was agreeing with everything NWPE stood for and disagreeing with WEA (this was the first I had heard of NWPE). So, I cancelled my union membership and joined NWPE.

*Aaron Krantz
Endicott, WA*



Do you have a comment? Let us know at www.aaeteachers.org.



AAE Applauds High Court Decision Favoring Teachers' Rights

A unanimous decision by the United States Supreme Court has been rendered in the combined cases of *Davenport v. Washington Education Association* (WEA) and *Washington v. Washington Education Association*. The decision upholds a Washington state law, Initiative 134, that stated the union must obtain affirmative authorization from non-members before using their compulsory fees for political expenditures.

Unfortunately, the decision came after the members of the Washington state legislature took it upon themselves to amend the law in question by adding a loophole for unions. The law now states that money given to politics out of their general coffer does not constitute non-member fees.

Justice Scalia, who wrote the opinion, called the right of unions to collect fees from non-members an "extraordinary benefit," and the notion that the restrictions originally set into place by Initiative 134 were unconstitutional, "was to say the least, counterintuitive." The very idea that the state can compel public school teachers to give over part of their paycheck to a private entity is absurd, and this came through loud and clear in the opinion of the Court.

However, the court did not go so far as to say that this act is unconstitutional, and in fact, reiterated that labor matters concerning public employees were under each state's jurisdiction. Justice Scalia, in the ruling, merely stated what everyone familiar with the case already knew: there is no First Amendment violation created by Initiative 134, no "undue burden" placed on the union when compelled to receive authorization from non-members to spend their fees on politics.

The decision was such a foregone conclusion that the WEA had to pull out the big guns during the 2007 spring legislative session. Anticipating an unfavorable decision, they orchestrated a change to the very law the court was considering. The amended law no longer protects workers from the union using their money without their approval. Instead, the law essentially gives the union a clever accounting measure to ensure they will not have to bother with receiving authorization from non-members.

While the WEA seems to have found a unique way of circumventing the Supreme Court, for now, the larger ramifications of the recent decision are still encouraging. The Court has now said explicitly that states are able to put restrictions on union use of non-member fees. The hope is that teachers in compulsory unionism states will take advantage of that and begin taking their own unions to task. Teachers should no longer have to worry about their agency fees being used on union politics that they do not support.

A Hearing about More State and Local Flexibility

On June 7, the House Subcommittee on Elementary and Secondary Education held a hearing titled, "Reauthorization of the Elementary and Secondary Education Act: Current and Prospective Flexibility Under No Child Left Behind." At this hearing the witnesses emphasized the fact that school districts should be given more flexibility and control under No Child Left Behind especially in terms of funding. This coincided with Congressman Howard P. "Buck" McKeon's (R-CA) bill, the State and Local Flexibility Improvement Act (HR 2577). HR 2577 was introduced in the House the previous day and allows school districts the ability to shift federal funds from certain programs into Title I to be used on federal programs that will best benefit the students of the school.

Chester E. Finn, Jr., president of the Thomas B. Fordham Institute, underscored the need for this bill during the hearing. He stated, "School principals rightfully want control over their budgets. Yet current federal policy sends dollars into a myriad of silos, categorical programs that may or may not meet the needs of individual communities. NCLB's 'transferability' provision began to address this problem by allowing states or school districts to shift funds from one silo to another, or into Title I. But it set a cap at 50 percent." HR 2577 allows school districts to transfer 100 percent – instead of 50 percent – of federal funds from certain programs such as the Safe and Drug Free Schools, teacher quality, or classroom technology programs into Title I funds to be used for any purpose authorized under NCLB.

To read more about the State and Local Flexibility Improvement Act, visit <http://republicans.edlabor.house.gov>.

Attention AAE Members

We received tremendous feedback from you in the last survey about No Child Left Behind. As you can imagine, there are all kinds of proposals to amend NCLB in Washington, D.C. AAE is fine-tuning its position and again needs your help!

Continue to make your voice heard by participating in AAE's new survey.

The survey link will be emailed to you or can be found on our website at www.aaeteachers.org. You must have your AAE member ID number to log-in to the survey. If you have questions or need to obtain your member ID, please contact the AAE office at 800.704.7799 or email us at info@aaeteachers.org.

Thank you for your input. You can make a difference!

A professional teachers association for the 21st century



Respect

Dedicated to the academic and personal growth of every student since 1994, the Association of American Educators (AAE) is the premier educators' network that advances the teaching profession through professional development, teacher advocacy and protection, and promoting excellence in education so that educators receive the respect, recognition, and reward they deserve.

AAE is creating a future where teachers are recognized as professionals who have control of their own careers and are paid more for the hard work they do. As professionals, teachers should be empowered to make their own decisions about use of time, resources, and methodologies.

"AAE represents that which is best in educators and that which is so needed...professionalism and a focus on children first."

Tracey Bailey,
National Teacher of the Year

Recognition

Did you know that you have a choice regarding liability insurance? Our members receive comprehensive liability insurance and legal protection that gives them the flexibility to focus on professional excellence. We offer the best services at the best price available.

AAE is a professional educators' network that has been protecting teachers for over a decade. AAE's insurance policy is purchased for our members through the Trust for Insuring Educators, which represents over 1.5 million independent educators nationwide.

Our member services program also provides access to our education support system, including scholarships and minigrants, innovative professional development, and updates on current education policy.

AAE values our members' opinions and offers them a voice on educational issues.

Reward

The twenty-first century provides more opportunities for educators to explore new and innovative ways of advancing the field of education. AAE is taking the lead in promoting new standards of professionalism and educational excellence so that our students will be prepared to compete on a global scale.

Teachers are indeed teachers by calling, but they can only be professionals by choice. Association of American Educators is creating professional career options for teachers, not just protecting the status quo. Studies show that teachers who are empowered are more motivated and able to focus on children first.

AAE envisions an exciting and rewarding future for education in America.

Join today and make this vision a reality!

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**To join today, visit
www.aateachers.org.**

Union Loses in Iowa

Jim Hawkins defends teachers and receives honor

Jim Hawkins, director of Professional Educators of Iowa (PEI), was recently honored by the Washington, D.C.-based National Right to Work Committee (NRTW).

This past spring, Jim and PEI were instrumental in the defeat of the so-called “fair share” bill that was making its way through the Iowa House legislature. The bill, cleverly named “fair share” by union supporters who said those represented by unions should have to pay for the services they were receiving from the union, was a point of harsh debate all spring in Iowa’s General Assembly. As Jim and others pointed out, there is nothing “fair” about forcing teachers to pay for representation they don’t want.

Rolling up his sleeves

Jim’s efforts began the day after the election in 2006, which gave control of the governorship, the House, and the Senate to the Democrats. He called National Right to Work, and informed them of the likelihood of a Democrat-led push toward forced unionism in the spring session. He also began calling legislators who were friends of PEI to put them on the alert. While most people in Iowa were saying that the Democratic leadership wouldn’t risk the 2008 election by pushing “fair share,” Jim was rallying the troops for a fight he knew was coming.

He began lobbying at the Capitol the first week of January. He organized PEI members to lobby the Assembly. Several

members even came out during a blizzard to tell members in person that they did not support the destruction of the right to work law in Iowa.

Late into the night

After the “fair share” bill passed the Senate, a hearing was held in the House on the subject. Jim gathered PEI members to attend the hearing and petition to speak on behalf of right to work. Jim himself signed up to speak, but so many people, mostly union leaders, had already signed up that he was not guaranteed a slot. The hearing went late into the night, and Jim’s name was finally called. Although he had not anticipated being able to address the crowd, he did not pass up the opportunity. Mark Mix of NRTW called Jim’s speech the best of the night, and after Jim was done, cheers erupted from the audience.

Jim wrote numerous articles in papers across the state, and performed multiple interviews for television, radio, and newspaper outlets. He encouraged PEI members to flood their representatives’ offices with letters and emails. One PEI member personally sent over 400 emails before the session was over.

Jim’s hard work paid off when the bill never came up for a vote in the House.

The fight against “fair share” in Iowa is over for now, but not for good. Because the bill was never actually voted on in the House but it already passed in the Senate, the Democrats will be able to bring it up

again in the next session, slated to begin next January. However, thanks to Jim’s efforts, it looks to be an uphill battle for “fair share” supporters.

Jim received the Carol Applegate Education Award for his work during the 2007 Iowa legislative session.

The Carol Applegate Education Award, named for the Michigan teacher who defended free choice by refusing to pay forced dues to the NEA, is given out yearly by the NRTW Committee to those persons most effective in the fight against



Left to right: Doug Stafford, Vice President of Right To Work (RTW); Cornell Gethmann, President Iowa RTW; Jim Hawkins; Reed Larson, Chairman Executive Committee; Mark Mix, President of RTW.

compulsory unionism.

As a winner of the Carol Applegate Award, Jim becomes the latest in a long line of impressive recipients, including John Stossel, ABC television reporter; Mike Antonucci, CEO of Education Intelligence Agency; Charles Baird, PhD, professor and author of *Lessons from Washington Teachers Union*; and Dr. G. Gregory Moo, author of *Power Grab, How the National Education Association is Betraying Our Children*. ■

Professional Educators of Iowa is an Association of American Educators state partner.



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27405 Puerta Real, Suite 230
Mission Viejo, CA 92691-6388

www.aateachers.org; (800) 704-7799
E-mail: info@aateachers.org
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