



Barranquilla, October 11, 1993

THE UNION INSTITUTE
Admissions Office
The Graduate School
440 East McMillan Street
Cincinnati, OH 45206-1947

Dear Sirs,

Keith Bookwalter's arrival at Marymount 5 years ago as Assistant Director at our schools started a renaissance in education that has changed our lives and renewed our enthusiasm for and commitment to the vocation of teaching. It gives me great pleasure to recommend him to your attention.

To explain how Marymount has been influenced by Mr. Bookwalter, allow me to briefly describe our institution. Founded forty years ago by the Religious of the Sacred Heart of Mary as part of their international chain of schools, Marymount is a private, bilingual (English-Spanish) Colombian system of schools, presently educating a coed enrollment of over two thousand students aged two years eight months through eighteen years. Our main campus of one thousand five hundred students is located in Barranquilla; our annex school, founded ten years ago at the request of our alumni, is approximately an hour and a half's drive away in the city of Santa Marta. The support staff of these schools, numbering close to two hundred fifty adults, is composed primarily of local-hire bilingual adults, with North American import teachers contributing to almost ten percent of total staff. In the seventeen years in which I have been part of the institution, Marymount has consistently rated in the top three to five percent of all Colombian schools according to a national test given to all seniors, and our graduates have been successful in the most demanding universities and colleges both here in Colombia as well as in the States. Our methodology in the past, though effective, has been traditional and routine, teaching students the way we were taught as children, a dedicated and well-intentioned approach to filling students' heads with information year after year.

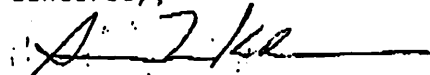
In his administrative capacity, Mr. Bookwalter spent his first months with us observing, listening to, and coaching teachers. Following Marymount's policy in which all administrators have a part-time teaching assignment, Mr. Bookwalter worked with high school students in a senior English class. Little by little, as he became an integral part of our community, Mr. Bookwalter began sharing with us his personal experiences and library of books, charts, and tapes about a comprehensive theory of development, curriculum, and teaching called the ANISA Model. He put us in touch with a staff developer who had been trained in the Model and involved in its implementation in the preschool classrooms of Suffield, Connecticut, and took upon himself the task of implementing the ANISA theory and methodology in the third grade classroom he directed from August of 1990 through June of 1992. In addition to his classroom responsibilities, Mr. Bookwalter trained all new teacher aides in the primary grades, and served as a resource person at planning meetings. In his sharing of the ANISA model, Mr. Bookwalter guided us in how we look at children and the ways they learn, in how we can organize the classroom environment to optimize learning, and in how we work with curriculum outlines and lesson plans to integrate content and process into instruction.

His willingness to return to the classroom, accept the resulting reduced salary, and become a promotor for the Model are indicators of the unusual dedication, professionalism, humility, and ability of this special man. The generosity with which he has shared his materials, ideas, and time is complemented by the patience, support, and concern he has shown both his students and colleagues. The teachers who have been trained by Mr. Bookwalter are among our best in finding ways for the students to act upon their own learning following the Model's propositions. Under Mr. Bookwalter's leadership, what used to be hum-drum planning meetings for teaching teams are now forums allowing teachers to rediscover the energies, creativity, and talents within them and their children.

While Marymount has maintained norms or academic standards at each grade level, Mr. Bookwalter and the Model have challenged us to go beyond textbook limits, and inspired us to grow and develop, cognitively, affectively, and spiritually, in the most effective way possible. Once again in Administration, Mr. Bookwalter is presently involved in the training of our primary and elementary teachers and aides, in the rewriting of the primary curriculum outlines, and in the evaluation of the process as we move toward a Marymount Model of education based on ANISA.

It is Mr. Bookwalter's desire to formalize what he now knows about education and the ANISA Model in a post-graduate degree at your university which shares his vision of and commitment to learning. Marymount will always be grateful for the doors that Mr. Bookwalter opened for us, and we wish him every success as he pursues his goal. I am convinced that Mr. Keith Bookwalter is an apt candidate for your Ph.D. program, and highly recommend him to you.

Sincerely,



SUSAN M. KUMNICK
Assistant Director