

CALIFORNIA 

FREEMASON

Fall 2003



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10 cover story

The challenges are real. Violence, drugs, guns, and gangs have changed the landscape of American education. Social development and self discipline are now a part of the academic curriculum which once was so simply characterized as The Three Rs. This feature spotlights several teams of teachers who have successfully implemented skills to rescue troubled students. Their training was provided by the Masons of California through the Masonic Student Assistance Program.

For more articles of interest, check out California Freemason Online at www.freemason.org.



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Freemasonry and Education

Free universal education is a prime goal of our republic and of Freemasonry. Throughout the ages Masons have been involved in the education process. In the days of the cathedral builders, the Master Mason would take in one or two apprentices to teach him the skills of the building trades and other skills necessary for the society of that time. This included geometry, social and political topics, arithmetic, grammar, rhetoric, and structural engineering. After serving his apprenticeship, the student Mason had to complete a "masters piece" to the satisfaction of his teacher. If he passed this examination, then he became a Master Mason or Journeyman capable of seeking work independently. Although this was very primitive, it was education.

Today, Masons and Masonic lodges are still involved in the educational process.

We teach new Masons what it really means to be a Mason. We teach that Masonry is a life-long learning experience and that continual education in Masonry is the center of our craft. And this, I believe, is the motivation for Masons to foster and promote public education. Masons are firmly committed to building a better community and a better world. What better way do we have in guaranteeing our future than our continued support of the public school system?

Because an outstanding educational system is everybody's business, we must share the responsibility. Our lodges must find more ways to continue our support. In this day of financial crisis, our schools have been given a back seat to other programs. We can no longer tolerate having an inferior educational system. As Masons we should seek to provide

assistance to our local schools either through volunteering as tutors, readers, and mentors, or with monetary resources, which will provide them with equipment and materials much needed in the classrooms. Lodges should learn about their local school's needs and offer help.

This month, children at traditional schools are returning to the classroom. Their teachers have spent the summer preparing for another year of the educational process. They face many challenges and they need our support. We hope you find this issue of the California Freemason useful in planning for your participation in the schools, not only for Public Schools Month in the spring, but throughout the school year. ✧

Fredrick L. Sorsabal
Junior Grand Warden




Is Truth in the Eye of the Beholder?

JOHN L. COOPER III, GRAND SECRETARY

The last issue of the California Freemason featured great leaders who were Freemasons – or at least we believed that they were. However, the Publication Board received letters challenging this assumption with reference to the great South American Revolutionary

leader, San Martin. Our information on his Masonic membership came from a standard Masonic reference work, Denslows' 10,000 Famous Freemasons. However, that work was written forty years ago, and a lot has happened in the world of Masonic scholarship since that date. New evidence uncovered

since that date calls into question the reliability of much of the evidence used by Denslow. His membership is now in question. The "lodge" in which he was alleged to have been made a Mason may have been a political club organized to liberate Latin America – and not a Masonic lodge as previously believed. The fact is, we just don't know for sure. But that's what Masonic scholarship is all about. It continuously challenges "truths" that have been accepted, with the understanding that new information may always challenge old beliefs. Those of us responsible for publishing the magazine will continue to be as accurate as possible. But in the meantime, don't be afraid to disagree with what we publish. After all, Freemasonry is about self-improvement, isn't it? ✧

IN CALIFORNIA

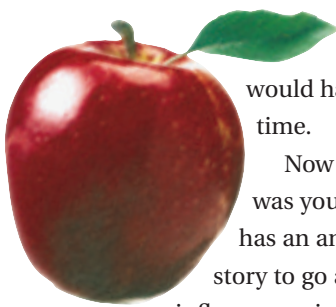
TOP

A TRIBUTE TO OUR

TEACHERS

Masonic support for the California Teachers of the Year program lets teachers know we care

Ask yourself these questions: Do you remember who won the best actor Oscar in 1990? Which team won the Super Bowl in 1983? What was the top-rated movie of 1979?



Most people cannot remember the answers, even though the events would have been nationwide news at the time.

Now ask yourself one more question: Who was your favorite teacher? Almost everyone has an answer to this question, and often a story to go along with it. Why? Because teachers influence us in meaningful, permanent ways.

Because today's students are tomorrow's leaders, our greatest resources are the teachers that are shaping those students. "Teachers are the heart and soul of our education system," says Jack O'Connell, California State Superintendent of Public Instruction. "And in light of this year's state budget crisis, it is especially important to remember and appreciate these remarkable professionals whose unselfish dedication positively influences so many young lives."

The California Teachers of the Year program is one way to give outstanding teachers the recognition they deserve. The program, administered by the California Department of Education, pays tribute to the state's teaching force, the growing complexity of challenges that confront our schools, and the need to promote collaboration and teamwork among teachers to meet those challenges.

Teachers are nominated through local, regional, and statewide recognition activities. From that pool, the state selects five individuals who will best represent California's teachers and symbolize the

important contributions of the profession.

The California Masonic Foundation has been a sponsor of the California Teachers of the Year program since 1995. The Foundation awards each of the five winners \$1,000 to use in their classroom or while advocating their profession, along with an engraved clock as a personal gift.

Even though California's selection process is one of the

"And in light of this year's state budget crisis, it is especially important to remember and appreciate these remarkable professionals whose unselfish dedication positively influences so many young lives."

toughest in the nation, the California Teachers of the Year receive relatively little compared to winners in other states. Because of this, the contributions from the Foundation and other sponsors are crucial to the success of the program.

An investment in these outstanding teachers is an investment in our children, our schools, our future. Think back to your favorite teacher and how he or she impacted your life. It is so important that we give teachers the opportunity to continue influencing students in positive ways. And Mrs. Pratt, wherever you are... Thanks. ✧



IN CALIFORNIA



Significant legislation together with events for family and friends shape the four-day annual gathering

Every October, delegates from all over the state gather atop Nob Hill in San Francisco, the beautiful city by the bay. The event's main objective is the legislation and business of the Grand Lodge, however the four days are sprinkled with events for one and all.

PUBLIC OPENING AND HOMES TOUR

The event kicks off on Sunday, October 12 with a program for the entire family. The public opening of Grand Lodge is at 1:00 p.m. Among other special presentations and programs, the Grand Master will honor several Masons who served our country during the recent military operations in Iraq. Immediately following the public opening, attendees

will board buses traveling to the Masonic Home at Union City where a barbecue dinner will be served and tours of the home provided. Reservations are a must.

PRINCE HALL THIRD DEGREE

The Monday evening program is a special event for all Master Masons. The Grand Master has made arrangements with the Most Worshipful Prince Hall Grand Lodge of California to confer the Prince Hall third degree on one of their candidates. The degree will begin promptly at 7:30 p.m.

INSTALLATION OF OFFICERS

The installation of the Grand Lodge Officers occurs on Wednesday, October 15 at 11:00 a.m. in the Masonic Auditorium and is open to all. A reception for the newly installed Grand Master and his officers will follow in the great hall of the Masonic Auditorium.

LADIES EVENTS

Jean Holsinger, the wife of the Grand Master, will host two events for the ladies. First is a continental breakfast on Monday, October 13 at 9:30 a.m. This is a great opportunity for ladies from all parts of the state to meet and socialize.

And then, on Tuesday, October 14, Mrs. Holsinger will host a luncheon in the Gold Room at the splendid Fairmont Hotel. Susan Horton, opinion page editor for the Los Angeles Times, will be the featured speaker. Ticket information is provided below. This luncheon has always been a sold-out event, so reservations are a must.

TICKET INFORMATION

Tickets for the Homes bus trip and barbeque, the ladies continental breakfast, and the ladies luncheon are available on the ticket order form found on www.freemason.org or through your lodge secretary. The bus trip and barbeque at the Home is \$10, the ladies continental breakfast is \$10, and the ladies luncheon is \$47.

LEGISLATION

When Grand Master William Holsinger opens the 154th Annual Communication on Monday, October 13, delegates will be asked to consider five pieces of legislation carried over from last year, plus 12 new resolutions submitted by members of Grand Lodge, and four recommendations from the Grand Master. He will also submit at least one Grand Master's Decision interpreting the California Masonic Code. While members of Grand Lodge must submit proposed resolutions to the Grand Secretary at least 180 days in advance of the Annual Communication, the Grand Master may present proposed legislation at any time before the close of Grand Lodge.

Copies of the legislation have been mailed to all lodges, and are available from the secretary of the lodge. All legislation can be found on www.freemason.org.



Handmade crafts are available for purchase at a booth reserved for residents of the Masonic Homes.

GRAND MASTER'S DECISIONS AND RECOMMENDATIONS

Decision No. 1: The Grand Master has decided that it is lawful for a lodge to engage in a public relations and advertising program, despite the language of Section 15115 of the code. He has ruled that this section only pertains to business publications of the lodge, and not to the more general effort to publicize Freemasonry.

Recommendation No. 1: This Recommendation would allow the

Grand Master to waive the present provisions of the code to allow for the conferral of all three degrees in one day, and on any number of candidates.

Recommendation No. 2: This Recommendation would permit the dates of the Annual Communication to be moved from the Second Monday in October to a specified period of time before and afterward – giving some flexibility in when the Annual Communication is held.

Recommendation No. 3: This Recommendation would amend the code to change the duties of the Finance Committee to incorporate those of the Retirement Committee, and make other technical changes.

Recommendation No. 4: This Recommendation would reduce the number of members of the Board of Trustees of the California Masonic Memorial Temple from nine members to five members. ✦

Southern California Research Lodge offers various Masonic books and publications (insert). Grand Master Holsinger will preside at the Annual Communication.



2003 Legislation

GRAND MASTER HOLSINGER'S DECISIONS

- 1 Advertising and Public Relations by Lodges

GRAND MASTER HOLSINGER'S RECOMMENDATIONS

- 1 One Day Conferrals
- 2 Flexible Dates for Annual Communication
- 3 Finance Committee Duties
- 4 CMMT Restructure

CARRY-OVER FROM 2002

GRAND MASTER WHITAKER'S RECOMMENDATIONS

- 1 Safeguards for Lodge Finances and Investments
- 4 Changing Name of California Masonic Memorial Temple to California Masonic Memorial Center

2002 CARRY-OVER RESOLUTIONS

- 02-01 Alternative Dues Structure
- 02-06 Changes Name of Grand Lodge Temple Properties and Taxation Committee
- 02-07 Requires Temple Associations for Real Property

2003 RESOLUTIONS

- 03-01 Allows Lodges and Masonic Organizations to Participate in Gambling Activities Permitted Under California State Law
- 03-02 Reduces Stated Meeting Quorum from seven to Five
- 03-03 Allows Entered Apprentices and Fellow Crafts to Withdraw and Modifies the Procedure for Them to Transfer to Another Lodge
- 03-04 Allows Lodge Members to Nominate Candidates for Membership
- 03-05 Makes Affiliated Past Masters from Other Jurisdictions Members of Grand Lodge
- 03-06 Changes Ballot on Affiliations to a Simple Majority Voice Vote
- 03-07 Changes Instructions Before the Obligations to "Your Full Name"
- 03-08 Adds an Instruction to the Newly Obligated Brother on his Return to the Lodge in the Entered Apprentice and Fellow Craft Degrees
- 03-09 Authorizes One Day Classes
- 03-10 Established a Masonic Apron for 50 and 75 Year Members
- 03-11 Allows California Masons to Belong to the Tall Cedars of Lebanon
- 03-12 Limits Admission to the Masonic Home for Children at Covina to the Sons and Daughters of Master Masons

LODGE SPOTLIGHT

BE SILENT THAT YOU MAY HEAR

Jevon Whetter is an accomplished actor, a competitive athlete, a successful businessman, a community leader, and Master Mason living in Alta Loma.

He is also deaf.

Whetter, a lead teacher at the California School for the Deaf, has been hearing impaired since birth, but it has not been an impediment at all. And it has proven to be no obstacle to becoming a Master Mason.

After graduating from the Oregon School for the Deaf, Whetter moved to Washington, D.C. to attend Gallaudet University, the only deaf-focused post-secondary institution in the world. While in college he served as grand master of the school's chapter of the Kappa Sigma fraternity, and it was during this time that he developed an interest in the craft. This was hardly a surprise, as a Mason had developed the Kappa Sigma ritual in the 1800s. Whetter later discovered that his own great-grandfather had been a Mason.

Membership in the craft is not the



only tie that binds the generations of Whetter's family. Both of his parents and his two younger siblings are also deaf, as were his grandparents. As a result of this hereditary hearing loss, Whetter's family was able to create an environment in which deafness was not an impediment to social involvement or intellectual growth.

After receiving a bachelor's degree in Communications Arts at Gallaudet, Whetter was offered a role in the National Theatre of the Deaf's production of *Ophelia*, and spent a year touring the United States and Ireland with the company. Then, he moved to California to pursue other

acting opportunities and appeared in several shows with the Deaf West Theatre Company in Hollywood. In 1995 he began a six-year tenure teaching drama at the California School for the Deaf in Riverside, where he is still on faculty. As if he was not busy enough, he owned a Max Muscle sports nutrition store in Rancho Cucamonga from 1998 to 2002.

After his younger brother – also a graduate of Gallaudet – became a Mason in 1994, Whetter decided to follow suit. He approached the members of California's Upland-Mt. Baldy Lodge No. 419 in Upland, and his experience was nothing but positive. "The brothers were very open with accepting members with disabilities. They worked hard to overcome the communications obstacles as I passed each degree to become a Master Mason. I saw brotherhood at its very best because the men were very accommodating, supportive, and kind enough to make a smooth transition for me."

Despite the obvious obstacles to

participating in the ritual, Whetter's hearing proved not to be an issue for the members of the lodge. According to David C. Decker, past grand master and member of the lodge, "When Jevon approached our lodge secretary for information about Masonry, he was invited to bring his wife and join us for a stated meeting dinner. He completed his application and was accepted by our members. Since Jevon is deaf we consulted with our district inspector and assistant grand lecturer to give us guidance in conferring his degrees. A brother walked with him and signed if he did not understand the ritual work. This process worked very well, and Jevon completed his degrees with no complications."

"At stated meetings," continued Decker, "we have made provisions to give him a written copy of the minutes so he may understand our business meeting. We are truly fulfilling our Masonic obligation when we assist qualified men in joining us in fellowship."

Like many Masons, Whetter maintains an active role in community service. An accomplished athlete, he founded the California Sports Association for the Deaf (CSAD), a non profit organization devoted to creating opportunities for deaf and hard-of-hearing athletes to participate in competitive sports. A CSAD all-star men's slow-pitch softball team called the California Silencers has become one of the premier teams in the

nation in less than three years.

Deafness may not be the defining factor in his involvement with the craft, but Whetter's role as an educator is. Like many teachers – both Mason and non-Mason – he has chosen a career

"I saw brotherhood at its very best because the men were very accommodating, supportive, and kind enough to make a smooth transition for me."

based on improving society rather than on personal reward. In many ways, teaching is a career that embodies the central values of Freemasonry.

Jevon Whetter is not the only family member involved with the California School for the Deaf. His wife Erika, whom he married in 1999 five years after the two met during rehearsals for a Deaf West Theatre production, is also a teacher there. Their commitment to issues affecting the hard-of-hearing goes even further than involvement with deaf students, actors and athletes: the Whetters own two dogs who, like their owners, are deaf. ♡

Upland-Mt. Baldy member Jevon Whetter dedicates his time to the advancement of deaf and hearing impaired students and athletes. He and his wife, Erika, teach at the California School for the Deaf. They reside in Alta Loma with their two dogs who, like their owners, are deaf.



LODGE SPOTLIGHT

Giving the Gift of Time

Masons volunteer their time to local schools

Donald Young volunteers at William C. Collier Elementary School once a week providing much needed support to the classroom teachers.

With 30 students and one teacher in a classroom, some students do not get enough one on one attention. Can a lodge help ease the burden?

Lodges traditionally participate in public schools month with a dinner and program for a local school or schoolteacher. Often, lodges will donate money to schools or give scholarships to students. Although monetary help is always appreciated, schools are also interested in a sometimes more precious commodity – time.

When Van Nuys Lodge No. 450 looked for schools to aid, they found Hazeltine Elementary School to be the most needy. Claude Klapp, past master of Van Nuys Lodge, has offered his time to the school for three years. Even in the summer, he and his wife, Terry, volunteer every Tuesday morning.

Mr. Klapp works with fifth graders, helping them learn computer skills

and tutoring them with math.

He feels, “Our presence in the classroom shows the love and commitment we have to the school and to the students. I believe we are appreciated very much and that is a satisfying feeling.”

Every month, Klapp reports to his lodge on the progress of his students and his efforts at Hazeltine. Donald Spencer, past master of Van Nuys lodge, decided to join the Klapps last year.

He also works with second graders, helping them with reading skills at Hazeltine where nearly every child speaks English as a second language.

At age 75, it took Spencer time to work up the courage to work with children again but he encourages others to try it. He feels, “The cost is negligible, the rewards enormous.”

Donald Young, master of Elsinore Lodge No. 289 in Lake Elsinore, is a tireless volunteer for William C. Collier Elementary School in Wildomar. He has volunteered his

time for the last four years in the kindergarten class and in the past year, has also helped with the fourth and fifth grade combination class.

Young works with the students on reading, math, and writing. He states, “Some children get no help at home and it is nice to be that person helping them.”

Mary Emmerling, a fourth and fifth grade teacher at William C. Collier Elementary, praises Young stating, “He has been a positive influence in my classroom. Mr. Young has been extremely valuable working with my students. Many students need one on one assistance to complete their assignments and I am not physically able to do this.”

Many schools throughout California are hungry for participation from the community. More and more lodges are adopting local schools and committing to helping them year round, not just with money but with time – and the children are the ones that profit the most. ♦

MASONIC COLLEGES

JOHN L COOPER III, GRAND SECRETARY



On a bluff overlooking the Missouri River at Lexington, Mo., there is a monument to a noble endeavor of the Grand Lodge of Missouri during the first half of the 19th century. The public memorial commemorates the first Masonic college in the United States – a unique contribution of Freemasonry in the 19th century to higher education. At the 1841 Annual Communication of the Grand Lodge of Missouri, Grand Master Carnegie introduced a resolution for the establishment of a Masonic College for the education of sons of indigent Masons and others. The phrase and others meant that the college would serve the public – an important step for the fledgling fraternity on the frontier of the expanding American Republic.

In 1846 the college moved to Lexington, the county seat of Lafayette County and later the scene of an early battle in the Civil War. At the time this ambitious project was undertaken the Grand Lodge of Missouri was only 21 years old and had 1,139 members.

The college taught the curriculum of the day to its students: natural philosophy and astronomy, mathematics, mental and moral science, ancient languages, and literature.

Tuition was free to deserving students, funded by the Grand Lodge *per capita*, but students had to pay for their own board and lodging. In 1846 it cost \$25 a year for room and board. By 1853 an Endowment Fund of \$53,000 had been raised to support the college and citizens of Lexington had added another \$30,000 in donations.

However, this effort was overshadowed by the looming Civil War. In 1859 neighboring Kansas had become a bloody battleground between the proponents of slavery and the abolitionists. In both Kansas and Missouri guerilla groups terrorized the local population, and had a dampening effect on all efforts at public service. By 1859 the Grand Lodge of

Missouri was unable to sustain its effort and the college was closed. During the Battle of Lexington in 1861 the buildings were badly damaged.

After the war, Grand Lodge gave the campus to the Marvin Female Institute with the proviso that up to 30 daughters of

By 1853 an Endowment Fund of \$53,000 had been raised to support the college and citizens of Lexington had added another \$30,000 in donations.

deceased Masons could attend free of tuition. That college later ceased to function and the site was donated to the City of Lexington, which maintains the memorial in a

beautiful city park overlooking the river.

Although Missouri was the first, it was not the only Grand Lodge to found colleges in the 19th century. Kentucky, Ohio, Arkansas, and Georgia also joined the movement. In order to understand why Freemasons undertook this effort, it must be

remembered that colleges in America during the first half of the 19th century were almost exclusively the provinces of the churches. Primarily intended to prepare young men for the Christian ministry, they were ill-prepared to meet the educational needs of the secular American society on the frontier.

Freemasonry, with its roots in the Enlightenment, had a belief that education would liberate men and women to become the leaders of the new republic. In a society that would be based on merit, rather than inherited

wealth or social status, education was the

key that would unlock the door to the future. As always, Freemasons have made a commitment to the future by self-sacrifice in the present. The 19th century was no exception, and the Masonic College Movement was but one way that Freemasonry contributed to the shaping of the American nation. ♦



COVER STORY

Classroom Heroes

MSAP builds educators' skills in rescuing troubled students



Today's educators face situations at school that were unheard of 30 years ago. The problems of years past, bad language, rude acts, teasing, breaking dress code, and skipping school have become much more serious – hate speech, violence, sexual harassment, gangs, and suicide. Drugs and guns have overshadowed cigarettes and bubble gum.

These behavior patterns are often symptoms of a bigger problem. Because students in distress may not ask for help, it falls to the teacher to read the signs and intervene before it's too late. That can be an unrealistic expectation of just one person who may be new to teaching or struggling with an overcrowded classroom and huge cuts in education funding.

"Today's teachers face more difficult issues than ever before," says Barbara McLaughlin, a second grade teacher at California Elementary in Costa Mesa. "Many children lack social skills and self-discipline. We have to deal with these issues before we can teach."

"Many children lack social skills and self-discipline. We have to deal with these issues before we can teach."

This is where the Masonic Student Assistance Program (MSAP) is making an impact on California educators and their students. Armed with a deeper understanding of at-risk students gained from the intensive three-day MSAP workshop, teachers and other faculty are able to look beyond the symptoms and design intervention techniques for each child's specific situation.

MSAP helps good teachers be even better by training them to work in teams to identify and assist at-risk students. The team approach allows teachers to increase their individual effectiveness, which is particularly important for new teachers. New teachers may not have the experience to recognize warning signs or the knowledge of how to deal with a troubled student who is battling abuse, parental neglect, low self-esteem, or other problems.

"MSAP training is a great help for

teachers because we know we're not alone," says McLaughlin. "If I'm dealing with a difficult situation, I know I have support and help."

The MSAP program gives educators the skills to detect warning signs of problems that can lead to dangerous or self-destructive behavior. Participants also learn to identify environmental factors that may adversely affect student learning. These risk factors can exist in the home, the school, or the community.

Since 1994, charitable giving to the California Masonic Foundation has enabled more than 3,800 California educators and other faculty to attend the MSAP workshop at no charge. These

educators, in turn, have assisted more than 35,000 students.

Typically a school will send teachers, resource specialists, assistant principals, and principals to the workshop. MSAP participants then return to their schools and form core intervention teams. These teams report many successes – helping one student at a time. But if you ask any of the core teams how MSAP helped them as teachers, they will say it's all about the children.

Here are just a few of the many examples of how schools have applied the MSAP model and effectively assisted students who may have otherwise fallen through the cracks.

Patrick Henry Elementary School, Anaheim

David is a program success story. Kidnapped by his grandmother at an early age, this fourth-grader was eventually returned to his father and



Sally Davenport, fifth grade teacher, is one of nine members of the core MSAP team at California Elementary School in Costa Mesa.

enrolled in school for the first time at age 9. David was emotionless and had no academic or social skills until his MSAP team gave him the attention and counseling he needed to enable him to acclimate to school. Within four months, David was progressing academically and displaying, for the first time, a bright personality with self-esteem and a smile.

Dan Mini School, Vallejo

Dan Mini elementary school students represent six racial and ethnic groups and more than eight language groups. While the students' academic performance was nearing the average

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COVER STORY

range, six years ago the staff members were deeply concerned about student behavior and attendance.

Disagreements, rock throwing, and rough play often escalated to greater violence.

Student absenteeism was high—as families left the country when school was in session or students stayed home to provide child care for younger siblings while parents worked.

For the two years prior to MSAP participation, staff members had been working to improve student behavior and attendance. Some success was achieved, but the data compiled during that two-year period showed one consistent theme: violence and absenteeism were all signs of a deeper issue with these students. Whether being praised or redirected, they responded in the same detached way, as though they were indifferent and not accountable.

Just prior to Dan Mini faculty attending their first MSAP workshop, average annual school attendance was below 94 percent and 134 suspensions were made totaling 177 days. Eighteen months later, an effective, cohesive MSAP-trained team was achieving results. Preventions were developed as well as interventions.



Cindy Ronquillo, first grade teacher at California Elementary discusses strategies with fellow MSAP team members.

Average attendance went up to 95 percent, and suspensions were down to 52 for a total of 68 days. Last school year, average attendance reached almost 97 percent—one of the highest rates in the district—and just 17 suspensions were made totaling 21 days.

In addition to these prevention programs, the staff continues to identify new ways to help students find success at school.

James Lick High School, San Jose

MSAP training gave James Lick High School core team members and other faculty the skills to effectively deal with difficult issues such as the following three examples.

Within the past two years, James Lick High has dealt with two criminal and violent incidents: An older man fondled a female student off campus, and another student was stabbed just outside the

► Why MSAP works

The **MSAP** team approach looks at the child as a whole, identifying all the factors that contribute to the student's behavior or inability to learn. For example, instead of focusing on a child not completing homework, the team will look for a reason—perhaps the child is responsible for younger siblings and doesn't have a quiet place to sit and do it. The team collaboration is what leads to a solution.

This innovative program is a free three-day workshop for teachers, administrators, counselors, and other school personnel who interact regularly with students. Its purpose is to help educators identify at-risk students and provide

appropriate guidance. With early intervention, these students have a greater chance of staying in school and becoming productive members of society.

Since its establishment in 1994, the highly acclaimed MSAP has trained more than 3,800 teachers and other faculty statewide and has helped more than 35,000 students. The California Masonic Foundation pays for the participants' training, transportation, and accommodations. Workshops and booster training sessions are offered several times a year, mainly at the Masonic Homes at Covina.

school grounds. In both cases, a team of staff members and student counselors intervened to assist the students impacted by these events.

The school's implementation of the MSAP model includes an extensive peer-counseling program that offers small group sessions on topics selected by the students. Groups meet weekly with teacher and counselor moderators to discuss drugs and alcohol, grief, conflict resolution, teen women's issues, attendance, self-esteem, divorce, gang awareness, and Spanish-speaking girls' issues.

John is a program success story. As a freshman, he was continually falling asleep in class. Fellow students made fun of John and teachers thought he was lazy. During a peer counseling session monitored by the school's public health nurse, John learned that this behavior could be related to a health problem. John had surgery to correct a sleeping disorder, and his grades have gone from Fs to As.

Mission High School, San Francisco

For Mission High, a new multi-level reading program is an MSAP success story. Test scores for 15 students with behavioral and academic problems were examined to identify specific areas of difficulty. It was determined that each student was reading significantly below his or her grade level. Students and their parents were consulted about participating in a special reading study program. Within one semester, the students' behavior problems were corrected and their in-class academic performance was measurably improved.

Mission High faculty has implemented several MSAP-model programs to assist students. A study team of students, their parents, and teachers meets regularly for discussions on individual student issues. A peer resources program trains students

as conflict managers to help their fellow students with various difficulties.

Marsh Junior High School, Chico

In the three years since it opened, Marsh Junior High educators have used their MSAP training to establish several programs, including:

A multi-disciplinary team of teachers, counselors, and administrators that meets weekly to discuss student issues and identify solutions. About 35 students are referred to the team each month for assessment.

Following the MSAP model, peer mediators meet monthly to help other students in crisis before they are referred to the staff team. At-risk and model students alike are selected and trained by students as peer counselors.

Sam, a Marsh eighth-grader, is a program success. With a history of violent outbursts and chronic attendance problems, Sam visited the nurse's office five to six times a day with various psychosomatic ailments. Sam lacked self-esteem and refused to take responsibility for his negative behavior. In one-on-one sessions, MSAP-trained counselors and teachers provided Sam with a definitive behavior structure. Within two months, Sam's outbursts ceased and his attendance record improved by 85 percent.

Sonora Elementary School, Costa Mesa

Sonora Elementary formed a Positive Behavior Support team whose goal is to create a positive school climate that encourages all students to choose responsible behavior. Since the team was created, tardiness and office referrals

► The MSAP numbers since 1994

Students helped by MSAP-trained faculty 35,647

Number of teachers trained 3,886

Schools and teachers trained by level

	Teachers	Schools
Elementary	2,060	438
Junior High	1,008	190
High School	818	149

California school districts using MSAP 85

Number of schools with trained teachers 777

have decreased.

Recess detention for tardy students was replaced with positive reinforcement of punctual behavior. When the bell rings each morning, an "on time" drawing is held. The winner gets to select a book as his or her prize.

"Caught doing good" tickets are given out at recess. At morning assembly each day, three ticket holders are selected for applause and cheers in front of the assembly.

In the team approach that the MSAP teaches, each team member evaluates the situation from a different perspective. It is often the combination of these perspectives that leads to both simple solutions and heroic achievements by those heroes of the classroom. ✧

MEMBERSHIP

Like Father, Like Son

Grand Master Holsinger makes rare 75-year and 50-year award presentation

It is indeed a rare moment for any Mason to receive the Diamond Jubilee Award for 75 years of membership; last year 102-year-old Martin Mickelson was one of only 21 men in California to reach this milestone. On June 11, Grand Master M. William Holsinger had the honor to present a 75-year pin to Mickelson at Vitruvius Lodge No. 145 in Petaluma. Of the more than 160 people at the ceremony perhaps no one was prouder than Martin's 73-year-old son Robert – who was himself presented with a Golden Veterans Award for 50 years of service that same evening.

This event was significant not only

for the Mickelson family, but for the entire fraternity: it marks the first known time in California that a father and son have ever received 75-year and 50-year awards together. Most 75-year ceremonies take place in a

Mason's home because of the advanced age of the brother, but both Mickelsons were able to celebrate in Petaluma, eight miles from their hometown of Two Rock.

Many Masons proudly trace their love for the craft to their own fathers,

and it is no accident that many current Masons have long-standing family ties to lodges throughout the United States. Robert Mickelson, then a sailor in the U.S. Navy during the Korean War era, followed in his father's footsteps and joined Vitruvius Lodge. He recalls,

"To celebrate 125 years of service by two men, who happen to be father and son, is really something special."

"My father was involved, as were most of the people I knew and most of my neighbors. Many of my co-workers were also Masons, so I was always around Freemasons, even before I became a Master Mason."

Perhaps equally remarkable — and increasingly rare in these mobile times — is that the two Mickelsons still live in the small town of Two Rock in rural Sonoma County, and have been members of the same lodge for their entire adult lives. Both men have long been retired, and have devoted countless hours to community projects in Northern California. Robert co-founded the Wilmar Fire Department in 1966, the year after a devastating conflagration consumed 4,200 acres near Petaluma, and served as volunteer chief for 23 years.

The presentation of Veterans Awards is open to the public. To accommodate the crowd, including dozens of friends, relatives, and fellow Masons, the ceremony was held in the Elks hall in Petaluma. Grand Master Holsinger gave the 75-year pin to Robert, who affixed the award to his father's lapel. Robert's wife Andrea then presented him with his own award.

Robert Grauer, past master of Vitruvius Lodge, was master of ceremonies for the evening. "It was a very emotional event," he says. "To celebrate 125 years of service by two men, who happen to be father and son, is really something special." ♦



Grand Master Holsinger (standing) presents a Golden Veterans Award to Robert Mickelson (left) and a Diamond Jubilee Award to Robert's father Martin Mickelson (right).

Florida Adopts Schools and Teachers

As state schools endure budget cuts, lodges in the Sunshine State offer assistance of time and money.

With nearly 50 million students in schools nationwide and a slow economy, state school budgets continue to be lean. School districts across the nation have been forced to make tough financial decisions often having to choose between programs and textbooks, class size, and teachers.

In order to assist Florida schools, the Grand Lodge of Florida created the Public Education and Citizenship Award to encourage lodge involvement in schools. Much like California's Grand Master's Achievement Award, Florida lodges follow this program gaining points to qualify for the award, which is presented to winning lodges at the Annual Communication.

While lodges gain points for civic activity also, many award categories focus on public education such as student scholarships and the I Love America essay contest. The most successful categories are the Adopt-A-School and Adopt-A-Teacher projects.

With the Adopt-A-School project lodges select a school, meet with the principal, explain the program, and present a certificate of adoption for the purpose of volunteering their assistance with the education process. Once the adoption is formalized, lodge members serve on advisory councils and committees, volunteer time as chaperones, assist with sporting events, help maintain the grounds and buildings, participate in career day, and honor the school staff or outstanding students.

Florida's Marathon Lodge No. 323 adopted Marathon High School. C. M. Wood, assistant principal, praises the members of the lodge for their efforts. "The members of the Masonic Lodge give throughout the school year. Their members are at every football game and some basketball games collecting money, handling tickets, and

supervising the crowd. Some are mentors to our students and devote one hour a week meeting with individual students and fostering a value in education and a desire to be a valuable citizen."

The Adopt-A-Teacher project is nearly identical but the lodges focus their efforts on supporting the individual teachers.

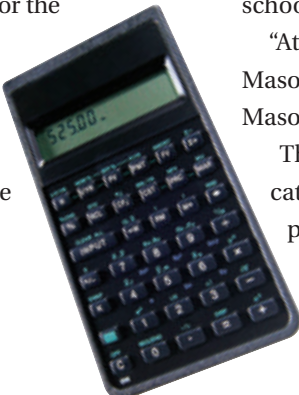
Due to the drastic budget cuts, teachers find it necessary to use their own funds or find alternative ways to raise money in order to provide what their students need. The Adopt-A-Teacher program encourages lodges to find these teachers in their local schools and meet with them to identify their needs and determine how the lodge can help. "Our advanced mathematics classes were in need of T-183 graphing calculators and Marathon lodge gave us the necessary money," says Wood.

David Meinke, treasurer of Marathon Lodge, explains it this way: "The Adopt-A-Teacher program focuses on finding teachers who need additional things that the school budget cannot afford and finding a way to get it to them so that they can do a more effective job of teaching."

With one-quarter of lodges participating in the Adopt-A-School program and nearly forty percent participating in the Adopt-A-Teacher program, Florida lodges are proving their support of local schools and teachers.

"At our schools here in Marathon," Meinke says, "you find Masons everywhere. Whatever needs to be done at the school, the Masons are there to do it."

The Public Education and Citizenship Award has 17 categories, ranging from flag ceremonies and assisting in non-partisan voter registration to sponsoring visitations to the elderly and supporting youth groups, such as Little League and DeMolay. ✧



HISTORY

Charles Adams and Public Schools Week

Every Mason in the country should know about the craft's support of state and local public school week campaigns, which provide an opportunity for lodges to work with local teachers and students to promote an "educated and enlightened citizenship." But many brothers are surprised to learn that this national

campaign was created here in California by a remarkable man, Charles Albert Adams, who asked the question, "What can we Masons do to support public education?"

Adams, a member of Excelsior Lodge No. 166 in San Francisco, was grand master in 1920. His lasting legacy to the fraternity was a renewed focus on supporting public schools, which were in crisis because of a lack of competent teachers, school closings, and poor access for rural students. To draw attention to this situation he ordered all lodges in the state to dedicate a week in September to mustering support for public education. The act was not merely ceremonial: his plan involved getting support from local lodges to create programs highlighting problems such as classroom overcrowding (up to 80 students were assigned to

spearheaded by the president of the Monterey Convention in 1849, Robert B. Semple, a member of Benicia Lodge No. 5. Also, John Swett, the father of California's public school system, was a member of Oriental Lodge No. 144 in San Francisco. Following in their footsteps, Adams declared that a crisis in education would lead to a crisis in democracy, as an under educated populace could not truly be free. His blunt assessment of California's educational system was a call to arms for all Masons, and Adams was able to rally not only the lodges, but also local and state education officials, to participate.

By all accounts, the 1920 Public Schools Week was an unqualified success. Seeing the public outcry for better education, as well as press coverage of the Masons' campaign, the state government adopted new legislation that dramatically improved funding to elementary and high schools.

Although he was

“what can we Masons do to support public education?”

some classes) and chronic teacher shortages.

It is no coincidence that a Mason created Public Schools Week. The foundation for the state's first public schools was

not a teacher, perhaps no one was better suited than "Charley" Adams to be the champion of California's public schools. A successful attorney with nearly 20 years in the craft at the time he became grand master and later a long term trustee of the Masonic Homes of California, he had long supported Masonic involvement in public affairs and was a passionate advocate of promoting Masonic values outside of the lodge hall. ✧

A Model of Leadership

Allen Gresham's Career and Commitment

"In life, we do what we want to do," states Allen Gresham, president of the board of trustees of the Masonic Homes of California, when asked how he was able to pack so many outside commitments into an active family and professional life.

For Gresham, doing what he wants to do has meant a half-century of contributing time, talent, and money to an impressive number of church, civic, educational, professional, and Masonic causes. In many instances he has held challenging leadership positions in the organizations he volunteered to serve.

A man who talks about himself in a modest way, Gresham says the principle that has inspired his exceptional commitment to numerous causes is "the Masonic obligation that calls us to community service." He adds,



Allen Gresham (standing) confers with fellow Homes Board trustee, Larry Adamson.

"I received help when I was making my way and I wanted to repay that debt by helping others."

At the same time he has achieved professional recognition as a civil litigator specializing in business and real estate law. He is a senior partner in the San Bernardino firm of Gresham, Savage, Nolan & Tilden.

Born into a Masonic family in Moorcroft, Wyo. – his father and grandfather were Masons his mother a member of Eastern Star – Gresham grew up in El Centro, Calif. It was at Central Union High School where he was active in athletics and student government.

He attended Occidental College on a scholarship and was elected student body president. In his freshman year, he met classmate Clara Thompson, his future wife. Following graduation, Gresham enrolled at Stanford Law School after Elmer Heald, past grand master and a family friend, wrote a glowing letter on his behalf. While at law school, he was raised a Master Mason in El Centro Lodge No. 384. "It

was a very big deal in my father's and my life," he recalls.

Following law school and service in the U.S. Army, Gresham joined San Bernardino Lodge No. 348. He immediately became involved in lodge activities as a candidates' coach and became master at the age of 36.


He began his affiliation with Grand Lodge in 1965 with an appointment to the Jurisprudence Committee. Various Grand Lodge offices followed including a term on the board of trustees of the Masonic Homes. In 1993, he was elected junior grand warden and became grand master in 1996.

Gresham returned to the board of trustees of the Masonic Homes in 2001 and last year was elected president. He is dedicated to continuing to fulfill the pledge on which the Homes were founded — to care for brothers, their wives, and widows in need.

Fellow Homes board member and chairman of the finance committee Larry Adamson praises the special qualities Gresham brings to the board and speaks of him as "the consummate professional who understands how to listen to people."

Gresham is a man who candidly admits, "I don't play golf – it's too time consuming, so I do other things." ♦

MASONIC HOMES



Covina Children's Program and School District Collaboration Benefits all of the Children

**“Good parents stay in touch and get involved.
We serve in the role of parents.”**

With these words, John Howl, executive director of the Masonic Home at Covina, describes the commitment of him and his staff to assure the best possible learning environment for the children at the Home.

Howl says it is his passion to meet the children's needs at the five local schools they attend. In talking to those who care for the children, it quickly becomes apparent that this is a shared passion among children's program staff. Their philosophy is that children will be more successful at school if the family is involved.

All 48 children from the Home are enrolled in Charter Oak district schools.

With this in mind, Howl and the staff have forged a close relationship with the superintendent, administrators, and teachers in the district. Working together, they closely monitor the children's attendance, behavior, and academic progress.

Dr. John Roach, school superintendent of the Charter Oak district, believes that when the staff from the Home and the school collaborate, it is better for all of the students in the district.

He gives the Home high marks for the way the children's school progress is monitored. “Working with the Home is very satisfying for our staff,” he says. “There's always someone to talk to when we call about a student. We never have to leave a voice mail message at the Home.” Roach calls Howl and the



staff a great team for school personnel to work with. He looks forward to continuing the relationship for the benefit not only of the Home's children but also for all of the district's children.

As evidence of the Home's interest in all of the children of the Charter Oak school district, a Masonic Homes college scholarship was established in 2002. All high school seniors are eligible to compete for it.

The Home has developed an academic success program that is a team effort. A primary goal is to raise the children's grade point averages where possible. Its cornerstone is an ongoing effort to maintain communication with school administrators and teachers to ensure the children are performing at the level they

are capable of achieving.

An open house at the Home in October brings together parents, guardians, teachers, counselors, and mental health professionals. Light refreshments are served while the visitors learn about the children's program, watch a video about the Home, and take part in a question and answer session. Following the formal part of the evening, visitors may then tour the children's homes.

Staff is involved in the planning for the open house. One measure of its success is the fact that every year more district teachers attend. "They have a better understanding of the program after an open house. They get an insight into where our children are coming from," one staff member believes. In addition to the

open house, family specialists meet early in the school year with their children's teachers.

Another key tool the Home uses is a yearly survey of principals, counselors, and teachers asking for suggestions about how the Home can improve the children's school performance. Feedback from the survey is used to strengthen the program.

Howl recently said that when he assumed his post at the Masonic Home at Covina he wanted to reconnect and collaborate with the local schools. His success is evident in Dr. Roach's comment, "they wanted to make a difference and they have done so much in a short time." ❖

MASONIC HOMES



Popcorn and Potato Salad

Lodges provide ingredients of a bonding experience

As predictable as the budding leaves on trees, the spring brought lodge members from all over southern California to the Home with cars and vans filled with the good things that go into making an old fashioned barbecue: hamburgers, hot dogs, potato salad, and popcorn.

It is all part of the picnic and party season at Covina. As many as 30 to 40 lodges participate each year and for some lodges it is an annual event.

John Howl, executive director of the Masonic Home at Covina, explains that lodge members want to do something special for the seniors and the children. Theirs is a commitment that extends beyond financial support of the Home.

"The brothers and their wives come in buses from as far south as San Diego and as far north as above Santa Barbara as well as many towns in between," he says. "They want to see the mission at work and everybody who participates has lots of fun."

The adult residents relish visits by lodge members and their wives. It provides an opportunity for them to visit with old friends. Some lodge members have not seen the campus since the adult homes were added in 1990. Closer to retirement, they are interested in looking over the accommodations.

From the perspective of the lodge members, the Covina outings are an important part of the continuum of care they feel the mission compels them to undertake in partnership with the Homes. Some lodges begin their visits with a small contingent of the membership. When word sifts back to members, participation increases from year to year.

Jack Beers, past master of the A.M. Daylight Lodge No. 625 in Anaheim, says he and his fellow lodge members get a lot out of their visit, coming away feeling more connected with the children. "The Covina Home is one of the best things in the world for kids. The children couldn't ask for anything more." ✶

Pictured above: Covina children serve barbeque goodies to members and family of Orange Grove Lodge No. 293 in Orange.

NEWS YOU CAN USE

Admission to the Homes

If you or a family member are considering applying for admission or want to know more about the Homes or arrange a tour, call our toll-free numbers. Union City in Northern California, **800/342-2979**, or Covina in Southern California, **866/627-6642**, or visit **www.masonichome.org**.

Applicants to the Masonic Homes are urged to plan ahead. The current waiting time for admission is over one year for both campuses.

Masonic Outreach Services

For those seniors who wish to remain in their own homes or in a facility in their own community, there is another choice – Masonic Outreach Services (MOS). The MOS program helps recipients meet expenses by supplementing their monthly income. The Community Information and Referral Program can help those in need of information regarding resources in their community. Trained staff can provide referral information on important topics such as housing options, insurance coverage, and much more. For more information, call **800/342-2979 ext. 1233**.

Communications

The Masonic Homes have speakers available to come to your lodge or function to speak about the services available through the Homes and other issues related to aging. For more information, contact the communications office at **510/675-1245** or **communications@mhcuc.org**. We look forward to hearing from you!

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AGE	RATE
65	6.3%
70	6.7%
75	7.3%
80	8.3%
85	9.7%

Married Couple

AGES	RATE
65/65	5.8%
70/70	6.1%
75/75	6.5%
80/80	7.1%
85/85	8.1%

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