

***A SMALL FLOCK OF POEMS FOR TEACHERS***

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## **TRANSFORMATION**

*I started kindergarten  
Two or three big steps behind.  
Some classmates understood things  
That had never crossed my mind.*

*The kids who looked real different  
Seemed so smart (I can recall).  
Kids who looked and spoke like I did  
Didn't seem so smart at all.*

*Of course there were exceptions,  
But on mostly any day,  
It was clear those kids were doing best  
And we were just okay.*

*Our teachers liked them better  
'Cause they always knew the answers,  
So kids like me just tried to be  
Good athletes and great dancers.*

*The years went by quite slowly  
And most things just stayed the same,  
Until our principal decided  
It was time to change the game.*

*She hinted that the reason  
When those other kids did best  
Was that many knew already  
More of what was on the tests.*

*They learned it from their parents  
And from things they did at home.  
Much that I and my companions  
Never had the chance to know.*

*That had always been the pattern.  
Yes for years it was the same.  
But the standards movement came along  
To finally change the game.*

*Now that there's a new prescription  
For the way our school is run,  
Everybody's got new goals to reach.  
It's getting to be fun!*

*We're learning to get smarter  
'Cause our teachers show us how.  
They're all serious about it.  
Everyone's important now!*

*Time in class is so exciting  
That we seldom fool around.  
We might make a joke in passing,  
But we quickly settle down.*

*After school we do our homework.  
Often in our study groups.  
When we need them we have tutors  
And they give us all the "scoops."*

*If there's something that's confusing,  
It's a temporary thing  
'Cause the teachers love to answer  
All the questions that we bring.*

*All the counselors and teachers  
Work with parents as team  
'Cause they share the same commitment  
To connect us with our dreams.*

*I love the way things are now.  
It all just seems so right!  
We still play sports and we're still cool,  
But now we're also "bright."*

*That first day of kindergarten  
Some of us were way behind.  
But today I'm graduating  
In a truly different time.*

### **And Their Children Too**

*The child who stands before you  
    Will some day be in your shoes  
And a child will stand before her  
    Hearing things once said by you.  
If your message is uplifting  
    And your smile is bright and true  
She will pass them to her children  
    In the ways she learned from you.*

### **Think**

*think of the deepest emotions you have –  
    the feelings that make you explode.  
well each of the children you have in your class  
    carries that same mother load.*

*what is the role that you play in their lives?  
    the feelings you daily inspire?  
do you nurture ambition and make their eyes wide?  
    do the things you teach build their desire?*

*yours is the power to nurture bond fires  
    that fuel great ambitions and goals.  
so endeavor to do all you can to inspire  
    your students to be great and bold.*

*there will soon come a day when you'll look up with pride  
    and know that you did all you could  
when you see them on wings way up high in the sky  
    'cause you taught them and they understood!!*

### **Persist**

*There is no greater frustration  
    than to be stubbornly misunderstood  
by a child who is afraid that she can't learn.  
    And there is no greater elation  
    than when the light of understanding  
burns away the fear and makes her smile return.*

### **When it's Over**

*the lesson ain't over  
    'til the skinny kid smiles  
and signals that he understands.*

### **A Brilliant Inspiration!**

*(Secrets of a recalcitrant student.)*

*I tried hard to ignore her,  
Never looked her in the eye,  
But she kept on talking to me  
While I tried to act real shy.*

*I would rather have been playing  
Somewhere miles away from her,  
But she kept on talking to me  
'bout the grades I had to earn.*

*I was getting really tired,  
Wanted her to go away,  
But I could not think of how to make her vanish.*

*It was after lots of thinking,  
I can still recall the day,  
That I finally had a brilliant inspiration:*

*There'd be nothing she could tell me  
If did all the assignments  
And it might be fun to show how much I knew.*

*So I focused on my work a while,  
Completed all my papers,  
Then I raised my hand to tell her I was through.*

*I think that I surprised her  
'Caused she stood there stunned and speechless  
And that's just what I'd been wanting her to do.*

*Success!*

### **Sure as Sunlight**

*there's a child here in your caring  
who may someday cure all cancer  
but you've got to lay the groundwork  
so that it can come to pass.*

*she's a child who hasn't blossomed  
so you cannot see her brilliance  
but as sure as there is sunlight  
she is here now in your class.*

*I can't tell you what her name is  
nor her height, nor weight, nor color,  
only that she is potentially  
a history-making lass.*

### **How Hard to Push, How Far to Lead**

*Who can say how hard to push  
The children to excel?  
You ask, "How hard is hard enough?"  
But don't know how to tell.*

*Childhood years should overflow  
With games and lots of fun.  
But time is short and pressure high  
For learning to get done.*

*The state's new test is coming  
And our principal is clear  
That our students must be ready  
There is a lot to fear.*

*If the scores don't reach the threshold  
Then the piper we must pay.  
So I guess I'll put the pressure  
On my little ones today.*

*But no! That can't be the answer!  
Pressure crushes and distorts!  
There has got to be another way --  
One of a kinder sort.*

*I will take them on a journey  
On a road that dips and winds.  
When we tire we'll continue --  
Learning things of every kind.*

*I will help them deeply value  
What that journey has to teach.  
They'll excel because I love them  
And because of goals they'll reach.*

*At the end of our endeavor  
When they take the State's new test  
They will know most of the answers  
And with smiles they'll do their best.*

### **No Cause to Yell**

*If you teach the joy of learning  
You may be surprised to find  
That the need push and fuss and shout  
Will soon be left behind.*

*When you make that evolution  
Deep inside of your own mind,  
That will be the day you know  
The joy of teaching not the grind.*

*On that day you will no longer  
Have to force them to excel,  
For they'll know the joy of learning  
And you'll never have to yell.*

### **Flearning**

*We need a magic formula  
To make a flearning blend.  
So kids will keep on learning  
Even when the fun begins.*

*With flearning it's amazing  
How they run to class and then  
Start to grab at books with eagerness  
And read with funny grins.*

*You'll find this magic formula  
Inside of your own heart  
Just think of why you're teaching  
And right then the magic starts.*

## **My Hero**

*My teacher is my hero.  
She's the captain of our team.  
My classmates all adore her.  
She taught us all to dream.*

*It's a dream of overcoming  
All the challenges we'll face.  
She helps us build our confidence—  
Prepares us for the race.*

*It's a race into the future  
To a place we don't yet know.  
We've got to be quite versatile —  
Prepared for any foe.*

*My teacher looks for excellence.  
She says she'll take no less.  
Now when a challenge faces us  
We've learned to do our best.*

*I really love my teacher  
And I'm sure that she loves me.  
When I get to be a grownup  
She's the kind I want to be.*

## *Misguided Love*

*I care about my students  
More than I can ever say.  
When they hug me in the morning  
They're so loving.*

*Some are very disadvantaged  
And their lives are really hard  
I'm especially sympathetic  
When they're crying.*

*I allow them just to watch  
Until they're ready to join in  
Then I praise them to the hilt  
For simply trying.*

*Perhaps if I were stricter  
They would learn a little more,  
But I'm not sure that they can.  
So I just love them.*

## **Is it Really Over?**

*It's the end of the semester.  
I don't know quite how to feel.  
I have finally come to know you,  
Now you're leaving.*

*This is our last day together  
And my sense of loss is real,  
But somehow it isn't right now  
To be grieving.*

*I have given my best effort  
To prepare you to move on,  
So I guess I should be happy  
That you're going.*

*I will just have to accept it  
That next week you will be gone.  
Here's a wish that your success  
Is overflowing.*

*So long.*



**Please, my teacher, open up your . . .**

*heart to care* ever more deeply for us;

*mind to think* ever more creatively about ways of helping us learn;

*mouth to seek* fresh ideas and feedback (including from us!); and

*classroom to join* colleagues and parents in a thriving community where as teachers, parents and children together we strive to reach our potential.

*okay?*

## *My Principal*

*My principal is my hero.  
She's the captain of our team.  
My colleagues all adore her.  
She taught us all to dream.*

*It's a dream of overcoming  
All the challenges we face.  
She helps us build our confidence--  
Prepares us for the race.*

*It's a race to do the best we can  
To help our students grow.  
They've got to be quite versatile --  
Prepared for any foe.*

*My principal seeks excellence.  
She says she'll take no less.  
Her firm insistence pushes us  
To do our very best.*

*I really like our principal  
'Cause she inspires me.  
As I strive to be a leader  
She's the kind I'm trying to be.*

## Task 3

### Ambitiousness versus Ambivalence: Five short poems about setting goals and planning to do well, or not.

(The Random House dictionary defines “ambivalence” as: 1. *uncertainty or fluctuation, especially when caused by inability to make a choice or by a simultaneous desire to say or do two opposite things.* 2. *the coexistence of positive and negative feelings toward the same person, object or action.*)

#### Reasons for Ambivalence

##### 1. Not Smart Enough

Sarah thinks that she’s a dummy  
So she has no real ambition.  
She just hopes that she gets lucky  
When the teacher grades exams.

##### 2. No Expected Assistance

Johnny thinks he’d be successful  
If he only had a tutor,  
But he thinks that’s not an option  
So he doesn’t make big plans.

##### 3. No Encouragement

Heather knows that she is smart enough  
And yes, she knows as well,  
That all the help she needs is right nearby.  
But she doesn’t feel encouraged  
So she doesn’t feel ambitious.  
She just drifts along and doesn’t really try.

##### 4. Boring and Irrelevant

Shantu feels encouraged  
And he understands the lessons,  
But they’re boring and irrelevant to him.  
He says, “To learn them would be useless.”  
So, his daily aspiration  
Is to make it through until it’s time for gym.

#### Reasons for Ambitiousness

Gregory used to be like Sarah, Johnny, Heather  
and Shantu,  
But this year his teachers told him to believe  
That *his brain is like a muscle*  
So that if he puts the work in  
His high goals will be real possibilities.

Gregory also knows that help  
Will always be there if he needs it,  
So that even if the work gets really hard,  
His ambitions will be justified  
And not just idle dreaming  
So he plans to try his best to go real far.

Encouragement surrounds him  
Since his parents and his teachers  
Try in many different ways to let him know  
That he’s a very special person  
Whose ambitiousness and progress  
Make them happier than they could ever show.

Gregory knows that what he’ll learn  
Will be important.  
And he’s expecting that the process will be fun!  
So he’s feeling quite ambitious  
Looking forward to his lessons  
And to all the great success that is to come.

*Let’s do our best to help all children to: (1) feel smart enough to justify setting goals; (2) anticipate that help will be available if needed; (3) expect continuing positive reinforcement from adults; (4) understand that their studies are relevant to their lives; and (5) expect that time on task will be enjoyable. If we do, more will become ambitious goal setters (and, ultimately, industrious learners) like Gregory in the second column above.*

## HARDSHIPS AND DISTRACTIONS

*I'm going to have my dinner  
At my grandma's house today.  
My mom is stayin' late for work  
To make some extra pay.*

*I've got a lot' a homework  
But I'm worried 'bout my mom.  
So that makes it hard to concentrate.  
My mind feels like a bomb!*

*I've also got to make sure  
That I wash some clothes to wear  
And I've got to get the stuff I need  
To tame my crazy hair.*

*And while I'm doin' that,  
I'll use the phone to make some calls  
To tell my friends the time and place  
For Friday at the mall.*

*And sometime between now and then  
I've got to get some dough(\$).  
'Cause I ain't going to the mall  
All destitute and po'.*

*I know that I should focus  
On that test I've got in math,  
But my English paper's due soon too.  
I need some help real bad!*

*Some teachers think I just don't care  
And some think I'm not tryin'.  
I think I'm caught in a trap –  
Sometimes I just start cryin'.*

*But no one ever sees my tears.  
'Cause I just show the tough side.  
I like to seem real in control –  
If not book-smart, then street-wise.*

*I wish my teachers understood  
What it's like to be me.  
To see my life the way I do –  
The whole complexity.*

*They'd see how hard it is to keep  
So many things in focus.  
They'd see how blurry things can get –  
How stuff can seem so hopeless.*

*My teacher said I best be ready  
When I take that test in math.  
But I ain't got no help at home.  
I never knew my dad.*

*I want to go to college.  
But for that I need good grades,  
Based on what my grades are now,  
There may not be a way.*

*I don't know what I'm gonna do.  
I need someone who's wise  
To help me figure out which way to turn –  
To empathize.*

*But let me stop daydreamin',  
'Cause I got a lot to do.  
If I don't start my homework soon,  
I never will get through.*

*If I try and still can't do it  
Then I just won't hand it in.  
But if I don't try, I'll never know.  
So here goes, I'll begin.*

*Everyday I pray  
To find someone to guide me and to care.  
Is there any chance that you could be  
An answer to my prayer?*

## ***Preschool Foundations***

*The children seem so tiny  
As they move about the room.  
Still, they're complicated people --  
So much more than we assume.*

*Each is different from the others.  
None the same as all the rest.  
So, I strive to understand them  
And it puts me to the test.*

*Kiesha likes to count things backward.  
Pedro likes to pull my hair.  
Franco marches like a soldier.  
Herman stands up in the chairs.*

*But each in his or her own way  
Is curious and growing;  
Learning more about the world each day  
With new things that they're knowing.*

*And my job is to be sure they know  
That love is all around  
And that I am here to help them learn  
New words and smells and sounds.*

*No one's job is more important  
Than what I do here each day.  
Things I teach will shape the future  
For these children now at play.*

*As among the first to teach them  
I must build a firm foundation.  
'Cause for all I know, young Kiesha Jones  
Will someday lead the nation!*

*And even if she doesn't  
There's a lot that is at stake.  
God made me her preschool teacher.  
That I'm here is no mistake.*

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***Educator Self-Censorship: “We Won’t Say ‘They Don’t Know.’”***

(Response to a group of university-level math educators who refused to talk about what inner-city children tend not to know when they arrive at school.)

*There are words we dare not whisper.  
No, those words we dare not say  
For our enemies they listen –  
Poised to pounce from where they lay.*

*Therefore we must be quite careful  
Speaking only foolproof words,  
So bigots cannot misinterpret  
What they think they heard.*

*If we hint at any weaknesses  
Or injuries or hurts,  
Then the critics and the bigots  
Will then use them to assert  
That the people we are serving  
Are an undeserving lot  
Whose frailties and transgressions  
Make them all a hopeless blot.*

*So, we mustn’t utter any sound  
That might be overheard  
By those lurking here among us  
Waiting to distort our words.*

*No, instead we will self censor  
So that nothing that we say  
Can be used against our values  
In a wrong or hurtful way.*

*Never mind that this prevents us  
From addressing like we could  
All the deficits our work could fill –  
The ways we could do good.*

*And, instead of striking out to prove  
That injuries can heal,  
We’ll assert that they do not exist –  
We’ll say that they aren’t real.*

*We will say that every child  
Arrives with knowledge equal value  
And that differences are absent –  
Or at least that’s what we’ll tell you.*

*We’ll declare that some arrive with more  
But none arrive with less.  
We’ll deny the contradiction.  
Our semantics at their best!*

*But that cannot be the answer.  
No, there is a better way:  
We must not allow the bigots  
To restrict what we can say.*

*For we know that there are differences  
In how students arrive.  
There are differences  
In what they’ve had to do to just survive.  
Our opponents seek to blame the victim  
Giving them the rap  
Nonetheless we must admit the truth:  
There really are some gaps!*

*There are many subtle differences  
In what kids understand  
And the ways we strive to teach them  
Must respond with careful hands.*

*Every child for sure has assets --  
Most have loving home relations.  
But some nonetheless arrive  
With larger holes in their foundations.*

*If we face this fact directly  
And do what we need to do  
We can fill those gaps with knowledge  
To help every child get through.*

*Then the critics and the bigots  
That we now seem so to fear  
Will have long since fallen silent --  
May have simply disappeared.*

*So the next time you self-censor  
Give yourself a big dope-slap.  
Know that destiny is on our side –  
We’ll someday close these gaps!*

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***If I Had a Magic Formula***  
***(I Don't, but We Do)***

*If I had a magic formula  
To clear up your confusion  
I would use it in a heartbeat  
But no magic do I have.*

*I am but a single person  
Who has tried his best to teach you  
But with limited capacity  
To help you understand.*

*You come to me not knowing  
Many things you should have mastered  
Long before you ever got here --  
Long before this class began.*

*Thus I'm feeling rather powerless  
But will not give up on you --  
No, not even if you doubt yourself  
Just let me take your hand.*

*If all of us who care for you  
Commit to work together  
I have faith that we can pull away  
From doubts that hold us back.*

*If we focus on your progress  
And commit to learn together  
That might be the magic formula  
We never knew we had.*

## ***Maintain the Rhythm***

*There are folks who pass among us  
Moving steady as the tide  
Who we daily take for granted  
While upon them we rely.*

*Then there comes a time when slowly  
Like the sun that daily sets  
That their presence starts to fade away  
Though we aren't ready yet.*

*That's the time when we ourselves become  
The steady force at hand  
That allows those younger than ourselves  
To strengthen and to stand.*

*There's a rhythm to the universe  
That echoes in your school  
From the sounds your feet are making  
As you too live out the rule.*

*If you fail to keep the rhythm  
There's no one to take your place.  
So be diligent  
The time has come for you to set the pace.*

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### ***Where Fools and Experts Hovered***

*Every year you come the first day back  
With things that you've discovered  
When you went to all your conferences  
Where fools and experts hovered.*

*There together they concocted  
All this brand new stuff to do  
Then they handed you the package  
Wherein you became the fool.*

*You're a fool to think I'm waiting  
For your latest great idea  
I've developed what I need myself  
It's perfect. Don't you fear!*

*When you see my next year's test results  
You'll see just what I mean  
Then you'll know that you're superfluous  
And vanish from the scene!*

*WAIT! I was only kidding.  
Blowing off some excess steam'  
Please come tell me of this year's idea  
I'm sure it's quite a scheme!*

### ***Your Courage and Commitment***

*I love the way you've introduced  
The new approach we're taking.  
I'm really looking forward now  
To what we're going to do.*

*I also like the fact that we  
Will all do this together  
And that no one has the right  
To stand aside or be excused.*

*The plans that you've described  
Are so coherent and transparent  
That I really can't imagine  
We won't all know what to do.*

*And the fact that you've relieved us  
Of some old and stale commitments  
Means we'll have the time and energy  
To really see this through.*

*So, thank you fearless leader  
For your courage and commitment  
We have finally got a way  
To bring real greatness to this school.*

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### ***Johnny's Thirst to Learn***

*Johnny had a thirst to learn.  
It followed him to school.  
It sought a way to quench itself  
So Johnny'd be no fool.*

*It followed John from class to class  
Where sometimes it did find  
Great lessons quite superbly taught  
That strengthened Johnny's mind.*

*But sometimes behind other doors  
Were classes poorly taught.  
The time spent there a total waste  
Where effort was for naught.*

*The world cannot afford to leave  
A mind like Johnny's thirsty  
Please join me in a quest to make  
More classrooms great and worthy.*

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## ***Concentration***

*Dear class I want you all today  
To come with me to find  
The great untapped potential  
Hidden deep inside your minds.*

*As grownups we have failed  
To push you hard enough to build  
Your capacity to concentrate  
To reap your fullest yield.*

*There's a place deep in your consciousness  
You've probably never been  
Where your brain keeps all the records  
Of old thoughts and deeds and friends.*

*When you find the path to get there  
You will be amazed to find  
That there's treasure beyond measure  
Stored right there in your own minds.*

*But you'll never find the pathway  
If you fail to join the search  
And the first step is to concentrate  
To give your brilliance birth.*

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# Thank You Deborah!

from R. Ferguson, May 25, 2006, on the occasion of your retirement.

*It's not hard to get discouraged  
When uncertainty abounds,  
When funding just evaporates  
And spirits drag the ground.*

*It's not hard to throw your hands up  
Then just turn and look away,  
If you're hearing lots of promises  
But nothing quite persuades.*

*And it's not hard to be discouraged  
If you're a person who  
Fails to see the great potential  
Of the people in your school.*

*It's not hard to be a cynic  
If you've never seen the lights  
In the eyes of students struggling  
To reach their greatest heights.*

*But Deborah Bennett is no cynic  
So she's never gone astray.  
She's just been an inspiration  
That's what ALL her colleagues say.*

*She took on the Tripod Project  
Then with energy and spirit,  
Worked to elevate the work  
Of every teacher who came near it.*

*Deborah Bennett's been a leader  
Shown the way to truly serve  
So it's time to pay the tribute  
She so richly now deserves.*

*We thank you dearest Deborah,  
For your service here to all.  
We refuse to be discouraged!  
We refuse to take a fall!*

*For the work is too important.  
There's too much that is at stake.  
We will keep on pushing forward  
Stopping just for breaths to take.*

*As we do so we'll remember  
What you modeled for us all:  
That through service we inspire  
And together we stand tall!*

*Thank you, Deborah Bennett.*

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***They're So Precious!***  
**Misguided Love in Elementary School Classrooms**

I care about my students  
More than I can ever say.  
When they greet me every morning  
They're so precious.

They are very disadvantaged  
And their lives are really hard  
So I'm especially sympathetic  
When they're anxious.

If one needs to take a breather  
And their manner is respectful  
I accommodate the wish  
Without resistance.

I don't push them to excel  
Because, as we all know too well,  
Success in school is not the key  
To their existence.

They seldom persevere  
So any effort that they make  
Is an accomplishment  
Deserving recognition.

People say that there are ways  
To teach them much more than I do,  
But that's just speculation  
Based on intuition.

If my kids are really smarter  
Than I'm treating them to be,  
Then there is great untapped potential  
In their minds.

But all I really know for sure  
Is that they're precious in my sight.  
If I have touched their hearts,  
What more is there to find?

Am I misguided?

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*A Poem for Rossi*

The problem thing with dreams, my friend,  
Is one can never know  
Which from among them might come true  
As living comes and goes.

If only we could know today  
What futures might unfold,  
We'd know which dreams we should pursue  
And which we should let go.

The dream we share in MSAN  
Is a broad and deep agreement  
That one's ancestry or race  
Should have no bearing on achievement.

There's a long way still to go  
To make this dream we share come true,  
But I value every moment  
I pursue the dream with you.

Let us travel on together  
With our colleagues and our friends  
All together staying on this road  
That dips and winds and bends,  
'Til we pass the torch to others  
Or until it comes to pass  
That we reach the culmination  
When the dream is true at last.

As I end this poem dear Rossi,  
What I'd really like to say  
Is that you're a special person  
And I'm glad you've come my way.

For a commemorative booklet celebrating Rossi Ray Taylor's leadership of  
the Minority Student Achievement Network (MSAN), June 2007

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*I'm Finally a Principal!*

I was once a classroom teacher.  
Now I try to run a school.  
When I first got the promotion  
I thought it was really cool.

I knew it would be a challenge,  
But I thought I was prepared,  
So I stepped into the job  
***And started pulling out my hair!!!***

Some teachers here expected me  
To carry all their burdens  
When I gave their burdens back  
I was a quite unwelcome person.

And some parents thought they had the right  
To pick their children's teachers.  
When they didn't get their way  
They said I was an *evil* creature.

But I never raised my voice  
And always tried to be respectful  
Even when I was contending  
With adults who were neglectful.

No, instead I tried to model  
What I hope will be the norm  
When the teachers and the parents  
Finally help this school reform.

If we're going to be successful  
We have got to have a vision  
Wherein grown-ups join together  
In a shared and sacred mission.

Anyone who can't accept it  
Is quite free to move along  
And together we'll rejoice  
When those who've held us back are gone.

For the future is upon us  
And there is no time to waste  
As new first graders learn to read  
And soil their hands with paste.

When we blink they'll be in high school.  
There is work to do each year  
And we'll show the same commitment  
To each child who comes through here.

We are here to nurture children  
In the best way that we can  
Anyone who shares this purpose  
I invite to take my hand.

But I will not compromise  
With those who choose the status quo.  
I say, "One way or the other,  
They have got to change, or go."

Yes sometimes it will be stressful  
But you'll see that in the end  
This will be a school we're proud of  
THEN we all can be great friends.

I was once a classroom teacher.  
Now I try to run a school.  
Yes, it makes me pull my hair out.  
Still, I think it's pretty cool.

*We Don't Affect Your AYP, But . . .*

They say the school would need  
More kids like me—that are my color—  
Before our test scores made a difference  
One way nor the other.

As it is, some folks here just might think  
That we're not worth the bother,  
But maybe they could just pretend  
That we're their little brothers.

Even though it may not help you  
To achieve your AYP,  
I'm really hopin' hard  
That you'll find time to tutor me.

I don't talk much in class  
And it may seem that I'm just dumb  
But if you just help me out  
You'll be amazed when I become  
Somebody really quite important  
Someone everybody knows  
For the problems that I solve  
And all the kindness that I show.  
Because you see inside this shell  
There are the seeds of hidden greatness  
And the only thing required  
Is that you should find the kindness  
In your heart  
To help me find a way  
To get my greatness out  
So the world can reap the harvest  
Of the things they'll learn about.

Yes this quiet kid who struggles  
In you school right here today  
Holds the key to many futures  
If you help him find his way.

True, nurturing my greatness  
Won't affect your AYP.  
Still, I'm hopin' that you'll help me out  
And not give up on me.

Or Tommy either!